



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

JAMIA MILLIA ISLAMIA

MAULANA MOHAMMAD ALI JAUHAR MARG, JAMIA NAGAR

110025

<https://www.jmi.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jamia Millia Islamia was born in 1920 in response to the call given by Father of the Nation, Mahatma Gandhi to boycott colonial regime and its institutions. The contributions of its founding fathers and teachers in the freedom struggle are well recorded. Jamia continues to fulfill the vision of serving the nation as encapsulated in its vision “*Strive to foster the goals of building a secular and modern system of integrated education for sustainable development of society and better future for all*”. Jamia holds the torch of illumination, striving for excellence in teaching, research and development, fostering innovation and playing a key role in nation building. Several of Jamia’s notable alumni, who have made a mark for themselves in various fields, bear testimony to this pursuit for excellence.

Jamia was declared a Central University in 1988. It continues to offer progressive education and instill nationalist ideals following its 100-year old philosophy of philanthropy, humanitarianism and social consciousness. Famous as *Ustadon ka Madrassa* in its early years, today Jamia has become an ensemble of a multilayered educational system covering all aspects of education from primary to doctorate studies. Jamia is one of the fastest growing University with 9 faculties, 39 departments, 29 centres of teaching-learning and research. Jamia attracts brightest minds from across the country and abroad. It has about 21,000 students. Over 270 programmes offered by university are approved by Academic Council and Executive Council, out of which 201 programmes are considered for NAAC. B.Tech. programmes are NBA accredited. Jamia is the only institution having collaborations with all the wings of Defence Services (IAF, NAVY, Army, Coast Guard) for academic mobility of their personnel.

Jamia is ranked 12th amongst universities in NIRF ranking. Faculty of Law and Architecture are amongst top ten; Engineering occupies 27th rank; Management is at 34th rank. In NIRF ranking. Times Higher Education has ranked Jamia at 601-800, QS at 751-800 in World university Ranking. Centre for Culture, Media and Governance is granted CPEPA by UGC and AJK-MCRC is ranked amongst the top media institutions. The university has *h-Index* of 105 (SCOPUS).

Vision

The University aims to serve the nation through high quality teaching and research to produce competent, skilled and sensitive human resource that would generate enriched environment for humankind in an all-encompassing manner. It endeavors resolutely to pursue the goals of sculpting talent and intellectual capital of young minds, irrespective of class, creed, economy, region or religion, by providing high quality education through teaching and research to hone their talent and abilities and to shape them into extraordinary professionals and fellows for the nation and humanity. The vision statement is:

“Strive to foster the goals of building a secular and modern system of integrated education for sustainable development of society and better future for all”.

Mission

To become a world class institution, to disseminate and advance knowledge by providing instructional, research and extension excellence while promoting the philosophy of nationalism, pluralism and use of education to serve the nation in dealing with new and emerging challenges.

The following objectives have been set to achieve the mission and accomplish the vision.

Objectives

- To be a teaching and research-intensive university driven by a spirit of innovation.
- To encourage multidisciplinary learning and research in cutting edge and niche areas.
- To provide access to education for empowering the underprivileged and socially disadvantaged sections of society.
- To impart quality education for human resource development and nation-building.
- To develop Extra-mural studies, extension services, and other measures for the promotion of life-long learning
- To take measures towards sustainable development of society and environmental care.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Rich Historical legacy

The university was founded as a movement against colonial influence in Indian education system and has successfully survived enormous challenges from time to time. Its rich history, spanning a century, has given us vision and zeal to deliver the best under adverse conditions. During initial decades, the university has sustained its operations through personal and public contributions and continued to strengthen the indigenous roots of native education in country. It eventually evolved into a grand Central university and a seat of excellence in education. Jamia's rich historical legacy continues to drive the very vision.

Diversity and Inclusive education

Jamia offers inclusive education serving all, especially, the underprivileged sections of the society and takes pride in catering to the rich cultural, religious and regional diversity of the nation. Many students studying at the university are first generation learners in their families. A dedicated and consistent effort is made in educating women leading to their empowerment as evident from their share in students and faculty.

Promotion of National integration and international relations

Jamia has been on the forefront of promoting National integration and international relations. The university has set up specific Centres of Excellence to address the areas relevant to the study of religions, philosophy, national integration, secularism etc.

Strong Research Focus

Jamia has established a conducive environment, modern infrastructure and national/ international collaborations to deliver quality researches of international standard in cutting edge and niche areas. This enabled it in getting

highest grants like DST-PURSE; UGC-SAP/CAS and DST-FIST among others besides over 200 individual projects. This resulted in quality research leading to an *h-index* of 105.

Jamia has a well-endowed pool of distinguished teachers and their contributions have been recognized through several awards like Padma Shree Award, Visitor's Award for Best Research amongst Central Universities, J. C. Bose National Fellowship, Fullbright Fellowship Awards, and some are elected as Fellows of distinguished Societies/Academies.

Well-Established Infrastructure

The university has an outstanding infrastructure like modern laboratories, library, digital resources, ICT enabled campus, faculty resources and well-trained staff for facilitating quality teaching-learning and research.

Institutional Weakness

University-Industry linkage (UIL)

A strong University-Industry interface is required to ensure that University curricula incorporates challenges of the industry. Jamia made a modest beginning in this direction in 2016 by establishing UIL cell to explore the possibilities of diverse activities to be taken up jointly for mutual benefit and enhancing the employability opportunities. Various methods such as inviting industry experts for academic activities, seeking projects, providing consultancies, industrial training of students etc. were suggested to improve program outcomes and student employability.

Entrepreneurship and Innovation Incubation

This is a critical area to transform new and cutting-edge ideas into innovative products. To this end, the university set-up a Centre for Innovation and Entrepreneurship in 2014. Centre has made significant progress in terms of capacity building, IPR, Innovations and Incubation. However, it needs improvement to exploit full potential of the University. State-of-the-art prototype lab, technology park and other resources to create a challenging and exciting environment for innovation are required.

Career Counselling and vocational guidance

The students come from diverse economic background, many are first generation learners and utilize the creative space of university to actualize their potential. They require hand-holding and motivation. Personality development and vocational guidance are key to their success. The University has counselling and career development centre since long, however, it has not been strengthened in proportion with the growth of the university. Student employability across all streams and fellowships/scholarships to students are required to be increased in proportion to the university growth.

Inadequate hostel accommodation

Jamia is emerging as a preferred destination for higher education and attracts students from across country and abroad leading to a strong students' diversity with over 60% students coming from other states, besides foreigners. Out of over 20 thousand students across all the programs, only about 30% get hostel accommodation. There is a requirement of more hostels for both boys and girl students.

International relations

Jamia has over 60 functional MoUs with foreign institutions for academic exchange. However, the number of foreign students is ~250 due to insufficient campus accommodation and lack of aggressive outreach.

Institutional Opportunity

Gender parity

Jamia has achieved a great milestone in providing gender parity with about 36% female students enrolled in the university given its woman-friendly environment. This can be improved further if the girls' accommodation on campus is increased.

Identifying new areas of teaching learning and research

Jamia has tremendous potential to enhance interdisciplinary, application-oriented programmes and research. Also, critical areas of scholarship with high social relevance like Medicine discipline, Environmental studies, Food and Agriculture offers new opportunities to enhance trans-disciplinary research. The university is well placed to add these new areas of studies due its locational advantage and availability of basic infrastructure and other academic resources.

Institute Alumni Connect

Jamia is in its centenary year and has produced several alumni who have made a name in national and international arenas in diverse professional disciplines including arts, sports, media, Civil Services, politics as social reformers, and as entrepreneurs. Some have won reputed international awards for their work which include Loveleen Tandon (Co-Director: India of *Slumdog Millionaire*, *Oscar winner*) and Danish Siddiqui (Pulitzer photography award, first to any Indian in photo journalism). The diverse alumni base is yet to be fully tapped for benefit and progress of the university and students.

Endowment fund

Most leading educational institutes in the world have a huge corpus and endowment fund that is utilized for academics, research and students support. Jamia has been setup with a noble vision to *foster the goals of building a secular and modern system of integrated education for sustainable development of society and better future for all*. Jamia has successfully perceived and developed a brand value for itself. There is an opportunity to explore possibility of seeking contribution from society for an endowment fund.

Technology Transfer

University has potential for technology transfer as evidenced from the large number of patents filed and published. However, a proper eco-system needs to be developed to facilitate technology development and transfer.

Institute of Eminence

Jamia is well poised to secure this status, due to consistently being ranked amongst top fifteen universities in

the nation.

Institutional Challenge

Jamia Millia Islamia has 9 Faculties, 39 Departments and 29 Centre of higher studies and research. It offers over 270 programmes, which includes Undergraduate, Masters, M.Phil, PhD as well as Diploma and Certificate. The student strength has grown by 23% and that of female students has grown from 29 to 36% in the last 5 years. Keeping the legacy of its founders and its formidable structure, the University pays emphasis on maintaining excellence in teaching and research to accomplish global academic standards and nurtures innovation amongst the students. The University requires suitable and sustained financial support, persistent improvement in policies and processes to further achieve the standard of excellence. The key challenges to achieve these are;

- Improvement of teaching and research infrastructures and laboratories in-sync with new and emerging areas
- Seeking positions of teaching and non-teaching staff
- Increase the strength of Foreign students
- Improvement of Centre of Entrepreneurship and Innovation
- University-Industry linkage and Technology park
- Women Polytechnic and empowerment
- Creation of Endowment fund and scholarship for students
- Building of hostel, faculty and staff accommodation on campus.
- Strengthening of e-governance and ICT infrastructure
- Enhancing use of Renewable energy
- To secure status of Institute of Eminence
- Establishing Faculty of Medicine, Health and Allied Sciences
- Alumni connect and global linkages

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

To realize its vision and mission, the University offers 270 academic programmes (including undergraduate, Masters, M.Phil., Ph.D., certificate and diploma programmes) in diverse spheres of knowledge through 9 faculties, 39 departments and 29 centres, viz. Fine Arts, Mass Communication, Humanities, Languages, Social Sciences, Law, Education, Management, Natural Sciences, Dentistry, Engineering & Technology to Nanotechnology and other interdisciplinary programs. The varied and highly acclaimed academic programmes are instilled with dynamic and well-structured curricula incorporating contemporary knowledge, multi- and inter-disciplinary learning to address real life problems. University has a well-enunciated policy for designing and development of curriculum within framed guidelines, and superintended by BoS, Faculties, Academic Council and Executive Council, keeping clear focus on learning needs that are comprehensively represented in course outcomes, programme specific outcomes and programme outcomes. These provide students with comprehensive knowledge, aptitude and skill for research and innovation, experiential learning and capacity for creativity and enterprise. To augment professionalism and employability, curriculum design includes instilling

of desirable skill sets, core values, graduate attributes, internship-entrepreneurship.

University strongly believes in ingraining human values, gender equality, professional ethics, sensitization towards environmental conservation and green and sustainable development among students and scholars. Curricula of many courses attempt to address concerns and instill appreciation for issues relevant to aforementioned spheres, emphasizing both theoretical and practical contexts. Curricula are designed and revisions are made based on prospective needs of industry/practice domains, technological advancements, national/international contexts and stakeholder feedback aligning with UGC guidelines. Choice Based Credit System provides flexibility to students to pursue papers of their choice for postgraduate and undergraduate programmes, besides electives within postgraduate programmes.

Several prestigious programs such as in Mass Communication, Journalism, Media Studies, law, special education and Architecture have been developed; a few are in collaboration with foreign universities under intermobility program, with an option of credit transfer.

Teaching-learning and Evaluation

Jamia attracts students from across the country and overseas. Since 1993, the University grants admission in all programmes on the basis of national level entrance exam. Admissions to overseas students are approved through well-articulated guidelines aligned to UGC norms. Since affirmation as a Minority Institution, 10% quota is reserved for Muslim women under 50% designated minority quota.

The University encourages interdisciplinarity, creativity and innovation in its teaching-learning processes, with stress on associating theoretical knowledge, and practical training to application for problem solving. Pedagogical practices include diverse methods such as use of different language and skill labs, case studies, class-based seminars, internships and presentations, laboratory-based learning for science courses; use of audio-visual; other ICT-based methods; project-based training/field studies; ICT enabled class rooms/laboratories. Student-centric education encourages extensive use of dialogue and discussion to facilitate interactive learning. Besides, several MOOCs courses have been prepared by the University Faculty. Curricula emphasize group interactions through tutorials; access to faculty; remedial classes. Organization of workshops/conferences/symposium to promote peer learning; opportunities to interact with and learn from wider community of visiting scholars; professionals from industry, governmental and non-governmental organizations from India and abroad, collaborations with universities/ research institutions. It allows students to improve their academic caliber, intellect and opens new opportunities. Libraries are well-stocked with latest textbooks and reference material; e-resources are provided to ease any-time access to journals/other materials through Jamia's central library portal. E-mail services are given to regular faculty, students and administrative staff.

Academic Calendar of the University is strictly adhered and followed. Evaluation of students is done in a continuous mode during semester through diverse methods that allow students to fortify their strengths. Remedial measures are adopted to overcome students' weaknesses under guidance of faculty; in some programs question papers are prepared in multi-languages. Various mechanisms and procedures exist to assist all stakeholders to redress examination/ evaluation/compartamental exam-related grievances.

Research, Innovations and Extension

The University is ranked as a research-intensive university with an *h*-index of 105. It fosters and facilitates quality research through establishment of well-equipped modern laboratories, computational infrastructure, Central and departmental Instrumentation Facilities, and allied services. With over 5500 publications (SCOPUS(~3500)+UGC listed); 2500 books/chapters in last five years. It is recipients of prestigious grants for university like DST-PURSE; CPEPA, DST-FIST, UGC-SAP/CAS, SPARC, GIAN, AICTE, ICSSR, CSIR, DRDO, MoEF, ICSR, UNICEF. Over 200 individual extramural research projects worth Rs76 crores are underway. Over 50% departments are SAP/FIST/DRS assisted with a grant of over 50 crores. Jamia has annual consultancy of over 3 crores. Jamia is certainly in a commendable position; having national/international collaborations.

Education faculty publishes *Jamia Journal of Education (International)*; Law Faculty publishes *Jamia Law Journal*; Mathematics Department publishes *JMI International Journal of Mathematical Sciences*; Sarojini Naidu Centre for Women's Studies publishes *Women's Link Journal*. Some of departments/Centre have initiated e-Journals/e-magazines/e-newsletters to encourage research activities on campus.

University has an Incubation Centre to encourage entrepreneurship and employment. An Intellectual Property Rights Cell and provision of Patent Fund help in filing patents; during assessment period 74 patents has been filed/published; organized several workshops on IPR awareness and industry linkages. The University also provides monetary support to faculty for organizing conferences and workshops; participation in international/national conferences; and publication of research papers.

The University also focuses on social outreach for community development in the vicinity and neighbouring places; Livelihood skill development; short-term courses; Empowering local women; Legal Services Clinic; Health services to neighbourhood; Child Care training specially towards needs and social acceptance of special children. Jamia has adopted 5 villages under Unnat Bharat Abhiyaan. Community oriented courses are offered by some centers like K.R. Narayanan Centre for Dalit & Minorities Studies with M.A. Program in Social Exclusion. Madrasas graduates are brought to mainstream education. University runs three Balak Mata Centres in Delhi; supported to run an all-women canteen by providing free space under outreach. It also runs Jamia Community Radio services.

Infrastructure and Learning Resources

The University is spread over 239 acres land with 30% built-up and remaining green area. Jamia has planted-maintained over 5000 trees during last five years. University provides a conducive physical atmosphere and environment-friendly ambience with facilities of international standards for high quality teaching-learning and research. There are 380 classrooms, 80 % of which are ICT enabled; several seminar halls, besides, two Auditorium with 550 seats and 300 seats each. Jamia encourages performance/training/project and demonstration-based teaching-learning; self-experimentation by students; departmental Instrumentation Facility in all science; engineering departments. Nanoscience-technology Facilities; Central Instrumentation Facility; state-of-art-laboratories; computational infrastructure and allied services. Most of the buildings have disabled-friendly washrooms, ramps, tactile paving, and elevators (wherever possible); Jamia implemented Higher Education for Persons with Special Needs; Teacher Training in Special Education. University has 7-Boys;6-Girls; a hostel for international students. University provide medical; dentistry; physiotherapy facilities to students; teaching and non-teaching staff with family. Sports Complex has Cricket, Hockey, Football, Volleyball grounds meeting international standards; Multipurpose Hall for Badminton, Netball, Basketball (In-outdoor) Table Tennis, Boxing, Judo; other indoor games etc.; well-equipped Gymnasium; Open Air Theatres for students' activities.

The University Library System, comprising of a centralized and departmental libraries and archives, have over 6.0 lakhs and ~1.43 lakhs subject-specific books; best Urdu book collections; 5000 rare books; 2230 rare manuscripts. Besides print section, Library extensively subscribes to open access to videos; e-resources; e-books; e-journals; other academic materials; databases for Sciences, Social Sciences, Arts-Humanities, Engineering; Law; few select databases are subscribed by University through e-Sodhganga; MOOCS courses; member of NAD. Provision of remote access to databases; and antiplagiarism software. Digital Resource Centre has 100 workstations as a gateway for online resources; 200 computers for students.

IT infrastructure comprises of 1 GBPS with OFC, expandable network connections; LAN of 7000 nodes and Wi-Fi enabled campus is backbone for ICT enabled education and administration. University has File Tracking System consisting of 18 module ERP system developed and maintained by FTK CIT; well-articulated hardware/software maintaining system through AMC/CMC; specific software upgradation. E-mail accounts to students/teacher/staff with Microsoft 365 Platform; Office 365 and other useful tools.

Student Support and Progression

University extends all possible support to students in academic guidance and progression to higher studies and career. Requisite information regarding administration; departments; offices; admissions; programmes with outcomes; examinations; infrastructures; and amenities are provided on University website and departments/Centres' notice-boards. Orientation programmes are arranged to acquaint new students with information of courses, faculty, curricular/co-curricular activities and career opportunities and e-resources. Besides classroom interactions, tutorial, remedial classes, term papers, field studies/projects, workshops, seminars and internships are integral components of curricula. ICT infrastructure, e-mail IDs with Microsoft 365 Platform, Office 365 and other useful tools are provided.

Jamia extends Ansari Health Centre, Dental and Physiotherapy facilities to all. Office of Dean, Students' Welfare provides guidance and support in all matters and frequently conducts counseling sessions for students from marginalized, economically weaker backgrounds. It disburses University scholarships/free-ships to meritorious students; CIE supports innovative ideas. University supports students for national-international sports/cultural events and conferences/innovative exhibitions through Sports/Cultural and Research Councils. Office of Foreign Students Advisor provides assistance to foreign students for their well-being and education. Proctor office issues students ID; bus/train passes to national/international students. Sports facilities for cricket, hockey, football, badminton, tennis, volleyball, are supplemented by a state-of-the art Gymnasium. 5% quota is reserved for sports personalities and employees' ward.

Internal Complaints Committee responds to complaints of sexual harassment according to relevant Acts. There exists an Online Student Grievance; Redressal System; a student feedback system; committee for North-East students; anti-ragging, anti-discriminatory. Subject associations and University NSS/NCC devise various academic and cultural activities. University Placement Cell and Department-specific cells assist students in career identification/employment.

The university offers opportunities for academic progression from elementary schooling to doctorate studies. There is provision of 5% reservation for internal students in UG programs. The average outcome is over 90%. Number of students qualify competitive exams or progress to higher education, for research fellowships, within University or other universities in India/abroad. A large number of students of University Residential Coaching, hailing from SC/ST/OBC, minorities and economically weaker sections, are coached to qualify national competitive examinations for civil services.

Governance, Leadership and Management

The University has dynamic and participative administrative structure with a strong leadership drive geared to accomplish excellence in academics, research and social outreach. University promotes a culture of participative management as reflected in the composition of its Statutory Bodies viz., University Court, Executive Council, Academic Council, Finance Committee and Planning Board, which include representatives from concerned stakeholders. New positions have been instituted from time to time as per requirement to encourage decentralization and enhanced administrative efficiency. Internal audit; and external audit by Comptroller and Auditors General of annual accounts and balance sheets of the university are conducted and approved by Executive Council prior to presenting to the Court.

The University departments function within the aegis of faculties. They conduct curricular/co-curricular activities, determine core areas of research and social outreach and design/revise curricula, subject to academic approval by University statutory bodies. The department/center grant academic liberty of selecting teaching, research and other assignments through bodies such as i.e. Board/Committee of Studies (BoS/CoS) as per University policies/guidelines. All academic matters/committees of departments including, implementation/revision of courses/syllabi, paper setting, moderation is approved by BoS/CoS.

Procurement related issues are undertaken through a Sub and Central Purchase Committee with relevant General Financial Rules and procedures. Payments of above Rs. 2 lakhs are pre-audited by Internal Audit Officer. Direct purchase authority of up to 25,000/- are dispersed to heads/directors.

PG examinations are conducted by departments while University conducts UG examinations. The evaluation and declaration of results are done by controller of examinations. Teaching and Non-teaching staff contribute towards decision-making through representative bodies. Internal Complaints Committee and Offices of the Proctor, Dean (Students' Welfare) are assigned responsibility of addressing specific grievances. Jamia achieved the distinction of being the first central university for digitizing administrative activities using indigenized 18-module ERP system several years prior to the launch of National e-Governance Plan by Government. Digitized Library and online admissions/examination systems are in place. Concise Annual Report, in English and Hindi, of University is submitted to the Parliament duly after approval by the University Court.

Institutional Values and Best Practices

University maintains the culture of best practices and innovations in its academic and administrative endeavors. Key practices include: Adaptation of advancement in teaching-learning pedagogy and research; advancing knowledge through research, innovation, corporate social responsibilities. Emphasis on inter/multi-disciplinary and applied research; Department/ individual research projects/Grants; Annual Academic Audit of Departments/units; Innovation Projects; establishment of Centre for Innovation and Entrepreneurship.

Some of the best administrative practices includes

- implementation of e-governance
- utilization of renewable energy
- Gender parity
- Communal harmony
- National integrity

- Clean and green India drive
- Environmental care through practices and offering courses
- Honesty and inclusiveness
- Birth anniversary celebrations of national leaders
- Oath taking ceremonies on national values
- Implementation and promotion of digital India initiatives

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	JAMIA MILLIA ISLAMIA
Address	Maulana Mohammad Ali Jauhar Marg, Jamia Nagar
City	New Delhi
State	Delhi
Pin	110025
Website	https://www.jmi.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Najma Akhtar	011-26985180	9899675104	011-26981232	vc@jmi.ac.in
IQAC / CIQA coordinator	Shafeeque Ahmed Ansari	011-26985181	9910512433	-	directoriqac@jmi.ac.in

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	29-10-1920
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	01-12-1988	View Document
12B of UGC	01-12-1988	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Maulana Mohammad Ali Jauhar Marg, Jamia Nagar	Urban	239.04	128191.1	PhD, M.Phil, PG, UG, PG Diploma, Diploma, Advance Diploma, Certificate		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	102936_3946_1_1575467423.pdf	
RCI	102936_3946_19_1575528434.pdf	
NCTE	102936_3946_4_1575528903.pdf	
BCI	102936_3946_8_1575462311.pdf	
DCI	102936_3946_5_1575462318.pdf	
COA	102936_3946_18_1575462325.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	128				203				518			
Recruited	55	19	0	74	127	45	0	172	308	150	0	458
Yet to Recruit	54				31				60			
On Contract	0	0	0	0	0	0	0	0	64	35	0	99

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				999
Recruited	814	110	0	924
Yet to Recruit				75
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				351
Recruited	324	22	0	346
Yet to Recruit				5
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	55	16	0	103	32	0	244	123	0	573
M.Phil.	0	0	0	3	0	0	12	2	0	17
PG	0	3	0	21	13	0	52	25	0	114

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	31	17	0	48
M.Phil.	0	0	0	0	0	0	33	18	0	51
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	1	1	0	2
Visiting Professor	178	110	0	288

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Department of History and Culture	A.M. Khwaja	Ministry of Culture Govt. of India
2	AJK Mass Communication and Research Centre	Sajjad Zaheer Chair	UGC
3	Centre for North East Studies and Policy Research	Saifuddin Kitchlew Chair	Ministry of Culture Govt. of India
4	Centre for North East Studies and Policy Research	Rafi Ahmed Kidwai Chair	Ministry of Culture Govt. of India
5	Department of Geography	Ford Foundation and Endowed Chair	Ford Foundation
6	Centre for Theoretical Physics	Dr. M.A. Ansari Chair	Ministry of Culture Govt. of India
7	Department of Geography	M.K. Gandhi Chair	UGC
8	Department of History and Culture	Dr. Zakir Husain Chair	UGC
9	Khan Abdul Gaffar Khan Chair	Khan Abdul Gaffar Khan Chair	UGC
10	Maulana Abul Kalam Azad Chair	Maulan Abul Kalam Azad Chair	UGC

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	51	109	0	0	160
	Female	40	36	0	0	76
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	510	555	0	9	1074
	Female	565	281	1	9	856
	Others	0	0	0	0	0
Diploma	Male	598	1882	8	1	2489
	Female	348	190	1	2	541
	Others	0	0	0	0	0
UG	Male	2207	3901	2	57	6167
	Female	1629	1300	6	17	2952
	Others	0	0	0	0	0
PG	Male	671	1792	1	68	2532
	Female	983	1153	0	31	2167
	Others	0	0	0	0	0
Certificate / Awareness	Male	145	265	0	1	411
	Female	116	59	0	0	175
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-07-1987
Number of UGC Orientation Programmes	18
Number of UGC Refresher Course	68
Number of University's own Programmes	4
Total Number of Programmes Conducted (last five years)	92

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	3.09	A	NAAC peer team recommendations low size.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Ajk Mass Communication And Research Centre	View Document
Centre For Comparative Reliogions And Civilizations	View Document
Centre For Culture Media And Governance	View Document
Centre For Early Childhood Development And Research	View Document
Centre For Innovation And Entrepreneurship	View Document
Centre For Interdisciplinary Research In Basic Sciences	View Document
Centre For Jawaharlal Nehru Studies	View Document
Centre For Management Studies	View Document
Centre For Nanoscience And Nanotechnology	View Document
Centre For North East Studies And Policy Research	View Document
Centre For Physiotherapy And Rehabilitation Sciences	View Document
Centre For Spanish And Latin American Studies	View Document
Centre For Theoretical Physics	View Document
Centre For The Study Of Social Exclusion And Inclusive Policy	View Document
Centre For West Asian Studies	View Document
Depaertment Of Physics	View Document
Department Of Adult And Continuing Education And Extension	View Document
Department Of Applied Art	View Document
Department Of Applied Science And Humanities	View Document
Department Of Arabic	View Document
Department Of Architecture And Ekistics	View Document
Department Of Art Education	View Document
Department Of Art History And Art Appreciation	View Document
Department Of Biosciences	View Document

Department Of Biotechnology	View Document
Department Of Chemistry	View Document
Department Of Civil Engineering	View Document
Department Of Commerce And Business Studies	View Document
Department Of Computer Engineering	View Document
Department Of Computer Science	View Document
Department Of Economics	View Document
Department Of Educational Studies	View Document
Department Of Electrical Engineering	View Document
Department Of Electronics And Communications Engineering	View Document
Department Of English	View Document
Department Of Geography	View Document
Department Of Graphics Art	View Document
Department Of Hindi	View Document
Department Of History And Culture	View Document
Department Of Islamic Studies	View Document
Department Of Mathematics	View Document
Department Of Mechanical Engineering	View Document
Department Of Painting	View Document
Department Of Persian	View Document
Department Of Political Science	View Document
Department Of Psychology	View Document
Department Of Sanskrit	View Document
Department Of Sculpture	View Document
Department Of Social Work	View Document
Department Of Sociology	View Document
Department Of Teacher Training And Non Formal Education	View Document
Department Of Tourism And Hospitality	View Document

Management	
Department Of Urdu	View Document
Dr Kr Narayan Centre For Dalit And Minority Studies	View Document
Dr Zakir Husain Library	View Document
Faculty Of Dentistry	View Document
Faculty Of Engineering And Technology	View Document
Faculty Of Humanities And Languages	View Document
Faculty Of Law	View Document
Faculty Of Natural Sciences	View Document
Faculty Of Social Sciences	View Document
Ftk Centre For Information And Technology	View Document
India Arab Cultural Centre	View Document
Mmaj Academy Of International Studies	View Document
Multidisciplinary Centre For Advance Research And Studies	View Document
Nelson Mandela Centre For Peace And Conflict Resolution	View Document
Sarojini Naidu Centre For Womens Studies	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
201	188	193	187	181
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of departments offering academic programmes

Response: 67

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
16043	14658	14126	12586	12168
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of outgoing / final year students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4362	4313	3927	3400	3658
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
16136	14837	13652	11076	10437
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
322	289	310	340	282

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3583	3341	3204	3231	3168
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of full time teachers year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
704	716	698	703	696
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
849	837	837	829	803
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
267133	256505	163801	321002	187233
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2822	2554	2532	2474	2365
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls

Response: 383

Total number of computers in the campus for academic purpose

Response: 3000

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
9141.26136	10743.16942	8292.92208	8050.51211	7310.9585

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Jamia Millia Islamia endeavours to become a world-class teaching-cum-research university by adopting best national/international practices; fostering collaborative partnerships with institutions of excellence, nationally/internationally. Jamia aims to shape ideas and foster innovation; it continues to serve the nation through quality teaching and research by producing competent, skilled and sensitive human resources to meet new and emerging challenges of society. Jamia offers highly acclaimed academic programmes with well-structured curricula incorporating contemporary knowledge, interdisciplinary learning with a thrust on finding solutions to real life problems. Jamia has set a milestone in certain areas of education including special education, Mass-media and Journalism. Besides, Jamia is rapidly accomplishing a distinguished place in fields of Life-Sciences, Engineering, Nanoscience-Nanotechnology, Tourism-Travel, Management, Architecture, Law, Fine Arts.

The focus on learning needs are comprehensively reflected in programme outcomes. Timely revision of syllabi and introduction of new courses enabled Jamia to remain in sync with international and national trends. Some initiatives include:

- Many Departments/Centres offer programs with sufficient credits assigned to projects and internship, to encourage students to work on real life solutions/exploring field applications with commercial viability. Centre for Innovation and Entrepreneurship supports this endeavour.
- Postgraduate programs in Biochemistry, Biophysics, Microbiology, Bioinformatics, Biotechnology and Biosciences, offer courses in Genomics, Protein Folding and Diseases, Molecular Biology, Animal Physiology, Plant Physiology, Environmental Biology, Immunology, Systems biology and Drug Designing etc. incorporating emerging areas of studies and research.
- Other professional programmes offered are Physiotherapy/Medical Electrophysiology, Medical Laboratory Sciences, Sports, Orthopaedics, Cardiopulmonary, Neurology, Aeronautics, Dentistry, Food Production, Law, Architecture, Hindi Mass Media, Special Education, Tourism and Travel Management and BSc. Aeronautics.
- Social Sciences Programmes include courses on environment-sustainability, public policy, governance, citizenship, democracy, social-exclusion/inclusion, human rights and ethics, comparative religion, women/gender studies besides fundamental courses in languages, history, culture, media, journalism and teachers' education, political sciences, psychology and economics etc. Humanities and Languages have focus on Indian/foreign languages.
- Besides fundamental courses, Faculty of Natural Sciences, Engineering & Technology offer programmes in Nanotechnology, remote sensing, instrumentation, state-of-the-art facilities for cutting-edge research, with strong inter-disciplinary focus.
- Computer Science and Computer Engineering departments offer advanced training to students on technology frameworks, protocol design and IT based application across emerging verticals like

Bioinformatics, Cyber Security, Big Data and Artificial Intelligence.

- Specialized courses are offered in Computational Mathematics, Control and Instrumentation, Earthquake Engineering, Electronics & Communication, Environmental Sciences, Machine Design, Thermal Production and Industrial Engineering.
- Management/Executive courses offered in International/Family Business/Management, Entrepreneurship, Library/Information Science, Economics, Commerce, Tourism and Hotel Management. Besides, courses on Mathematics and Education, Industrial Mathematics, Special Education, Art Education, Pedagogy, Painting Sculpture, Energy and Environmental Sciences, Electrical Power System, Banking and Financial Analytics.
- AJK Mass Communication & Research Centre, offers unique PG programmes related to media industry. Also runs Practice Based PhD programme, Joint PG in Mathematics Education with CIC DU while Centre for Media and Governance aims at studies to assess social impact of media.
- New programmes in priority areas like Disaster Management, Banking and Financial Analytics, Entrepreneurship, Innovation and Design Thinking, have been introduced.

File Description	Document
Link for Additional Information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 78.42

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 149

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 190

File Description	Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 47.97

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2073	1881	1617	1341	1069

File Description	Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 25.67	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 924	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 3600	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 58.71	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 118	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Jamia Millia Islamia strongly believes in inculcation of human and social values, gender equality, professional ethics, promotion of environmental conservation and sustainable development among the students and research scholars through teaching, research and extra-curricular activities and cultural events organized regularly by various Departments/Centres and NSS.

Programs at Jamia have Environmental related subject/courses such as Environment and Progression in the Developing World, International Environmental Governance, Environment and International Relations, Sustainable Development in South Asia, Economics of Sustainable Development, Environmental and Economic Development, Human Environment Relationship and Economic Valuation. Department of Geography, MMAJ Academy of International Studies, Applied Sciences & Humanities, have introduced courses to familiarize students with environment and sustainable development related issues; such courses are offered even under Ability Enhancement courses for students across the university to create awareness and impart basic ability to conceptualize the importance of environmental concerns; they are also sensitized about the ecology through extra-curricular activities like street plays, cultural events etc.

Sarojini Naidu Centre for Women's Studies offers an exclusive PG program in Gender studies containing courses such as Key Concepts in Gender Studies, Social Structure & Institutions, Feminist Theories, Gender and Development, Gendering History in India, Gender Sensitization, State and Politics, Gender and Health and Gender and Religion. Similar courses are on offer at other departments/centres and related to Literature and Gender, Gender and Conflicts, Human Environmental Relationship and Economic Valuation, Biotechnology & Human Welfare.

Faculty of Law also offers courses in Family/Labour Law, Women & Children, Family Patriarchy/Gender Justice, Social Transformation, Human Rights and Humanitarian Law. International Humanitarian Law, Peace-Building. Jamia also offers courses in Conflict and Peace-Building, Human Rights and Inclusive Processes, Understanding Human Behaviour, Ethics and CSR, Business Ethics and Corporate Governance, Bioethics & Biodiversity, Business Ethics Pedagogy, Ethics and Hospital Management, Business Administration and Physiotherapy as well as Medical Ethics etc.

There are courses dealing with not just gender but other societal issues, including caste, class and race, human values, ethics, environmental issues as well as cultural aspects. Some of these courses are Environment and Human Rights, Science, Technology and Human Rights, Social Movements and Human Rights in India, Minorities and Human Rights etc. Department of Political Science exclusively offers a PG program in Human Rights and Duties Education, where courses such as Human Rights: Philosophical and Historical Foundations, International Humanitarian Law, Women's Rights etc. are taught.

A pool of teachers is available with expertise in critical and important areas related to Urban Environmental Management, Remote Sensing & GIS, Town Planning, Social Sciences and Environment, Chemical & Environmental Sciences, Environmental Science & Engineering, Geography & Environmental Studies, Water & Air Pollution Studies and Environmental Economics. Besides, courses on Economic Development, Environmental Law, Law and Disaster Management etc. are also offered. Faculty of Law

offers a PG Diploma Program in Air & Space Law.

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 733

1.3.2.1 Number of value-added courses are added within the last five years

Response: 733

File Description	Document
List of value added courses	View Document
Any additional information	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 45.72

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7981	7830	6579	5841	3946

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 22.68

1.3.4.1 Number of students undertaking field projects or internships

Response: 3639

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 62.54

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9531	8973	8756	8422	7687

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Demand Ratio(Average of last five years)

Response: 46.88

2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5644	5107	5063	4948	4729

File Description	Document
Demand Ratio (Average of Last five years)	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2822	2554	2532	2474	2365

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Educating the under-privileged or first-generation learners is a matter of pride for Jamia which also taught us to make provisions to devise graded student assessment and adopt remedial courses for assisting students in every Department/Centre. The University ordinance states that “Internal Assessment in a theory course may comprise of written tests, assignments, presentations, seminars, tutorials, term papers etc. as prescribed by the concerned Board of Studies/Committee of Studies from time to time”, giving autonomy to the departments/centres, to provide options for aiding weak students. This led Jamia to evolve a system of Continuous Internal Assessment to monitor and assess the progress of students. Some departments/centres have consultation hour (non-credited), as a part of regular time table to consult with teachers. Students are also provided an option of online feedback about curriculum and teacher’s evaluation so that suitable improvements can be made. Tutorial classes are included in the teaching schedules, wherein opportunity to both advanced and slow learners are provided. Special classes/practical/tutorials are organised by departments/centres to address specific needs of such students. Subject association is active in all departments/centres.

Weekly discussions, Journal clubs, Screenings of films, Group discussions, Open debates are organized for augmenting learning outside the classroom. Extension lectures, capability enhancement programs are organized at departments/centres and occasionally at university level for motivation, personality development, leadership training, confidence-building, with interaction with experts/intellectuals. Extension lectures by experts are arranged on mental health and life skills as well. Many departments/centres, especially Science and Engineering, have summer internships, dissertation projects (with industry, R&D laboratories, other Universities) as part of their curricula. Faculties of Social Sciences, Humanities and Arts provide for field work for projects and dissertations.

Since implementation of CBCS courses, every Department/Centre appoints a coordinator/counsellor, to mentor students and to provide personalized and regular support in selection of proper courses based on their aptitude, need and interest.

Hand holding of freshers’ by senior students has been a practice to help them cope with their studies and

personal realm, which impacts their overall performance/well-being. Department/Centre also organizes orientation sessions for students to guide them about various curricular and co-curricular programs and program outcomes. In some departments, students have options to answer their assignments/exams in language of their choice.

Office of the Dean, Students Welfare, extends all support to students, which includes opportunities of scholarships, fellowships, awards, club memberships, university activities etc. They are urged to participate in diverse curricular and co-curricular forums like seminars, conferences, lectures, as well as other literary events, cultural events, various club activities in the domains of art, dance, theatre, music, and other performing arts organized from time to time.

Centre for Innovation and Entrepreneurship provides an opportunity through summer internship programme “Innovate for a Cause” wherein several workshops and lectures are organized. Individual/teams submit a unique idea to solve a social problem that could pertain to education, poverty, healthcare, excessive urbanisation, digitalisation of villages, energy and environment etc.

2.2.2 Student - Full time teacher ratio

Response: 22.79

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 1.59

2.2.3.1 Number of differently abled students on rolls

Response: 255

File Description	Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Student centric teaching-learning pedagogies have been adequately adopted by all departments/centres to cater to the learning aspirations of students. Classrooms are equipped with ICT enabled facilities to provide an interactive mode of teaching-learning, engaging students in meaningful discussions, both individually and in groups. Pedagogies are adopted also to engage students in problem-solving, extracting practical utility of knowledge.

Participative teaching-learning practices of diverse nature include:

- Lectures, Tutorial, Practical and designed experiments
- Case studies
- Industrial training
- Software training, software-based education and use of ICT
- Individual and group presentation
- Seminars & Assignments
- Survey based field work & Projects
- Multimedia learning resources
- Participatory and Action-Research
- Field Work/Educational and Cultural/study Tours
- JAWS software for visually challenged

Departmental subject associations routinely conduct various extension activities, such as workshops, lectures, expert talks to augment students' knowledge and keep them abreast with global academic and research advancement. Personality development programs are organized at different levels for holistic development of students.

ICT enabled classrooms with interactive teaching are optimally used for student centric teaching, which includes case studies/good practices, role plays, field/exposure visits etc. Computer aided teaching and model development through visualized 2D/3D structures, is adopted in engineering, architecture, chemistry, physics.

Central Library and a few departmental libraries are stocked with relevant and latest textbooks and reference materials. Students have easy access to e-resources, e-books, e-journals through a digital resource centre on any terminal within the campus. Jamia, being a member of National Digital Library of India, provides additional resources to the students.

Provision is made to regularly update UG/PG and Research labs to provide latest experimental setup to the students to develop/improve their experimental skills and learning. Students are involved in ongoing research projects. Besides dissertation, most of the students obtain and analyse acquired data, prepare term paper/learned paper/technical write up etc. Such training helps them in conceptualizing projects, developing hypothesis and experimental designs, performing experiments, trouble shooting, interpreting results, writing project reports and presenting results in seminars/conferences.

There are courses with emphasis on field studies/fieldwork that enables students to apply theoretical knowledge. In courses of fine arts and mass communication/journalism, students articulate their views through videography, posters, cartoons, photographs and multimedia presentations. Law students, through moot court and mock trials, gain experiences of legal luminaries, client counselling and simulation exercises as part of experiential learning. In Natural sciences, Life sciences, Engineering, students are encouraged to work on projects of interdisciplinary nature.

Central Instrumentation Facility, a well-equipped laboratory with advanced equipment of life/basic science and Engineering, facilitates all science and engineering students for hands- on learning and provides exposure to high end sophisticated equipment.

To harness students' innovative ideas creatively and purposefully, opportunities are provided through

summer internship/fellowships.

Most of the physical facilities are equipped with ramp, elevators, wheel chairs to provide full access to differently abled students; while learning needs of such students are taken care of through provision of educational technology and aids like Brail script, scribe for exam and counselling/mentoring support.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 78.84

2.3.2.1 Number of teachers using ICT

Response: 555

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 6.42

2.3.3.1 Number of mentors

Response: 2500

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 84.67

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 77.54

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
591	541	527	534	534

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 18.77

2.4.3.1 Total experience of full-time teachers

Response: 13212.04

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 5.12

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	4	7	7	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the

last five years

Response: 57.11

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
476	474	474	474	474

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 45

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
45	45	45	45	45

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 2.4

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
322	289	310	340	282

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 3.96

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
17	13	10	11	10

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

During the past few years, examination section has undergone remarkable changes in terms of automation, and online processing, which has brought efficiency, transparency, is timesaving and guarantees ease to all stakeholders through its dedicated web portal with login facility for faculty, students and concerned officers. With increasing number of students and new course structures like CBCS, IT automation was critically important to overcome new challenges for the examination office; Automation provides better connectivity with students and teachers. University has MoU with NSDL/CDSL for uploading certificates on NAD portal for repository.

Automation has extended access with equity to the programmes on offer in far flung areas of the country via e-prospectus, e-application forms, entrance test syllabi, admit card, examination date sheets, results and other notifications s. As a result, the University has acquired large data of applicants together with academic performance, as input for further planning and development of various academic practices that may be adopted. Besides, diversity and exercise of choice of students is expanded, it; minimizes man-hours requirement and contributes towards reduction of paper consumption and has thus proven to be eco-friendly.

The initiatives/steps taken by the controller of examinations in this direction includes:

- Online hosting of e-brochure, entrance test syllabi, sample test papers, answer keys for entrance exams.
- Online payment facility for admission fee, exam fee, duplicate mark sheets, attestation/ verification of mark sheets, degrees and transcripts via a secured payment gateway.
- Each Programme/ Course is uniquely identified in the system with credits which are worked out; regularly updated by the office with revision/introduction of new programmes courses based on inputs from concerned departments/centres.
- For regular exams, admit card and e-Forms are verified and approved by HoDs/Directors.
- Each concerned faculty member acquires login/password to enable online submission of marks of theory, practical, dissertation and internal assessment. The entries on the system are cross verified.
- Provision of online degrees/mark sheets/transcript (soft file) with restricted copy and editing features to prevent alterations.
- Digital printing of Mark sheets/Degree certificates on non-tearable paper with in-built security features like seal, rainbow printing, watermark, encrypted barcode etc.
- Application form are filled online for compartmental examination and for re-valuation of results.
- Online form for redressal and re-evaluation.
- The student/supervisor can track status of submitted MPhil/PhD thesis online. Reviewers are provided soft copies of the thesis for evaluation to save time and money.

Since 2015-16, the University is following online process for new admissions. All administrative works related to entrance tests for all courses/programmes (school to PhD) is administered online. Entrance tests are conducted offline at centres across the country. Customized Processing software have been developed for results of school to pre-PhD students as well as distance education and private students.

The aforesaid initiatives have led us to minimize error and to deliver error-free results in a time bound manner, from examinations till declaration of results.

Technical Helpdesk is available from 10 AM to 6 PM with dedicated contact details on web portal.

File Description	Document
Link for Additional Information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Jamia is committed to being at the forefront of providing the best education to students and to act as a catalyst in shaping a bright and sustainable future for our nation and the world. The outcome of all programmes of the University are reflected in the Graduate Attributes of the University. These are a set of competencies, skills and abilities that the students develop, within their course of study.

In sync with the vision of Jamia's founding fathers, University strives to accomplish its vision "*Strive to foster the goals of building a secular and modern system of integrated education for sustainable development of society and better future for all*". We continue to serve the nation through quality teaching and research, by developing competent, skilled and sensitive human resource that would catalyse enrichment of physical and human environment. We are making endeavours to become a world-class teaching-cum-research university by bringing in the best national and international practices through development of collaborative partnerships with institutions of excellence, both nationally and internationally. We are committed to offer cutting edge learning experience, internationally benchmarked education, intellectual freedom and critical research opportunities in frontier areas of contemporary concern.

Programs offered are therefore synchronized with this vision and are geared to realize the program/course outcome in terms of creating competent, skilled and sensitive human resource. The programme as well as course outcomes of all programmes offered are provided on department/centre pages, which educate the students with learning outcomes, in terms of critical and analytical competencies, creativity and problem solving, interpersonal skills etc. This information enables students to select programs of their interest and to understand how the program would develop their competencies, skills and abilities through their course of study.

Most departments/centres have also prepared information brochure, program leaflets, detailing specific program outcomes, placement possibilities and learning outcomes which are floated on JMI portal and related department/centre webpage. Some of the departments/centres use social media too to share such information to enhance awareness of the program.

Some key attributes of programme/course outcomes depending on its nature are:

- Knowledge depth expected to be acquired in the subject domain for theoretical and practical learning outcomes
- Critical Thinking, decision taking, inter-personal and leadership skills, behavioural change, and opportunities for personal development
- Scope for creativity, research, innovation, entrepreneurial enhancement
- Scope for acquiring inter-disciplinary knowledge
- Training, skill enhancement, and placement
- Understanding diversity, regional, national and global perspectives

File Description	Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The program/course learning outcomes along with detailed syllabi of the programs offered by department/centre are posted and regularly updated on the respective web pages of the departments/centres on the university website. Most of the departments/centres have also prepared information brochure, program leaflets of the courses detailing specific program outcomes, placement possibilities and learning outcomes. Some of the departments/centres also float such information on social media for wide circulation and increased awareness of the programs. The desired learning outcomes are properly spelled out while designing the syllabi of courses. During the orientation programmes and mentoring sessions, the outcomes are also explained by the HoDs/Directors and by teachers when the new students are admitted.

As per University guidelines, at least two written tests as internal assessments, with a few assignments, presentations, seminars, tutorials, term papers, are held for continuous assessment. The University has developed several additional tools to assess the attainment of intended outcomes of course/programme such as:

- Unit-wise Mapping of questions papers for each course
- Examination results
- Internships and Placements
- Student research outcomes
- Students co/extracurricular achievements
- Awards, Fellowships, Scholarships for students
- Professional examinations outcomes
- Feedback from employers and Alumni
- Leadership/Entrepreneurship outcomes
- Programme ranking and reputation
- Academic progression to international institutes of repute

The professional programmes/courses are designed with outcome focussed on students' gaining in-depth knowledge in the field with possible interdisciplinary/transdisciplinary or cross domain perspectives and

capacity building for creativity, innovation, skill enhancement and employability. The focus is also to improve the analytical and problem-solving competencies, decision-making capabilities by utilizing personal/IT skills. Program of Humanities and Languages stream specifically focuses on improving inter-personal Skills, communication competence, emotional intelligence, team/independent work capability; team/collaboration skills; time management and leadership qualities. Professional courses have been designed to encourage job/entrepreneurial capabilities, together with inculcating integrity, honesty, cross cultural understanding of diversity through values of inclusion, responsibility and ethics. These play a critical role in producing a good human being who is committed to the community, society, environment with a commitment to Nation building.

The residential coaching academy of the University, which provides free residential coaching, has become a place par excellence. Every year a large number of students make it to the coveted civil services and other national/state services. In the last Civil Services Prelims Exams, 102 students qualified as per the result declared by UPSC in 2019. The academy is 13 years old and has produced over 300 Civil Servants for the nation. This year 54 students have qualified the mains examinations. A few faculty members of the university extend their subjects expertise to the academy.

Teaching/ curriculum feedback via formal and informal means ensure departments/centres streamline short comings, if any, by incorporating the students' valuable input. One of the immediate outcome attainments is the graduation outcome which is above 90%.

2.6.3 Average pass percentage of Students

Response: 90.72

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 6097

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 6721

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.17

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 31.07

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
21.335	90	22	6	16

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 51

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
32	6	2	7	4

File Description	Document
List of teachers and their international fellowship details	View Document
Any additional information	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 2224

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
491	417	419	452	445

File Description	Document
List of research fellows and their fellowship details	View Document
Any additional information	View Document

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Any additional information	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 58.21

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 39

File Description	Document
List of departments and award details	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 290.48

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
197.34	0	0	4.5	88.64

File Description	Document
List of project and grant details	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 5979.14

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
2091.21	1525.67	1471.65	545.27	345.34

File Description

Document

Any additional information

[View Document](#)

3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.94

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 271

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 698

File Description

Document

Any additional information

[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Generally, the innovation eco-system consists of academia, technical and support services, business participants, start-ups, and all the individuals that drive these results. Syncing in-line with the rapid emergence of the notion of innovation, Jamia has established a Centre for Innovation and Entrepreneurship for providing a platform to help solve real world problems. Young minds are full of ideas and the Centre helps them in comprehending the challenges in implementation of the concept/ideas into a reality. This fulfils their academic dreams and helps develop independent entrepreneurial thinking. The Centre has four divisions to perform distinct activities related to innovation and Entrepreneurship. They help create awareness about innovation, business opportunities, funding resources and creating a start-up.

Innovation and Technology Management Division

- Creates awareness among students and faculty members about innovation.
- Scouting for new and innovative ideas among students, staff and faculty.
- Creation of Special Interest Groups (SIGs) at each Faculty / Department /Centre.
- IPR policy for the University.

Incubation & Entrepreneurship Development Division

- Exploration of ideas of social interest and public benefit.
- Providing technical support, guidance and supervision.
- Specialized laboratories for incubating ideas.
- Develop prototype / working models.
- Support start-ups by students.

Capacity Building & Publication Division

- Teaching, Training, Workshops etc. for capacity building for innovation & Entrepreneurship.
- Event participation, viz. Workshop / conferences / seminars/ competitions etc.
- Publications, Reports, including technical report etc.

Consultancy & Industry Interface Division

- Industry Relations, Mentors.
- Alumni relations for innovation and incubation.
- Consultancy work in the area of innovative projects.

IPR Committee/Cell

It was perceived that researchers in the University need to patent their novel ideas and findings and hence a committee/cell was constituted in 2017 to facilitate patent filing with an earmarked budget for patent fund. As of today, 74 patents have been published and two have been granted in last five years.

Livelihood Business Incubator (LBI)

Under ASPIRE scheme, Ministry of MSME, CIE secured a special grant to establish Livelihood Business Incubation Centre that was inaugurated on November 15, 2016. A programme for 'Entrepreneurship and Skill Development' was launched under this, with a grant of Rs. 1 crore. The LBI was the first of its kind in the University with a grant of Rs. 1.55 crores, out of which the university has established several facilities. Today it has become the hub for students to become budding entrepreneurs.

Post Graduate Diploma in Entrepreneurship, Innovation and Design Thinking

The program provides an understanding of business planning techniques to transform ideas into viable commercial businesses. The students conduct market survey, organizational, operational, strategic and financial analyses that are required to harvest/yield a venture concept and an executable business plan. Students study business planning efforts to establish firms and study how to create a business plan for a Start-Up during the practicum.

File Description	Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 253

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
97	57	19	54	26

File Description	Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 18

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	0	1	9

File Description	Document
List of innovation and award details	View Document
Any additional information	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 65

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
35	7	14	7	2

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 51

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
22	8	10	4	7

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 2.91

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 1418

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 487

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 8.06

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1505	1195	1108	1044	815

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 3.86

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
627	443	571	503	572

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 6.02

File Description	Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 49.5

File Description	Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Any additional information	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 2149.83

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
505.38171	293.30632	447.77787	431.12037	472.24065

File Description	Document
List of consultants and revenue generated by them	View Document
Any additional information	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 129.16

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
67.18	0	11.79	6.33	43.86

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising

students to social issues and holistic development during the last five years**Response:**

Jamia was founded during the freedom struggle sowing seeds of **Nai-Taaleem**, an indigenous education system, to fulfil educational aspirations of Indian people, specifically, under-privileged sections of society. Jamia has evolved a robust system of outreach activities in its courses/programmes to make significant contributions. Jamia is situated near an under-developed, offering immense opportunities for extension activities. Some initiatives in this regard are: sensitization of people on issues related to health, sanitation, education, rights and duties, environment, government policies-schemes and livelihood earning. Women's empowerment, financial independence and helping to identify solutions for local problems, are areas of outreach initiatives undertaken by Jamia. The University regularly conducts events, workshops in neighbourhood areas by organizing plays/nukkad natak, film screenings, and discussions on contemporary social issues.

These initiatives are integrated in many programmes/courses and either taken at department/ centre level or through NSS/Outreach program of university. Some initiatives are:

Unnat Bharat Abhiyaan – Jamia has adopted five villages and taken several initiatives such as improving health, sanitation, sensitising about rights and duties.

Livelihood skills - Jamia has been organizing workshops and short-term training courses for home makers in Jamia's neighbourhood, such as cutting & tailoring, etc. to make them self-reliant.

Empowering local women - A canteen exclusively managed and run by local women in the University campus is operational since 2015. This canteen is a unique example of how ordinary women can be economically empowered.

Centre for Child Development and Early Childhood educates society for acceptance of special children. Such children and parents from neighbourhood are counselled and provided physio, speech therapy, vocational training services. These children are further registered with NIMH which helps them avail benefits under various government schemes.

Weekend and short-term courses - Department of Arabic organizes weekend course on Learning Quranic Arabic under community outreach program for neighbouring population. Short term job-oriented courses for school and college drop-outs are conducted as wiremen, in air-conditioning, automobiles, ticketing, housekeeping, mobile repair, water purifier, e-kart, baking, polyethylene bottle manufacturing by university polytechnic.

Legal Services Clinic - Faculty of Law has established a Legal Services Clinic where students are trained as Para-Legal Volunteers under the aegis of National Legal Services Authority.

Health services to neighbourhood – Dentistry, Physiotherapy and Ansari Health Centre provide health-care to all stake holder while dental treatments are provided to outside patients at a charge of Rs. 10. The in-campus outlet for Unani Medicine is established to cater to specific needs of local community.

Community oriented course - Several departments and Centres offer specific courses related to social issues, peace and conflict, human rights, ethnicity and identity politics, governance, development,

livelihood issues, political, cultural and gender issues pertaining to marginalized and excluded sections. Departments/Centres/Students bodies also conduct green initiatives such as tree-plantation, bio-waste management, cleanliness drives etc.

Jamia runs **Balak Mata Centres** in under-developed areas of Old Delhi to bring young ones into educational fold. It has Nursery and Primary Sections, vocational courses for young girls, such as in Cutting and Tailoring Computer Textile Designing; Art and Craft etc.

File Description	Document
link for additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 115

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
52	25	22	9	7

File Description	Document
Number of extension and outreach programs conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 24.94

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5803	4749	2508	2667	2094

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 12.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	11	8	8	6

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Any additional information	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 303

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
207	59	13	14	10

File Description	Document
Details of linkages with institutions/industries for internship	View Document
Any additional information	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 57

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
4	13	19	17	4

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

University campus is spread over an area of 239 acres with a split campus. While increasing the programs or student's intake, calculated decisions are made considering the available space, infra-structure, class rooms, faculty strength, research laboratories etc. There are committees at every department/centre as well as at university level for space related matters. Certain areas are marked/identified to construct new hostels, facilities for students, teachers and staff which is a crucial requirement of the University. This has enabled us to optimize utilization of available space in a well-planned manner to ensure availability of open green spaces in the university.

The class rooms/laboratories/seminar halls and meeting rooms of Departments/ Centres are sufficient in numbers and are well equipped as per statutory guidelines. Audio-visual systems with LCD projectors are available in classrooms/seminar halls/laboratories. Besides use of white board in teaching some departments/centres have smart boards. Teachers/staff and students can use Wi-Fi internet across the campus through cyber roam access. This facilitates dynamic teaching-learning environment, enabling access to videos and other online resources, e-books, MOOCs, online courses, online journals and e-databases which are subscribed. Besides seminar halls in Departments/Centres, Jamia has a 500 and a 300 seated auditorium, and several lower seating capacity conference halls, that can be used by any Faculty/Department/Centre for organizing seminars, lectures, symposia, conferences, workshops, film shows, drama/club activities.

University Central Library has excellent centralized library resources, Digital resource centre, reading hall and computer centre. Subject-specific libraries with specialized books, volumes/periodicals and other essential resources are available for students at several Faculty/Departments/Centres. Besides dedicated computer lab/facility at each department/ centre, common central computer facility is available at Centre for Information Technology for students.

Department/Centre offering Science and Engineering programs have well equipped teaching and research laboratories which are regularly upgraded to allow for individual-centric, performance-based learning, with self-experimentation by students. There are functional departmental Instrumentation Facility (DIF) at almost all science and engineering departments and several other departments. The University provides additional funds to the Departments for up-gradation, maintenance and repairs of teaching/research/office facilities based on request/requirement.

In addition, University has established a Central Instrumentation Facility, equipped with advanced sophisticated instruments for research, which are also effectively used to provide PG/UG students with exposure to high-end instrumentation and allows them to conduct some of their practical. It is made accessible to researcher/students from outside the university as well.

File Description	Document
Link for Additional Information	View Document

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

Response:

Jamia lays immense stress on holistic development of the students and staff by providing various sporting activities. Sports persons are given 5% relaxation in the minimum eligibility criteria for admission. Jamia has created and maintained excellent sports facilities and extensive infrastructure for holding cultural events and other co-curricular activities. The achievements of the students in multiple sports activities is an indication of the dedicated attention, which are mainly promoted through the office of the Director, Sports since 1971. Director, Sports, also plays supervisory role to initiate, execute, coordinate, and supervise physical education, sports activities and programmes that enhance general/specific interest in sports, which are conducted throughout the year. Initially, the University got recognition when Jamia won its first Gold and Silver Medal in Wrestling in 1977 at the All India Inter University Championship. The outreach of our infrastructure has grown regularly and is used not only by students/faculty/staff but also by corporate houses, NGO's, Amateur and Professional Sports Associations and Clubs, DDCA and others. Ranji Trophy matches are a regular event every year at the Jamia Cricket ground. In the past, Jamia has hosted Women's Cricket Test matches, Women's World Cup matches and Blind's Cricket World Cup matches. It was used as practice ground for Commonwealth Games as well.

The ground within its periphery now consists of Centrally Air-Conditioned Indoor Games Stadium along with Viewers Gallery which meets International standards.

The sports complex incorporates the following facilities:

- Cricket Ground
- Cricket Net Practice Wickets
- Football Ground
- Lawn Tennis Court
- Volleyball Court
- Badminton Court
- Basketball Court
- Table Tennis Court
- Fitness Centre (separate fitness rooms are available in girls hostels)
- Snooker Room
- Waiting Lounge
- Conference Room
- Changing Rooms (Men & Women)
- Washrooms (Men & Women)
- Washrooms (Handicapped sports persons)
- Games & Sports Equipment Store
- Viewers Gallery
- Jogging Track

- Hockey ground (Situated at the Faculty of Education)
- Outdoor Viewers Gallery

Cultural Activities

In order to create a vibrant cultural environment on the campus, the office of Dean, Students' Welfare at Jamia has established the following Clubs for students.

- Debating Club
- Drama Club (Hindi/English)
- Literary Club
- Music Club
- Business Club

As a part of the Foundation Day Celebrations, several cultural activities are organized by the students from school to PhD, which includes stage performance, exhibition of departments/ centres displaying innovation, achievements, music performances and others. Moreover, several activities are conducted at department/centre level such as freshers' party, welcome/farewell parties, screening of movies. Jamia Teachers' Association also conducts several such cultural activities.

The fitness centre/gym at Jamia Sports complex offers membership to students/faculty and staff on minimum charge which can be paid monthly/annually. This helps all the stake holders to make best utilization of facilities available on campus. Auditoriums and open theatre are available to students for various cultural activities. MIRAS an interuniversity cultural fest is annually organized by the university.

Girls' hostel has a small gym which can be utilized any time. Moreover, separate yoga classes are held for girls' in the hostel gym.

File Description	Document
link for additional information	View Document

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

Response: 92.17

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 353

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 40.06

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
2472.20	1512.86	4298.24	2960.05	5159.19

File Description	Document
Any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Central library and other department/centre libraries are automated for house-keeping operations like acquisitions, circulations, serial control, Web OPAC and maintenance, using different versions of LIBSYS as Integrated Library Management Software (ILMS). As a Web based solution OPAC provides platform independence. Presently, version Lib 2.0 (LIBSYS7) is used, which delivers unparalleled satisfaction for both patrons and library staff. It provides overall manageability of the library operations through comprehensive modules. The complete process of acquiring books and its technical processing is based on designated module of the software.

LIBSYS7 competency includes GWT based GUI with multitasking features, Unicode Support,

Federated Searching with customizable look & feels, User notification through E-mail and SMS,

RSS feeds and integration with Google Books, Book Finder, etc., Interactive features like online reviews, ratings, renewals and reservations to deliver patron satisfaction. The Modules of LIBSYS7 are Acquisition, Cataloguing, Circulation, Serials, Article Indexing, Web OPAC, Customizable Reports. The system meets the Standards Compliance such as MARC21, Unicode, SRU/SRW, Z39.50, NCIP (NISO) and SICI Barcode.

The modules of software support all the activities of circulation section including issue and return of books, book reservations, reminders and recall of books and overdue charges. The software is equally useful in management of serials control of current issues of print journals and back sets of journals, processing of subscription, reminders for non-receipts of journal issues and binding of journal volumes. The Web OPAC facilitates searching of complete collection with results providing the location of a book

in a particular place/library. The ILMS provides a distributed system of input for bibliographic details of the books, documentary materials like periodicals consisting of current issues, bound volumes, thesis and dissertations. It provides bibliographic entries in many Indian languages like Hindi, Urdu, Punjabi, Bengali etc.

The Library's Digital Resource Centre is equipped with 100 workstations as a gateway to online resources and facilitates access to 7000 peer reviewed scholarly e-journals with full text access via 28 databases and 7 bibliographic/citation databases. These includes various fields of sciences, engineering, technology, social sciences, law, humanities and languages etc. Guide Boards revealing details of the Databases and E-Journals and in-house Digitized Resources are available at the Digital Resource Centre. To provide wider access to Library resources, off-campus access to e-resources is also provided through a User name and Password issued to all eligible library users.

Being a member of National Digital Library of India, Jamia has a pilot project to develop a framework of virtual national repository of learning resources with a single-window search facility.

File Description	Document
link for additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The University library has an impressive archive of rare books and manuscripts besides other knowledge resources. Rare books are as old as the year 1734 (*The History of the Growth and Decay of the Otohman Empire*), manuscript of 14th Century, and are well preserved in the University Library. The collection of rare books and manuscripts is in diverse languages such as Arabic, English, Persian and Urdu and pertain to the period of 14th – 20th (1591-1922 AD) Century.

There are as many as 5000 (approx.) rare books and 2230 manuscripts in the University Library on various subjects. There are manuscripts in Arabic, Persian, Urdu, Pushtoo, Punjabi and Hindi languages as also Brij Bhahsa. They pertain to the period 1591-1922 AD, and are on various subjects, namely, Quranic studies, Hadith, Jurisprudence, Sufism, Philosophy, Logic, Geography & Hindu religion, Unani Medicines, Mathematics, Astrology, Music, Astronomy, Chemistry, Poetry, Persian language & literature, Lexicon and History. Some of them are special for their calligraphic style and illustrations. Some of the manuscripts are on the Vedas, the Upanishads, Manusmriti, Ramayana, Gita, the Mahabharata, Guru Nanak, Swami Dayanand Saraswati, Swami Vivekananda. These tissues laminated manuscripts are preserved in Manuscript Section of Dr. Zakir Husain Library.

File Description	Document
link for additional information	View Document

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 215.94

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
207.51	327.06	260.93	130.51	153.7

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 2.39**4.2.6.1 Number of teachers and students using library per day over last one year****Response:** 400**4.2.7 E-content is developed by teachers :**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 5 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The FTK-Centre for Information Technology is a state-of-the-art centre in Jamia, which is nodal point which caters to ICT requirements of the University. Keeping education and research in sync with modernization, Jamia has been leveraging ICT as a tool to induce strategic improvement and changes in both academic and administrative practices. The FTK plays an important role in creating an enabling environment for teaching-learning, research and governance.

A connected campus with ubiquitous access of internet is the backbone of ICT infrastructure.

The entire University campus has a Fiber Optic LAN of ~35KM and UTP cable of ~230KM length providing network to over 3000 PCs/ Workstations/Thin Clients/Laptops other than Wi-Fi connections across the campus. As of today, almost 100% campus is Wi-Fi enabled, providing access to all the students, faculty and other staff through Cyberoam access.

The centre offers essential ICT services including Internet Access, Emailing, Jamia MIS, IT security, campus Wi-Fi, University Portal development and maintenance, Problem diagnostics and troubleshooting etc. through a network comprising of approximately 7000+ nodes. All ICT services offered by the centre remains operational 24x7 across the University. The Centre administers a 1-Gbps link to National Knowledge Network to provide smooth internet facility and access to online learning materials. Besides, the centre manages an additional Internet bandwidth of 44 Mbps available from other operators. New features such as Anti-plagiarism services, On-line E-Contents, On-line Admissions, Fee payment etc. have also been maintained by the centre.

Being visionary, Jamia long back implemented a fully integrated 18-module ERP system (Jamia MIS), which provides transactional support to all functional requirements of the University, ranging from admission of students to conduct of classes, recruitment of staff to retirement procedures, payroll, maintenance of students' attendance, details/tracking of any files etc. In the World Education Summit - 2011, Jamia received the Best Jury Award for the "Best ICT Enabled Institution of Higher Learning" which was awarded for 'File Tracking System' utility developed by the FTK-Centre for Information Technology. This system is constantly improved and customised applications are added as per new requirements.

To promote collaboration among academic and administrative staff of the University, CIT implemented Google Apps for education. More than 1870 accounts have already been created in this facility for teachers, administrative and technical staffs. In addition to Jamia e-Mail service, the users get access to Google Docs, Calendars, Groups etc. Jamia also provides such facilities to the students under Microsoft's Live@Edu program.

File Description	Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 5.35

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 8.93

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
825.88	992.08	904.54	698.63	498.50

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Any additional information	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic

and support facilities - laboratory, library, sports complex, computers, classrooms etc.**Response:**

The University follows three-tiered system for maintenance, In-house maintenance support, AMC/CMC to OEMs/reputed service providers and outsourcing to expert agencies. The maintenance of all the University properties, including classrooms and laboratories, is done by Building & Construction (B&C) Department, Sanitation and Horticulture, headed by a Professor in-Charge. The B & C department has an executive engineer, JE, AE and other staff (Civil and Electricals). The team looks after the repair and maintenance of the University buildings/Power Stations, supply and connections from maintenance fund allocated by the university. Property Section maintains the records pertaining to the lands/ buildings of the University and deals with various processes for space allocation at the University campus, including allotment of University accommodation as per requirement. Sanitation department takes care of housekeeping of the physical facilities. The green initiatives and maintenance of the University gardens, parks, sport grounds/fields and lawns of the University is dealt with by the horticulture department. It has caretakers to assist the in-charge in the upkeep, preservation and maintenance of the lawns, gardens etc. The B & C Department, Horticulture and Sanitation work together to maintain Sports Complex, play grounds etc. A central facility housed at the stadium complex has a well-maintained gymnasium with modern fitness equipment, table tennis and badminton courts which too are maintained.

The Purchase and Inventory Control Office (PICO) deals with purchase and procuring related issues and procedures including e-tenders. It also maintains records of the machine/equipment and other belongings of University and deals with annual maintenance contract of each equipment/instruments. The stock registers are maintained at Central (PICO) level as well as at relevant department/centre. For specific equipment at department/centre, maintenance/repair is undertaken by the concerned head/director of the department/centre as per laid down procedures of General Financial Rules (GFR) in association with applicable rules of the University. The maintenance of equipment is done through Annual Maintenance Contract (AMC) or Comprehensive Maintenance Contract (CMC) or similar processes. Customs duty/GST exemption certificate is issued for any equipment imported/ordered by the University for which University renews the DSIR registration on regular basis as per GFR.

The Central library and other department/centre libraries are automated for house-keeping operations using different versions of LIBSYS as an Integrated Library Management Software (ILMS). Presently the version Lib 2.0, (LIBSYS7) is in use.

Jamia has implemented a fully integrated 18-module ERP system (Jamia MIS), which provides transactional support to all functional requirements of the University, ranging from admission of students, conduct of classes, students' attendance, recruitment of staff to retirement procedures, payroll and file tracking etc. The entire University LAN based network is connected through an optical fibre cable of ~35KM and UTP cable of ~230KM length providing network to over 3000 PCs/Workstations/Thin Clients/Laptops other than Wi-Fi connections. As of today, almost 100% campus is Wi-Fi enabled providing access to all students/staff through Cyberoam access.

File Description	Document
link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 6.4

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	1192	3372	0	0

File Description

Document

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

Any additional information

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 11.47

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2465	1442	1422	1672	1070

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation

8. Personal Counselling**7 or more of the above****Any 6 of the above****Any 5 of the above****Any 4 of the above****Response:** 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**Response:** 62.23

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11354	7719	8049	7577	8581

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students**Response:**

The University has established an Office of the **Foreign Students Advisor**, which acts as the nodal agency to facilitate all foreign students with:

- Processing admission applications of all foreign nationals including non-residential Indians who apply for admission to various courses of the university under various categories including ICCR scholars and supernumerary applicants.
- Establishing equivalence of certificates/foreign degrees on the basis of AIU's recognition of international institutions.
- Ensure strict compliance of admission criteria and admission guidelines.
- Providing assistance and provisional admission documents to students granted admission to obtain appropriate student/research visa, an essential requisite for admission.
- Confirmation of a valid student visa/research visa, which is an important requisite for admission.
- Posting of admission information to the Ministry of External Affairs (MoEA) and the specific embassies/ high commissions, so that potential candidates located in different parts of the world can be informed in time.
- Creation of FSIS IDs for FRRO use.
- Issuance of bonafide certificates for registration with FRRO and other agencies.
- Documentation and assistance with police verification and FRRO.
- Maintaining data of all foreign students.
- Facilitating transit residential accommodation at Jamia's Girls and Boys Hostel.
- Assistance in Expediting degrees/certifications both before and after the departure of the foreign student to his/her country.

For matters concerning foreign students, the office maintains communication with various embassies, Association of Indian Universities (AIU), Indian Council for Cultural Relations (ICCR), Foreigner Regional Registration Office (FRRO), concerned offices of MEA and MHA, Govt. of India.

At admission time, existing senior foreign students from different countries are identified as mentors to help new candidates seeking admission at Jamia.

Special care is taken for Arabic and Persian speaking students who require assistance as they are not well versed in English Language.

A dedicated webpage is available at the university website that provides information related to admission of foreign students. The foreign students are also provided a platform through FSA to participate in social and cultural activities of the University. Every year, FSA office also organizes an orientation programme for the newly admitted foreign students. It aims at introducing overseas students to the University rules/regulations, students conduct book, cultural values, educational programmes, the examination system, safety issues and residence related matters. Apart from FSA, university has also appointed an Hony. Director, International Relations to liaison with overseas partners, missions and embassies across the world, including signing of MoUs, and other bilateral, exchange programs.

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years				
Response: 18.51				
5.2.1.1 Number of outgoing students placed year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
885	455	762	791	697

File Description	Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)	
Response: 27.99	
5.2.2.1 Number of outgoing students progressing to higher education	
Response: 1221	
File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)	
Response: 58.13	
5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years	

2018-19	2017-18	2016-17	2015-16	2014-15
410	271	166	95	134

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
580	450	285	234	220

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 25

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
07	03	06	01	08

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

According to para J of section 23 of *Jamia Millia Islamia Act*, there is a provision for the establishment of students' union. At present the University does not have an active students' union as the matter is subjudice. However, the University has a well-established system to ensure representation of students in academic & administrative bodies/committees of the institution through constitution of **“Subject Association”** for every programme at Department/ Centre level. The members of Subject Associations are informally elected by the concerned students. The Subject Association serves the interests of students, be it their academic or administrative issues. It is also mandated to organize academic and co-curricular activities to make participatory contributions towards developing an overall conducive environment in the respective departments/centres.

As per Ordinance 21 (XXI) of Jamia Millia Islamia, the Dean, Students' Welfare in the University, looks after general welfare of the students, provides appropriate encouragement for sound and fruitful relationship between the intellectual and social life of the students.

Students are also made part of consultative processes through their representation on various bodies such as IQAC, clubs and cultural activities. The proctorial office facilitates students with identity cards, issues train and bus passes to domestic students, and assists them with other processes as well. Committees like those constituted for prevention of sexual harassment and ragging, and those which are created to promote gender sensitisation, also comprise students' representatives.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 15

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	16	25	19	7

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Global Jamia Alumni Network (GJAN) and **Alumni Association Jamia Millia Islamia (AAJMI)** are two alumni bodies for strengthening institute alumni relations. GJAN has coordination and networking responsibilities in different parts of the globe to reinstate the placental cord between alumni and the university. It facilitates cultural as well as professional exchanges for mutual growth and development. A senior university professor is an Advisor for Alumni Affairs who coordinates the activities related to alumni. The Associations aim to provide a forum for exchanging information and ideas between JMI and alumni; seek to develop programs involving alumni in various areas of services, organizes lecture series by alumni, arranges support in students placement/training, scholarships etc.

The list of some important alumni are : A.R. Kidwai, Harmanjit Singh Nagi, Mohit Khattar, Roshan Abbas, Hindol Sengupta, Sachin Gaur, Sukesh Jain, Upendra Giri, Yogesh Gupta, Mohammad Hossein Adeli (Iranian politician), Mike Dhall, Mahmud Hussain Khan, S.Y. Qureshi, Loveleen Tandan, Virender Sehwal, Barkha Dutt, Sarpreet Singh, Kabir Khan, Habib Faisal, Kiran Rao, Vikas Ananad, Parvez Sharma, Tanzeel Ahmad, Anwar Jamal, Amit Dutt and Rajiv Mahajan. Mr. Kunwer Sachdev, Founder, Su-Kam, Mr. Saurabh Jain, Vice President, PayTM and Mr. Vikas Jain, Co-Founder of Micromax Informatics. Besides, many alumni have had remarkable success in their respective fields as actors/directors/writers, sports personalities, entrepreneurs, politicians, journalist, IPS and public sector officers and others.

Many of the alumni have won reputed international awards for their work including Loveneen Tandan (Co-Director: India of) and Danish Siddiqui (first Pulitzer photography award to any Indian in photo journalism).

Centre for Innovation and Entrepreneurship, recently organized an entrepreneurship summit “EmphasisO” on 13-14th April, 2019 to prepare a blueprint for involving alumni entrepreneurs in establishing and mentoring start-ups of students and was attended by around 450 delegates.

The University plans to engage alumni members in different governance bodies and statutory bodies such as the University Court, Executive Council, Academic Council and IQAC etc. GJAN and AAJMI, wherever appropriate, help in conceptualising, instituting and furthering policies and programs of JMI and can recommend other policies and programs to promote the welfare of JMI and its alumni.

The key objectives of the alumni associations of JMI remains exclusively for charitable, scientific, literary or educational purposes as per the existing Act of the Indian Parliament which granted a central university status to JMI in 1988.

Various national and overseas chapters of Alumni networks exist who organize activities on domestic/national and international level. JMI Alumni has Chapters in UK, USA, Canada, Riyadh, Qatar etc. AAJMI has Local Chapters in Bihar, Lucknow, and Mumbai. A website dedicated to Alumni Affairs has been created that contains registration information etc. The Statutes of the University include provisions which entail the University alumni playing a constructive role in the governance structure of the university.

5.4.2 Alumni contribution during the last five years (INR in Lakhs) ? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: 20 Lakhs -50 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 25

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	1	3	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

Jamia has been guided and nurtured by great visionaries who have consistently strived to achieve excellence in higher education, fulfilling its objectives and mandate. It was established by nationalist leaders, freedom fighters in 1920, and it continued to march ahead with support of prominent educationists, reformers and common people. Today University is recognized and rated amongst the best in India, and in world rankings, which are improving consistently. The institutional leadership, well-established system of governance and management, is inherent University strength. Governance and management systems continually adopt emerging practices, technologies, in sync with demands of modern education system, demonstrating high academic standards, delivering quality research at par with global standards. The leadership and governance over years transformed campus of 239 acres into a beautiful green Oasis with teaching facilities; state of art infrastructure for learning and research to accomplish the vision of the University.

Apart from creating systems, Jamia leadership ascertains that due emphasis is placed on interaction with all the stakeholders for promoting overall culture of excellence. In keeping with the vision and mission of the University, following steps in governance are reflective of an effective leadership and governance:

Dynamic organizational system

The expansion of University infrastructure and academic growth including new courses, departments, centres, laboratories, equipment, classrooms, amenities for students, staff etc. are encouraged by the University leadership. The existing management practices and processes are reviewed to improve overall efficiency and effectiveness. The administrative and governance practices are implemented evenly/uniformly with clearly defined responsibilities and accountabilities which plays an important role in maintaining culture of excellence in knowledge creation, assimilation and integration.

Democratic, fair and transparent management

A layered process of governance exists at different levels viz. Board of Studies, Faculty Committees, Academic Council, Executive Council, Planning Board and the University Court. Each has representation from diverse stakeholders, from within and outside and includes faculty members from departments/centres, experts, representatives from industries, corporate sector and civil society. All-important academic and administrative issues are minutely discussed at the relevant level(s) with stakeholders prior to final decision.

Development and capacity building oriented

Ever since its foundation, the University has been led by visionaries who envisioned to create, implement and sustain an effective management system, responsive to the needs of all stakeholders. The system offers opportunities to young faculty/staff by associating them in governance and management, aimed towards

developing leadership capacity.

Excellence and performance driven

The functionaries holding leadership positions are responsible for ensuring that the University reinforces an overall culture of excellence in teaching-learning, research and social outreach programmes. Besides the Vice Chancellor, Registrar, Controller of examinations, Finance Officer positions such as Dean of Faculties, Director of Centres, Heads of Departments, Proctor, Director Research, Director Academic and a series of other positions exist. Senior faculty members are often associated as Professor In-Charge/ Advisors/ Honorary Directors and entrusted with responsibilities of key governance.

6.1.2 The institution practices decentralization and participative management

Response:

The Vice-Chancellor is the Academic Head and the Registrar the Administrative Head. Composition of apex bodies includes all stakeholders and manifests decentralized and participative management in accordance with the University Acts/Statutes. The University delegates administrative and financial functions where the Head of Departments/Director of Centres are delegated relevant administrative powers for routine administrative matters, with financial sanctioning powers up to Rs.25,000/- as per General Financial Rules (GFR). These arrangements ensure participative management and decision making at all levels. Some key structural components of management system are:

Admission and Examination Process

The Policy formulation for admission to various programmes is undertaken through a Central Admission Committee. Merit list of qualified candidates are prepared following reservation policies of the Government of India and the University rules. The sub-admission committees at department/centre level perform studies related to admission and examination.

Examination processes include setting and moderation of examination papers, conduct of examination, evaluation of answer scripts and declaration of results. Examiners/moderators are decided by authorized bodies i.e. Board of Studies/Committee of Studies (BoS/CoS); respective heads/directors being chairpersons. Undergraduate exams are conducted centrally by the University and postgraduate examinations are decentralized from university to department/centre level.

Academic Administration

Teachers are key participants in Academic decisions pertaining to introduction, structuring, revision/reformulation of courses and syllabi through BoS/CoS, Faculty Committee, Board of Management & Academic Council. Besides these, there are bodies like Departmental Research Committees, Centre Research Committees and Research Advisory Committees which function to accomplish decisions made with respect to research-related issues.

Office Administration

Administration is divided in two major sections i.e. Academics and Administrative. The subject related to academics is undertaken by the office of the Vice-Chancellor (Academic Head) whereas other administrative matters of the University are dealt with by the office of the Registrar (Administrative Head). For recruitment and promotions, various committees are constituted to represent distinct stakeholders. Procurement related issues are undertaken through a central purchase committee involving end users acquiescent with relevant GFR rules and procedures. University has Internal Audit Officer, who is specialist from the relevant government services.

Financial Administration

There exists a well-structured system for judicious projection and utilization of financial resources. Delegation of financial powers at different levels; approved by the Executive Council, aids in speedy execution of day to day requirements. Finance Officer's office looks after the budgetary and financial advisory roles, compiles budget/ estimates based on input from all concerned. University adheres to GFR notified by the Government of India while authorizing and approving expenditure. A proper file numbering system is followed to maintain record keeping related to financial transactions, all payments are routed electronically through bank transactions. Salary / Income Tax/ Pension and other payment records of employees are made available online over University LAN through FTS.

Infrastructure Administration

Building and Construction (B&C) Department works in coordination with Estate Office and Building Committee which have members from Finance, Administration and Engineering Branches to ensure that decision making is through participative management.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The University frames well-articulated roadmap to accomplish its vision and mission. While deciding future initiatives, the University assures to cover all development facets including teaching/learning; research and development; human resource planning/development; infrastructure and community engagement etc.

To support advanced research, University, has established a Central Instrumentation Facility (CIF), presently housing several advanced/modern analytical instruments like LC-MS; Raman; steady state and time resolved fluorescence; UV-Visible; Fourier Transform Infra-red; Stopped flow spectroscopies. It also houses X-ray diffractometer associated with small-angle scattering; Zeta potential analyser with particle sizer; Atomic Force microscopy; contact angle analyser and Fluorescence Assisted Cell Shorting (FACS). These are available to researchers on nominal charge basis. Centre for Nano-Science extends its Scanning electron and transmission electron microscopy facilities to support quality research as well.

To accomplish its vision, the University has submitted proposals under HEFA for enhancing academic and residential infrastructure. Over 50% of departments have secured SAP/DRS/FIST status for augmenting

research infrastructure.

The Vision and Mission of the University remains the main force to drive its strategic planning.

Vision

Strive to foster the goals of building a secular and modern system of integrated education for sustainable development of society and better future for all.

Mission

To become a world class institution to disseminate and advance knowledge by providing instructional, research and extension excellence while promoting philosophy of nationalism, pluralism and use of education to serve the nation in facing new and emerging challenges.

Objectives

- To be a teaching and research-intensive university driven by a spirit of innovation.
- To encourage multidisciplinary learning and research in cutting edge and niche areas.
- To provide access to education for empowering the underprivileged and socially disadvantaged sections of society.
- To impart quality education for human resource development, nation-building.
- Extra-mural studies, extension services, and other measures for the promotion of life-long learning.
- Measures towards sustainable development of society and environmental care.

The University has drawn a Vision 2020 document to streamline and prioritize strategies for the future. Some of the educational needs for emerging digital society require continuous adaptation to the emerging situation. A few immediate thrust areas are improving research output; new interdisciplinary programmes; infrastructure for developing capacities in priority areas for national development; generation of resources; enhancing skills and entrepreneurship-based inputs in curricula; academia-industry linkages harnessing ICTs for University development. A significant improvement has been made in these areas in the recent past and consistent efforts are being made to achieve further goals. The University has been persistently working towards setting up of Faculty of Medicine, which will open opportunities for interdisciplinary research in the University and will fulfil its mandate of social outreach.

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Jamia Millia Islamia Act, 1988 designates the following as the “Authorities” of the University.

- *The Anjuman (Court)*
- *The Majlis-i-Muntazimah (Executive Council)*
- *The Majlis-i-Talimi (Academic Council)*

- *The Majlis-i-Maliyat* (Finance Committee)
- The Planning Board
- The Faculties

These apex bodies have members from different segments of the University.

The University leadership ensures development of a robust management system, its implementation and continuous improvement, apart from creating systems to identify organizational needs and to fulfil the same. The organizational structure is as follows:

The Shaikh-ul-Jamia (Vice-Chancellor) is the principal executive and academic officer of the University, and shall exercise general supervision and control over affairs of the University and helps the decision of all the authorities of University. VC is the ex-officio Chairman of the Executive Council, the Academic Council, Finance Committee and Planning Board. VC shall, in absence of the Chancellor, presides at the meeting of the Court and the Convocation held for conferring degrees (The Statute-3(1)).

The Naib Shaikh-ul-Jamia (Pro-Vice-Chancellor) is to assist the Shaikh-ul-Jamia (Vice-Chancellor) in respect of such matters as may be specified by the Shaikhul-Jamia (Vice-Chancellor). Pro-Vice-Chancellor shall also exercise as officiating Vice-Chancellor in absence of Vice-Chancellor (The Statute-4(4)).

The Musajjil (Registrar) is ex-officio Secretary of the Executive Council, Academic Council and Faculties. He/She shall be ex-officio Member-Secretary of the Court. He/She shall also take care of all day to day administrative work and take decisions in consultation with the Vice-Chancellor.

The Finance Officer is to advise the University as regards its financial policies and perform financial related functions as may be assigned to her/him by the Executive Council. Finance officer is the member of court, executive council, academic council and planning board. He/She is convenor of the finance committee and chairman of the University Central purchase committee.

Controller of examinations conducts all examinations of the university and declare the results as per university calender; performs anyother duties assigned by Vice-Chancellor.

Deans of the Faculties, Heads of Departments, Directors of Centres, perform their duties under control and supervision of the Vice-Chancellor to conduct and maintain the standards of teaching and research.

The Librarian is a full-time officer of University and is to exercise such powers and perform duties as may be assigned to him/her by the Executive Council.

The above positions are assisted by the Officers on Special Duty (OSDs); Joint Registrars; Deputy Registrars; Assistant Registrars; Administrative Officers wherever required. University Hostels are managed by Provosts, Wardens, Resident Wardens and caretakers to effectively run hostels.

Sections are repository of all information and perform duties assigned specifically. A Section Officer is assigned for each section; assisted by Senior Assistants, Assistants, Junior Assistant-cum-Typist, Technical Assistant, Office Attendants/ Multi-Tasking Staff etc.

A Professor In-charge looks after Building & Construction Department, with assistance from the Executive

Engineers (Civil and Electricals), Assistant Engineers and other staffs.

Office of Dean Student Welfare and office of Chief Proctor facilitate students and address issues related to students. University has an office of Foreign Students Advisor and Office of International Relations to assist foreign students.

File Description	Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The Minutes of meetings and implementation of decisions by various bodies/ committees of the University

are recorded and circulated to all concerned for information, records and follow up action. Minutes of important Bodies/Committees are uploaded on the University website.

The working procedures of various bodies are as follows:

ANJUMAN (COURT)

Statute 11 of the Statutes of Jamia Act defines the establishment of University Court. It consists of 10 numbers of ex-officio members, Chancellor (Chairperson), Vice-Chancellor, Pro-Vice-Chancellor, All Deans of Faculties, Dean of Students' Welfare, Registrar, Finance Officer, Librarian, Ten Heads of Departments by rotation according to seniority, Two Heads of other Institution, a Director from any Centre based on rotation and seniority, Life Members, Representatives of Teachers, Representative of Non-teaching Staff, Nominated Members, Co-opted Members, and Representatives of Legislature. A comprehensive report of the working of the University during previous year along with statement of receipts and expenditures, balance sheet and the financial estimates, as audited, are presented to the Court.

EXECUTIVE COUNCIL (EC)

As per Statute 13 of the University there are 15 members in the EC comprising 2 University Officials, 3 Deans, 1 Director of Centre, 2 members of Court, 3 teachers and 4 Visitor's nominees. EC has the authority of management and administration of revenue, property of the University and conduct of University administrative affairs.

ACADEMIC COUNCIL (AC)

Statute 15 of the Jamia Act defines establishment of AC. It consists of ex-officio members, Deans of Faculties, Dean of Students' Welfare, Heads of Departments, Directors of Centres, Librarian, two senior most Professors based on rotation, two Teachers according to seniority, Twenty persons elected from amongst Teachers, and three persons not in the service of the University. AC supervises the overall academic policies of the University, frames guidelines, releases directives regarding methods of instructions, evaluation of research or improvement in academic standards. It also frames regulation and rules consistent with relevant Statutes and Ordinances regarding academic functioning of the University including discipline; residence; admissions; award of fellowships; studentships; fee concessions; corporate life; attendance and proposal of new programs.

PLANNING BOARD (PB)

As per Statute 16A of the Jamia Act there are 11 members in the PB; 2 University Officials, 2 Deans, 1 UGC nominee, 5 eminent educationists having special knowledge of university planning, Finance Officer and the Registrar. The PB is responsible for overall perspective planning and development of the University in consonance with its objective.

FINANCE COMMITTEE (FC)

Statute 24 of the Jamia Act defines FC. It consists of Vice-Chancellor, Pro-Vice Chancellor, three persons nominated by the Visitor, two Deans of Faculties nominated by the EC, two persons to be nominated by EC from amongst EC members other than those in the service of the University. The Finance Officer is the ex-officio Secretary of the Committee. FC meets at least twice a year. The Annual Accounts and the

financial estimates of University prepared by the Finance Officer are laid before FC. It fixes limits for total recurring and non-recurring expenditure for the year, based on income and resources.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The University provides following welfare schemes for teaching and non-teaching staff of the University:

- Grievance redressal
- Internal Complaint Committee
- Prevention of Sexual Harassment
- Maternity Leave; Paternity Leave; Child-care leave
- Separate office for Pension - old and new
- Group Insurance Scheme/NPS/PF
- Provident fund; Leave Travel Concession
- Various kinds of leave –Casual; Special Casual; Duty leave
- Study and Sabbatical Leave-for professional development (for teaching)
- Personal Loan-HBA
- Jamia Employee Relief fund
- Conveyance Advance
- Community Hall for personal functions
- Health Schemes as per CGHS

Besides, it extends the following services/amenities to its staff:

Medical benefits:

The University provides free medical facilities for students, teaching and non-teaching staff through Ansari Health Centre, Faculty of Dentistry, Centre for Physiotherapy and Rehabilitation Services and Unani Pharmacy. The Health Centre provides primary healthcare under one roof. Doctors are available till 10 pm, including weekends. Ambulance services are available 24 hours for any emergency needs. A panel of specialist doctors (consultant) in different fields/area visit Jamia twice a week. Ansari Health Centre is equipped with instruments for basic medical diagnosis like lipid profile, thyroid, urine and stool examination etc. Besides, the University has a list of hospitals empanelled under cashless payment facility, whereas other hospitals and diagnostic centres are on panel under reimbursement facility.

The University has six **Schools** on campus from play group to higher secondary which serves as a big relief for the employees as they are often able to get their kids educated within the campus itself. There is a school for especially abled children to cater to the need of special children.

Kendriya Bhandar has outlet on campus for facilitating the employees with purchase of grocery/items of everyday use at reasonable rates.

The Sports Complex is a central facility which has a gymnasium with modern equipment, table tennis and badminton courts open to all teaching, non-teaching staff and their families as well as to students at nominal subscription rates. The girls' hostel is provided with small gyms and washing machines without extra charge.

Internal Complaint Committee: In pursuance of UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, Act 2013 read with Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal), Jamia has constituted a committee to address such issues and has a dedicated office.

Grievance Redressal Committees: University has constituted several Committees for redressal of grievance of any Teaching/Non-Teaching Employee.

The University has set up a dedicated office in administration block to facilitate Pensions, NPS, PF, ESI schemes and related matters of retired employees.

Jamia Employees Relief Fund: A fund has been created to support an employee in urgent need. An amount of 2% from the honorarium paid to teachers for examination related activities is contributed towards this fund.

File Description	Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 5.05

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
50	48	33	29	18

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 23.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
38	27	26	11	16

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 12.21

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
132	103	86	61	48

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

A performance-based appraisal system as prescribed by the UGC, professional councils, other academic bodies of the Govt., is adopted by University through EC and followed for teaching and non-teaching staff. There are laid down guidelines for assessment of teaching learning profile, co-curricular and research activities of the concerned faculty. The faculty member is required to earn a specific number of points in Academic Performance Indicators (API) in accordance with laid down criteria to be eligible for promotion. For various levels in the Assistant Professor cadre (level 10 to 13), a corresponding screening committee evaluates the performance and makes recommendations accordingly. For promotion to the post of Associate Professor and Professor, the publications submitted by the applicant for the assessment period are assessed by external evaluators after meeting the requisite API score. Thereafter the applicant is asked to appear before a duly constituted selection committee.

The establishment section under Registrars control maintains the CR and APAR for non-teaching employees of all cadres. The blank APAR proforma for the financial year ending are filled by Reporting/Reviewing officers by end of March each year. After doing the needful, concerned employee submits the CR/APAR to the Reporting Officer. The Reporting Officer after recording his/her remarks, submits the CR/APAR to the Registrar latest by 31st of July each year.

File Description	Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Regular financial audit of various divisions and financial processes are integral part of the institutional functioning of the University which is performed by an Internal Audit Section. All payments of Rs. 2 lakhs and above are pre-audited by Internal Audit Section. Other bills are checked by Internal Audit after payment is made. It also conducts periodical audit of different Departments, Centres, offices/units, hostels, and University maintained institutions to watch the compliance of financial rules and effectiveness of expenditure incurred. Internal Audit reports are sent to Departments/Centres on regular basis and they are

asked to comply/respond to the observations made by Internal Auditor.

External Audit of the University is conducted by the Comptroller and Auditor General of India through the office of the Director General of Audit (Central Expenditure). There are two kind of external audits namely Audit Certification and Transaction Audit. The Audit certification of annual accounts of the University is carried out by CAG after the financial committee. It is submitted to the parliament after the approval of the University Court. The Transaction Audit is carried out annually as per schedule intimated by CAG. Audit observations, if any are addressed and action is taken on the observations contained in the audit report and reported to the Director General of Audit (Central Expenditure).

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 474.61

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
139.02	100.59	66.68	66.63	101.69

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Optimum utilization of resources and mobilization of new resources is a priority area for the University. Public funds are judiciously utilized and additional resource mobilization through a well strategized policy from other sources is carried out. Some of the sources are:

- Overhead charges from research grants received from various government and non-government funding agencies.
- Institutional Consultancy Charges through consultancy services provided by faculty members.
- Endowment Fund for various scholarships which caters to the needs of the students.
- E-Content creation for CEC, UGC and SWAYAMPURABHA educational TV Channels under NME-ICT and MHRD SWAYAM Project
- Renting of Professional TV production facilities, equipment to outside agencies, individuals
- Renting of Ansari Auditorium, CIT Conference Room, Faculty of Engineering and Technology

Conference room, Sports Complex, Community Centres, Guest House, and similar such facilities to the faculties, department and outside agencies for organising academic and non-academic activities like conferences, seminars, lectures, workshops and personal functions.

- Funds generated from above sources are principally used as University Development Fund for maintenance and for the overall development of the University.

To facilitate the above initiatives, the University provides space on lease to various commercial utility facilities for the students, faculty members and officials of the University, such as banks (Indian Bank, Bank of India), Post Office, Book shop, Mother Dairy outlet, Delhi Transport Corporation Office, Kendriya Bhandar, Cafeteria, All Women-run Canteen, Pickup Centres etc.

6.5 Internal Quality Assurance System

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

Response:

Jamia has established an Internal Quality Assurance Cell (IQAC), as per UGC guidelines, to implement quality improvement strategies, incorporate self and external evaluation, quality promotion/ sustenance/ awareness initiatives. The IQAC was set up in 2010; since then it has taken numerous steps for assessing and enhancing the quality of teaching, learning, research and governance at the University. The IQAC has brought significant improvements to achieve excellence which is reflected in national and international ranking of the University.

Some of the key activities undertaken by IQAC are as follows:

- Appointed IQAC Nodal Officers at every department/centre to generate awareness; percolate IQAC activities; establish required processes and systems within department/ centre.
- Program level accreditation-completed for B.Tech. programmes.
- Developing a mechanism of Students' feedback (online and offline) for regular feedback and its analysis. OMR based feedback process has been designed for easy digitalization of feedback received from the students.
- Conduct student Satisfaction survey.
- Conduct Alumni, Faculty and Employer Feedback.
- Conduct Workshop/Seminar on Quality assurance, research databases and e-resources.
- Annual Appraisal of the faculty.
- To strengthen the existing database using web-based access as well as MIS and developed tools in-house for preparation of annual reports and AQAR.
- Annual review of Academic and Research performance of all the departments/centres through an academic audit.
- To facilitate researchers in getting awareness about several e-databases, research analytics and others through series of lectures and practical demonstration.
- Consolidation of various Formats of forms for IQAC and Meeting within IQAC.
- Preparation and dispatch of AQAR reports.
- Evaluation and analysis of Students feedback and discussion with VC and all Deans.

- Compilation and submission of data to AISHE, NIRF and several World University Rankings.
- Encouraging the faculty to publish research outcome in SCOPUS indexed journals.
- Implement suggestion made by first NAAC PTV members.
- Promoted filing of Patents.

Since the first cycle accreditation, regular feedbacks are requested regarding Teaching and Curriculum from the Departments/Centres which are analysed every year and displayed on IQAC website. These have been submitted as part of AQAR since 2016-17. Feedback analysis has proved an important tool for self-assessment tools. The overall feedback analysis was shared with the departments, where remedial measures. Students satisfaction survey was also conducted which reflected their satisfaction in terms of teaching, campus life and administration.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The Internal Quality Assurance Cell of the University has been active in inculcating the value of quality in all spheres of the University. The IQAC initiatives like the Student Feedback mechanism for teaching, curriculum and students' experience have given insights to improve the strategies required to enhance the overall experience of the student at the University.

Feedback and Students' Experience Survey

IQAC has developed a mechanism for conducting feedback from students, alumni, employer, faculty and parents. It has also designed a proforma for Student Satisfaction Survey. The data obtained is analysed and suggestions are incorporated to improve the quality of delivery of education in the university.

Annual Academic Audits of the department/centre are conducted for self-assessment by the departments/centres on all seven criteria of NAAC which are relevant for an institution of higher learning against global benchmarks and standards.

Seminar/ Workshops/ Orientations/ Awareness programs

Several seminars, workshops, conferences, orientation courses on various topics by calling external experts to provide a platform for frequent interaction within department/centre/university. Such events are organised on a regular basis by each Department/Centre including Quality Enhancement in the following areas:

- Teaching and Learning, Pedagogy
- Ethics, Gender Sensitization, National Integration and Communal Harmony
- Research, IPR, Patents, Innovation, Publications

- E-resources/Online Databases
- Social Outreach
- Subject specific conferences/seminars/workshops
- Hands on training workshops

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 16.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	30	28	4	7

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of University	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The Peer team of NAAC in the first cycle suggested improvement/optimization in ICT integration, Research grants, structured feedback mechanism, conduct of academic audit, IPR cell, which have been well addressed and sufficient progress has been made. Some of these include:

- Developed a structured mechanism which enabled us to conduct regular feedback from the students, alumni, employer and parents including Student Satisfaction Survey. Analysis of suggestions are used as the basis of improvement strategies.
- University provides Article processing charges for publishing research papers in high impact journals.
- Several Departments/Centres were awarded UGC-SAP and DST-FIST proposals.
- Since last three years, university has been consequently ranked at no. 12 in NIRF ranking under “University Category” and ranked 19 under “Overall” Category.
- Secured DST-PURSE program of DST with a grant of Rs. 15.00 Crores, CPEPA program of UGC with a grant of Rs. 2.80 crores.
- Times Higher Education World University Ranking-2020 placed the University in the band of 601-800. It made a jump of 200 positions from 801-1000 band as compared to that of earlier years.
- QS World University Ranking-2020 placed the University between 751-800.
- University has been placed at 631 under World University Ranking-2019 by Round University Ranking.
- Alumni association was formed and an election was conducted to choose the office bearers.
- Several Digital initiatives have been introduced after the first Peer Team Visit.
- The University has drawn a Vision document to streamline and prioritize strategies for the future.
- ICT facilities for teaching have been improved.
- Promoted preparation of MOOCs and e-PG pathshala program
- AJK-MCRC created several digital UG level programmes like BBA, BJMC, B.LIB for Channel # 5 of the SWAYAM-Prabha DTH.
- Consistent effort resulted in over 50% research publication in SCOPUS indexed journals and that doubled *h*-index of the university (105).
- As suggested by last PTV, more departments have started dissertation/project work at Master level to inculcate research culture.
- Several awareness programs were conducted for measures of the quality research, ethics, various databases, e-resources and IPR.

- Summer internships on innovative projects scheme have been introduced by Centre for Innovation and Entrepreneurship.
- University established Livelihood Business Incubation centre and offers three months skill development certificate course for students.
- Established Deen Dayal Upadhyay Kaushal Kendra for offering B. Voc degree.
- Nai Manzil Scheme was implemented to bring Madarsa drop-outs to main-stream education.
- MoU signed with all wings of defence forces for academic mobility.
- Annual audits of all the departments/centres were conducted
- Several patents have been filed/published and a few are granted with this support cell.
- Admission processes have been made 100% online
- Examination related processes have been automated
- FTS/MIS system in place with improved 18-module ERP.
- New 700 bedded hostel was constructed for girls, while proposal have been submitted for new constructions.
- Training and Placement office of the university has been active in organizing several interactive sessions liasoning with industries and job fares.

File Description	Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 44

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
18	11	5	5	5

File Description	Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

The University is proactive in fostering gender sensitivity; gender equality; provides a safe environment to all stakeholders. Internal Complaint Committee (ICC) is in place to address grievances and issues of sexual harassment, if any. Several initiatives have been taken and implemented to ensure gender equality; elimination of ragging; anti-discriminatory behaviour and to prevent harassment. Prompt actions are taken if any such incident is reported. The University takes care of special needs of girl students, having over 36% student strength, thereby ensuring a safe and friendly environment within the University.

Safety and Security

The security matter on campus is under direct purview of the Chief Proctor's office who is assisted by a team of Deputy and Assistant Proctors and other support staff. A security Advisor is also appointed. Chief Proctor's office, in together with security agencies, provide 24 x 7 security to maintain discipline and to ensure students' safety on campus. They get inputs through CCTV surveillance across the campus. The university campus is gated and entry is regulated through verification of Identity cards. Presence of male and female security personnel, mostly ex-servicemen, at all main entry/ exit gates and at strategic locations within the campus is ensured round the clock.

The security staff is sensitized on University specific security needs. Self-defence training programmes are organised in collaboration with Police through NSS.

Ragging in any form is strictly prohibited in all departments/centres, hostels and in all parts of the University. Specific provisions, under Ordinance 14, focus on maintenance of discipline and on prohibition and punishment for ragging.

A PG program in Gender studies is offered by Sarojini Naidu Centre for Women's Studies with courses such as Key Concepts in Gender Studies, Social Structure & Institutions, Feminist Theories, Gender and Development, Gendering History in India, Gender, State and Politics, Gender and Health, Gender and Religion. Similar courses are also offer by other department/centre such as on Human Environmental Relationship and Economic Valuation, Literature and Gender, Gender and Conflicts, Biotechnology & Human Welfare. The University organizes regular workshops, radio programs "Parwaz", and extension activities for promoting gender equality, awareness and sensitization.

Counselling

The University has established a dedicated University Counselling & Guidance Centre since 2005. A large number of residents of the neighbourhood also approach it for counselling services. Departments/Centres are also mandated to have regular student-faculty interaction meetings to take stock of problems/issues and resolve them. Every department/centre has a course coordinator, subject association in-charge, who acts as a counsellor for students. Women from the neighbourhood who approach Jamia for legal remedies are referred to the National Commission for Women, Delhi Commission for Women, Crime against Women Cell, and Muslim Personal Law Board.

Common Room

Almost every building has facilities for students' common rooms (especially for female students) and adequate number of washrooms for male/female students and PWD students in each block/building. Special facilities for providing ease of access to PWD students are also available.

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 28.03

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 2272

7.1.3.2 Total annual power requirement (in KWH)

Response: 8106

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 7.92

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 57.918

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 731.632

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

To maintain a clean and green campus has been one of the top agendas of university. University has adopted Swacch Bharat Abhiyan to further clean and green environment on campus. The University has taken significant initiatives for waste management. Cleaning/waste management facilities are provided/ looked after by a central unit. Besides a cadre of workers on University rolls, a dedicated team of sanitary workers hired from Sulabh International, are responsible for maintaining cleanliness on campus.

Each Department has Swacchata Abhiyaan Committee/ maintenance committees, which plays a key role in monitoring sanitation. The administration has adopted procedures to dispose obsolete and unusable items preventing accumulation of junk; allowing optimum utilization of space. Use of paper for routine correspondence is discouraged in all academic/administrative departments. The notices, order, circulars, are issued electronically through e-mail or on University web. Extreme care is taken in disposing e-wastes by forming disposal committees and assigning waste to authorized vendors for proper disposal.

Waste bins across the campus: Dustbins are placed at strategic locations and many departments maintain separate bins for biodegradable/ non-biodegradable wastes.

Compost: Several Departments successfully follow segregation of biodegradable and non-biodegradable waste and initiatives have been taken to recycle biodegradable waste into manure. Dry leaves and foliage waste, canteen wastes are buried in pits and composting is undertaken. The same is then used as fertilizer in the gardens/lawns.

Water recycling: 350 KLD Sewage Treatment Plant along with dual plumbing system is installed to use the STP treated water for flushing and gardening at different locations in campus for re-use of water.

Bio-waste: Bio-waste are collected separately in accordance with bio-medical Waste Management Rules, 2016, and picked by CBWTF operator. Respective department viz. Health Centre, F/O Dentistry, Department of Biosciences /biotechnology, Centre for Physiotherapy and Rehabilitation/ Centre for Interdisciplinary Research in Basic Sciences/Multidisciplinary Centre for Advance Research and Studies have engaged services of authorised agencies ratified by Delhi Pollution Control Committee/ Central Pollution Control Board through an agreement which is renewed annually.

E-waste: Extreme care is taken in disposing e-wastes by forming disposal committees and assigning waste to authorized vendors for proper disposal. The University is in the process of installing e-waste bins at strategic locations within the campus.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Ground water levels are going down due to increased suction by bore wells and due to high consumption for domestic, agriculture and industrial use. Replenishing of ground water and water harvesting are important practices mandated by the government to enable recharging of ground water resources. The University has constructed seventeen rain water harvesting structures/wells in the campus to ensure that rainwater recharges and to improve the quality and level of ground water. The internal pathway and open areas are designed with appropriate slopes to help in collection and guiding drainage of rainwater to harvesting and recharge pits.

For many years the university's water table was under stress as the water consumption was also increasing. In response, the Department of Civil Engineering with Building and Construction department managed to develop an effective water harvesting system in the campus. This contributed to the groundwater table going up by a metre (reported by Times of India, TNN, Jun 15-2019, 04.38 AM IST). The table remained unaffected even during the construction of Jamia Metro station and Magenta line which passes through the campus.

The University has both saline and fresh groundwater. The groundwater quality was tested through several tests to verify the overall impact of rainwater harvesting. Certain chemical constituents and dissolved solids have also been significantly diluted due to efforts by the university. Our plan is to limit water extraction for non-essential activities and to continuously replenish water enabling it to be used for consumption. With the dilution of salinity, we want to convert groundwater into freshwater.

The University through various activities have also undertaken massive plantation drives across the

Campus, due to which the green area of the campus has increased.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Jamia is well connected by several modes of public transport. Since December 2017, Delhi Metro provides a cleaner and faster mode of transport to/from the University. E-rikshaws are available at the metro station, besides, campus has userfriendly walkways, are used by students for last mile connectivity.

The use of paper for routine correspondence has been substantially reduced following the adoption of e-governance initiatives by all departments of the University. All circulars and notifications are sent through email.

Jamia is located in the vicinity of dense green belts. The Horticulture Department of the University takes care of landscaping and maintaining large green spaces on campus. The University has a rich collection of flora with large trees lining across campus roads. A flower show is organised annually by Horticulture Centre to showcase commitment towards green practices. Tree plantation drives are regularly conducted, which contribute to a continual increase in green cover.

Various methods are adopted to optimise electricity and energy consumption on the campus.

- Solar water heaters have been installed in hostels and guest house which ensures utilization of green and renewable source of energy for residential purposes by the students and others.
- University, through SECI, has installed a 2.6MW roof-top solar panel and are being used for room lights at a rate of Rs. 3.0 per unit.
- CFL, LED, star rated power equipment etc. are being used which gives better illumination and consume lesser electricity.
- While procuring electrical equipment stress is laid on better star rating standard for lesser electricity consumption.
- PICO office manages to dispose e-waste and other such hazardous materials in proper legal manner.
- Agreement has been signed with agencies to handle bio-waste and its management.
- University has planted approximately 5000 trees over the last five years, averaging to 1000 trees annually, to promote/enhance green belt in the campus.

- A STP plant of 350 KLD has been installed in the girls' hostel premises. Recycled water is used for gardening.
- Pits have been developed to treat dry waste, in the form of dry leaves, which are decomposed into manure.
- Social Media and e-mail communication is a preferred way of inter and intra-campus communication promoting e-governance and paper-less offices.
- Single used plastic usage has been banned in the campus and a constant drive is being made for a plastic free campus.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.3

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
38.09	29.22	26.49	15.45	21.83

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above**Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 247

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
65	73	37	43	29

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 101

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	31	13	11	15

File Description	Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 84

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
37	19	9	6	13

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**Response:**

Jamia recognizes the contributions of great Indian personalities, and ensures that students and staff draw inspiration from their achievements. Jamia organizes programmes to pay homage to freedom fighters, national leaders and great Indian personalities on a regular basis. Besides celebrating the Independence Day and Republic Day at a centralised location and organising cultural programmes on this occasion; special extension lectures are organized on peace and social harmony, celebrating Gandhi Jayanti. There is also a tradition of taking up community action programmes and Swachta Abhiyans, green and clean India drive, by centres and departments on Gandhi Jayanti.

The University also organized a programme on “Dr. Bhim Rao Ambedkar: Mapping His Mission and

Vision for the 21st Century India” to commemorate and celebrate the 126th Birth Anniversary of Babasaheb Ambedkar on 14 April 2017; it called distinguished speakers viz. Hon’ble Justice (Rtd) Dr. B.S. Chauhan, Chairperson, Law Commission of India, Hon’ble Justice S. Ravindra Bhat, Delhi High Court, Professor Upendra Baxi, former Vice Chancellor, University of Delhi and the Hon’ble Vice Chancellor- University of Delhi, Prof. Yogesh K. Tyagi. The University organized Ist C.V. Raman memorial lecture in 2014. The University organized Inter-University Tagore Essay writing Competition and published a book on Tagore Shanasi, a comprehensive study on Rabindranath Tagore in Urdu in 2015. The University organized extension lecture and exhibition on life and work of Swami Vivekananda to commemorate his 153th birth anniversary. The university regularly organizes Annual Khan Abdul Ghaffar Khan Annual Memorial Lecture; Ravinder Kumar Memorial Lecture Series; Professor Mushirul Hasan and Memorial Lecture Series and memorial lecture series on Dr. Asghar Ali Engineer.

The University has established the Premchand Archives to showcase the literary contribution of some of the prominent Indian personalities.

The University is committed to showcase historical heritage connected with the Jamia Millia Islamia and also to disseminate information about the National movement by establishing a museum of independence in future.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Transparency, fairness, consistency in academic, financial and administrative processes, have brought trust and positive perception to the University. Jamia has adopted an online admission process at both UG and PG level to enhance ease and transparency. All crucial information about the admission process is disseminated through advertisements in national newspapers and the University website. Answer keys to written admission tests, and results of all tests, interviews dates for courses, and category wise admission lists are uploaded on the website. The website has all relevant information of programmes, faculty, amenities, academic calendar, examinations etc. Departments also maintain websites/home pages to place all pertinent information in the public domain.

The teaching-learning process is regulated through an Academic Calendar published at the beginning of the academic session. All academic matters are deliberated in an open and transparent manner at multiple forums like department councils, faculty level committees/ boards, Academic Council and Executive Council. The Examination section announces the date-sheet for examinations ahead in time. Transparency in evaluation is ensured through establishment of moderation committees for paper setting and central evaluation centres.

There is mandatory provision for displaying attendance and internal assessment marks on the notice boards of the departments/centres. Examination results are also declared through due notification on department/centre notice boards. They can also be accessed by students through the website. Duly publicised remedial measures are available to students to apply for revaluation of results. The University has taken an important initiative in the creation of Students’ Grievance Redressal System.

Recruitments are also undertaken with utmost transparency. All posts are advertised (rolling) in newspapers and online; scrutinizing of applications is also displayed online. Employees have access to their service files and in case of enquiry; there is provision for the Vigilance Cell to provide a copy of report to the employee. The RTI cell of the University functions efficiently and has adopted a mechanism of timely reply.

The University follows rules and regulations issued by GoI, including General Financial Rules. Financial sanctions are accorded and expenditures incurred at various levels as per powers delegated by the Executive Council in accordance with the University Statute. All payments to vendors and collection of students' fees are made through online mode.

Payments of bills amounting Rs. 2 lakhs and above are pre-audited by the Internal Audit. It also conducts periodical audit of Departments/Centres, hostels, and University maintained institutions to ascertain compliance of financial rules and effectiveness of expenditure incurred. The Annual Accounts and Financial Estatements are prepared strictly as per the prescribed format of accounts of GoI, UGC and funding agency in case of extramural research projects. External Audit is conducted by the CAG through the office of the Director General of Audit (Central Expenditure). This consists of certifications of annual accounts and Transaction Audit/ Performance Audit.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Practice-1: Fostering Environmental Care

The Context

Environmental protection is one of the most important challenges being faced by humankind today. Every individual, institution, and nation need to make a contribution towards betterment of our environment and preservation of natural resources. An educational institution, where thousands of young students from across the nation and globe interact and study, can play a very important role in creating awareness towards environmental care in society.

The Practice

Jamia has initiated several measures towards environmental protection and to foster a sense of environmental care. A few initiatives implemented on campus during the assessment period include Bio-Waste management, Use of Solar Energy, Rain Water Harvesting, and developing greenery across the Campus.

The University endeavours to implement relevant provisions of the Ministry of Environment and Forests Act 1986 and Bio Medical Waste (Management and Handling) Rules as notified from time to time to ensure that waste is handled as per guidelines on human health and the environment. Biomedical Wastes, which may contain potentially infectious materials, that may be of medical or laboratory origin, as well as

research laboratory waste containing biomolecules or organisms, are restricted from environmental release. In Jamia, substantial research is being carried out in the areas of Life Sciences, Oncology, Oral diseases, other than attending to routine patients in Faculty of Dentistry and Ansari Health Clinic. Under guidance of an Institutional Ethical and Biosafety committee, disposing generated bio-wastes through proper protocol and procedures has become streamlined. Since biomedical waste is distinct from general waste, a dedicated segregation, handling and disposal system is needed. The challenge of segregation is addressed by providing different coloured bins with polybags, which are then securely stored at a designated place for collection by the assigned agency with whom an MoU has been signed. These initiatives have been recognised by several funding agencies such as DBT, DST, ICMR, AYUSH and DHR while awarding projects/research grants/SRF/RA fellowships to the University.

Jamia Millia Islamia has managed to increase its groundwater table by over a metre through rainwater harvesting because the university continued to replenish its groundwater with 17 injection wells and open wells spread over the campus. Jamia has taken further step to expand rainwater harvesting so that the salinity of groundwater in certain parts of the campus is diluted to make it fit for regular use. (Time of India; 26 June 2019).

Integrated Energy Policy of the government lays a roadmap to ensure Energy Availability, Equity, Access, and Affordability and Security of the nation. Exploitation of renewable energy resources and increase in the share of clean power are priority areas to achieve per-capita energy consumption at par with the global average by 2050, through a sustainable and diverse fuel-mix and indigenous development of new and renewable energy technologies, products & services. Jamia has taken a lead in deploying rooftop solar powered systems for water heating in hostels and electricity generation for reducing dependence on conventional power supply. The power requirement of the University is about 11 MW, out of which about 2.5MW is being met from solar generated power. The Electrical Engineering department of the University has also set up an Advance Power Electronics Research Lab, where research and capacity building efforts for harnessing solar power and developing prototype equipment like solar powered inverter, have been initiated. The University plans to augment existing solar generation, with a vision to meet entire power requirement from clean source of energy and to create necessary infrastructure for capacity building, research and development of innovative products to help realize the laid-down Vision of the government.

Objectives of the Practice are

- To transform the University into a “Clean and Green” Campus while fostering awareness about environmental care
- To maximize the generation and use of Clean power to realize the dream of a “Clean and Green” Campus
- To meet all power requirements of the University through solar power and off-load the surplus power to grid

Evidence of Success

The University has a rich green campus. A few faculties/departments/Centres are also located independently. All these campuses have wide variety of trees, plants and have well maintained green and open spaces. The horticulture department of the University regularly takes drive to add to the existing bio-diversity by planting more trees. The water harvesting efforts carried out across the campus have resulted in raising of ground water levels in the area, as reported in a study conducted by the Civil Engineering Department. The University plans to go for a third-party green audit to quantify the overall visible impact

of these environmental conservation practices followed by the University.

The University today generates about 2.5 MW of solar electricity connected to the power supply grid. This meets about one fourth of the power requirements. The solar panels have been installed on RESCO Model, where the upfront investment of the university was zero, hence this was a zero-budget project. The solar electricity generated accounted at about Rs. 3 per unit. This has helped in saving about 74% of the light power cost that would otherwise have been paid to BSES for 2.5MW power. This has also enabled Jamia to be a user of clean and green energy and aid in reducing carbon footprint and preservation of natural resources for the nation. Advanced Power Electronics Research Lab is established with R&D grant received from the Ministry of New and Renewable Energy, Govt of India. It has collaborations with various reputed national and International institutes/research groups.

Challenges Encountered and Resources Required

Environmental care is not a one-time activity. Jamia has adopted this as a sustained and continuous endeavour with a prolonged strategy. As far as challenges are concerned, funding has always been an issue for expanding current capacities, such as waste recycling, sewage water treatment, more recharging pits, providing drainage for collecting of rain water etc. This has however been managed from resources generated by the University. Installing solar power capacity was implemented as a zero-budget project so financial constraints were overcome; but increasing solar power generation capacity across more buildings with suitable installation space of sufficient height for installing sun facing panels where duration of sun is available for longer time, needs to be supported. Jamia, being a hundred years old institution, has many old buildings which pose a challenge. The roof of such buildings would need strengthening, which requires funds. Also, building further capacity, research laboratory and equipment, which were partially met from research grants, require funds for further upgradation to set up world class facilities.

Practice-2: Facilitating "Digital Jamia"

The Context

"Digital Jamia" has been a mission of the university ever since the proliferation of new technologies and their use in academic environment. Whether it was setting up of state-of-art TV Studio facilities for production of educational video content or creation of other digital infrastructure and its application in governance and academics, the university has given priority to adoption and percolation of new technologies. Jamia has over the last two decades made significant strides in this regard and continues to transform its practices by harnessing use of digital technologies to serve the needs of the fast-emerging Information Society as also the objectives of Digital India mission of the Govt. of India. The practice of adoption, use of new technologies and tools for reforming administration and educational processes has been followed and supported by the administration which have transformed the administration and education processes at the University, by bringing in efficiency, transparency, ease of access and optimum use of resources.

The UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016 stipulates that up to 20% credits of a programme can be obtained by students by completing courses on SWAYAM. The University has taken concrete steps in this direction and has initiated necessary amendments in the rules and regulations to facilitate adoption of courses on SWAYAM platform and credit transfer.

Objectives of the Practice

- Realize the mission of Digital Jamia to bring transparency, efficiency and accountability in administration by adopting digital technologies
- Automation of Admission and Examinations processes
- Digitization and automation of record keeping
- Improving communication and social connect
- Contributing to development of national digital educational platforms such as NME-ICT, SWAYAM, SWAYAM PRABHA TV channels, e-Pathshaala etc.
- Enabling access and adoption of digital educational platforms

Practice

Jamia started adopting ICT based paradigm of Governance during 2000 with the strategic objective of transforming JMI into a digitally empowered institution of higher learning. In the past two decades, Jamia has been persistently refurbishing itself in making the best use of ICT in all its academic and administrative activities. This has been achieved through provisioning of appropriate ICT infrastructure and services for all users, including students, faculty and administrative staff. Jamia has also actively participated and contributed in the National e-Governance Plan in the year 2006 and later in e-Kranti (Digital India), which was launched in 2014. These plans helped Jamia in building a LAN of ~7000 nodes and providing Wi-Fi facility across the campus. These early initiatives created an effective backbone required for taking the initiatives launched under the Digital India program and to strengthen ICT services. JMI-MIS System was developed in-house and implemented in 2004 with an objective to bring all round qualitative improvement in academic and administrative activities of the university. This went on to become an award-winning system in 2011 when Jamia obtained the distinction of being the first central university to have achieved the status of having 18 module ERP system. This step towards organizational automation was taken three years prior to the launch of National e-Governance Plan by the Government of India. It is satisfying to note that the ERP system has been updated, remains functional and is extensively utilized by both students and staff.

Online admission process was implemented in 2015 which was later on updated to also handle the entrance and examination processes. Today this portal is handling all examinations and admission related matters such as submission of applications, examination forms, admit card, attendance, marks upload, result preparation/declaration, thesis tracking etc.; satisfactorily handling a capacity over ~2 lakh applicants/students every year.

E-mail is extensively used for all internal communication for paperless communication. All employees including LDC Level have been issued e-mail IDs since the first LAN was setup in the campus in 1995, however, it was limited in terms of email box size and other features. To enable them to communicate & collaborate effectively the university implemented G Suite for education in the year 2010. It was also notified that all official communications shall be made through email only. Since 2013, dedicated **Mailing System with @st.jmi.ac.in** was provided to Research Scholars and PG & UG students on request basis. The account is provided on Microsoft 365 Platform which is bundled with Office 365 and other useful tools. Besides providing state-of the-art email facility & useful bundle of applications, the facility is helping Jamia building an email database of its students, which over a period of time, will be useful for Jamia in harnessing its alumni community.

The University through its AJK Mass Communication Research Centre has been a pioneer and major

contributor of Video e-content for educational TV Channels run by CEC, IGNOU and DD. It has also made significant contributions in providing e-content for new digital education platforms namely SAKSHAT, e-Pathshaala and SWAYAM. The Centre also operates and produces content for a dedicated TV Channel (No.5) on SWAYAMPURABHA DTH platform of MHRD. The University has provided necessary support and resources for keeping the technical and production facilities in sync with latest trends. Jamia was actively associated with IIT Mumbai in the initial indigenous prototype development of MOOCs platform in 2015. Following the launch of SWAYAM in 2017, the University has prepared and run seven UG MOOC courses of 4 credits each on SWAYAM, under mass communication discipline. The University has evolved a framework to encourage its teachers to develop MOOCs and facilitate adoption of MOOCs by the students of the University. This framework is likely to result in framing of rules and ordinances for enabling MOOCs credit transfer to regular programmes being pursued by the students. The University has plans to further improve connectivity and to enhance the use of digital resources in administrative and teaching learning processes.

Evidence of Success

The implementation of the ERP system in the university has allowed the university to address the following challenges:

- Developed a comprehensive data repository of students, faculty and staff
- Enforcement of standardization in university processes such as Admissions, Examination etc.
- Improved office efficiency by providing automatic/customized report generation on various aspects.
- Improved administrative accountability & transparency
- Better human-resources utilization
- The statistics of use are as follows:
 - No. of Users (data processing): 950
 - No. of End Users: 239
 - No. of transaction screens: 346
- The facility has allowed the university to achieve the following objectives:
 - Faster and dedicated communication
 - Save paper & printing cost
 - Efficient group communication
 - Effective collaboration
 - Individual Google Scholar pages for faculty members
 - File status tracking

During last six months, total e-mail transaction was **3.9 million as per G-suite report** while number of file shares was **67,785** which indicates the significant use of emailing system on providing efficient IT enabled environment to faculty members and staff of the University for achieving efficiency and effective communication. Till date around 25,000 email accounts have been created for students too.

The seven MOOCs courses offered by the University have been attended by over 14500 students from across the country, and the two MOOCs courses offered by UGC-HRDC JMI has trained over 4000 teachers. (https://swayam.gov.in/nd2_arp19_ap54/preview). About 150 PG students have so far successfully completed credit-based MOOCs offered by other institutions on SWAYAM, which have been credited in their regular programmes in the University. The University has worked out a framework to encourage its faculty to create MOOCs and facilitate adoption of MOOCs by students of the University for

credit transfer under CBCS. The University has so far created video lecture content of over 1200 hours in various subjects. It manages one TV channel on MHRD DTH platform for which the entire content is generated by the University. The TV channel broadcasts content for four UG courses namely BBA, B. Lib., Bachelor of Travel and Tourism and Bachelor of Mass Communication. (https://www.swayamprabha.gov.in/index.php/channel_profile/profile/5)

Challenges Encountered and Resources Required

Automation and digitization face challenges on two fronts: viz. resources for creation of digital infrastructure and manpower training for ensuring its utilization. The technical infrastructure also requires frequent upgradation as its obsolescence rate is quite rapid. The University administration has given special attention to upgradation of ICTs infrastructure like replacement and upgradation of old computer systems, software, creation of optical fiber-based network and Wi-Fi across the campus, which acts as the backbone for supporting digital practices across the university. Financial resources are however always a challenge. The University has created these professional facilities which were initially established with internal resources/ industry support/aid from agencies. Additional information provided in hyperlink.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The founding fathers of Jamia Millia Islamia had envisioned conceiving a national institution that would offer progressive education and inculcate nationalist ideals amongst students. The vision of the University, “*Strive to foster the goals of building a secular and modern system of integrated education for sustainable development of society and better future for all*”, is very well incorporates the thrust area of promoting education amongst socially deprived irrespective of religion, culture, as well as traditional boundaries. Jamia therefore, pays an especial attention to women empowerment and social outreach to address the contemporary issues and challenges.

Jamia has made special provisions to facilitate the education amongst girls by taking historic decision of providing 10% reservation for girls under minority quota. Jamia is the women friendly campus which ensures safety, security, hostel accommodation to girl students. This has led to significant increase in the number of girl applicants over the years. Jamia is inching towards gender parity with about 36% female students in the university. The university has given due consideration to the empowerment of elderly women who couldn't pursue academics due to various constraints. One of the outreach initiatives of the university, ‘Dastarkhwan’ canteen, which is completely managed by such common homemakers is the unique example of women empowerment. In addition, Jamia also runs ‘Balak Mata Centre’ in some areas of Old Delhi. The concept of these centers was implemented initially, in 1938 with an objective to improve the education amongst Muslim women and school dropout girls. Today these centres provide support for elementary education, creche and vocational program for young girls to make them self-reliant.

Adult Education and life-long learning have also been considered as a mandate of the university as reflected in Jamia Act. The department of Adult and Continuing Extension Education specializes in adult

educating and providing lifelong learning opportunities. It offers masters' programme besides the outreach activities in the area. Recently, Jamia has further strengthened these efforts by extending its support to Defense Forces. A large number of personnel from defense forces get superannuated at an early age, when they are in their thirties. Though they have outstanding experience and best training in diverse professional/non-professional trades while in service, they face difficulty in getting suitable post retirement employment since most of them do not possess requisite qualifications. This issue has been examined and evaluated by Jamia. An initiative has been taken, where in-service professional experience and trainings of these personnel is equated in terms of probable credit as per the requirements of academic programmes offered by the university under Distance Education. This is done through Joint-Equivalence committee. Over fifty thousand servicemen have so far enrolled for such programs. This is important to mention that Jamia is the only institution in India which have MoU with all four Wings of Defense Forces i.e. Army, Navy, Air Force and Indian Coast Guard Services.

A large number of students come to Jamia are from rural and socio-economically weaker sections. Most of them are first generation learners. Jamia has special provisions for giving opportunity to minority students coming from madrasa education system to enter into main stream/formal education system. This was further strengthened in 2015 by introduction of Nai-Manzil scheme, supported by Ministry of Minority Affairs, Govt. of India. The students coming from madrasa system are admitted to Jamia school, where bridge courses are conducted to bring them at par with their counterparts under formal education system. A large number of students have been benefited from this initiative, many of whom have successfully moved to professional courses and have gone into higher studies.

Another significant contribution of Jamia in this regard is the Centre for Coaching and Career Planning. The Centre offers free residential coaching for civil service aspirants belonging to SC, ST, Women and Minority communities. The residential coaching academy has become a place par excellence. Every year a large number of students make it to the coveted civil services and other national/state services. In the last Civil Services Prelims Exams, 102 students qualified as per the result declared by UPSC in 2019. The academy is 13 years old and has produced over 300 Civil Servants for the nation. This year 54 students have qualified the mains examinations. This is the great service to the under privileged communities and the Nation.

The commitment of Jamia to empower the women of the country is evident from the very fact that due representation has been given to women in administration and academic matters. The Chancellor, Vice-Chancellor, Finance Officer, DSW and many other Deans/HoDs/Directors are women. Women faculty members make about 31% of the faculty strength.

The main thrust of the vision of Jamia remains empowering the under privileged sections of the society and bringing them into the mainstream. Jamia has successfully implemented education as a tool of empowerment by consistently adopting measures and practices, some of which are unique to the university. The above initiatives of the university very well represent performance in an area distinctive to its vision, priority and thrust.

5. CONCLUSION

Additional Information :

Jamia Millia Islamia is committed to offering cutting edge learning experience, internationally benchmarked education, intellectual freedom and critical research opportunities in niche areas of contemporary concern. The University has been benchmarking its teaching and research processes by increasing its interface with foreign educational institutions through faculty exchange, student exchange, joint research, joint conference and joint publication. Internationalizing the university is being given top priority. As per SCOPUS data, Jamia has published collaborative research with AIMS, IITD, IUAC, IIT Roorkee, DU, JNU, DYU, AMU, NPL, SSPL, CSIR labs, Jamia Hamdard, NII, IGIB and many others. A few international collaborators for research and publications are USA, Germany, Spain, Japan, South Korea, Egypt, Saudi Arabia and Malaysia as per SCOPUS data. The university has signed MoU with Foreign institutions of repute and beneficiary of GIAN (over 30 courses; 1100 participants), and SPARC (11 projects) initiatives of the Government. Jamia is acting as a Lead institute and chair for 'BRICS' studies.

Aligned to the vision, university continues providing high quality education through teaching and research. The university also fulfil its responsibilities through distance education where over fifteen thousand students are enrolled in varied programmes. Jamia has signed MoU with esteemed Indian Navy, Indian Air Force, Indian Army and Indian Coast Guard to provide vertical and academic mobility to their personnel and officers. They are admitted in specified UG and PG programmes through Centre for Distance and Open Learning. Their in service and training courses Degrees are considered towards fulfilment of statutory requirements of credits for degree is determined by Joint-Equivalence Committee. This enables young officers superannuating from service to begin second-innings of active service on acquisition of their degrees. Jamia nurtures the educational aspirations of the youth, about 20% of graduating students get employed through campus placements where about 120 companies participate. This successful journey of Jamia has been enabled by its very belief in distributed, participative and dynamic work culture in both academics and administration. The recommendations of last NAAC Peer Team were duly studied and appropriate measures/actions have been taken in respective areas for further improvement.

Concluding Remarks :

With a vision for excellence in teaching and research world-class university, Jamia is a unique and exclusive blend of esteemed academic fraternity of energetic young intellectual minds that are thinking tank with bundles of ideas. Jamia is committed to serve the nation and create the human universe through high quality teaching and research to produce the competent, skilled and sensitive human in all means. To accomplish the very vision of conceiving a national institution that would offer progressive education and nationalist ideals to students coming from all the communities, especially, to the underprivileged, across the country, religion, culture, as well as and traditional boundaries. Therefore, Jamia has long history of foreign alumni and continues having seats for foreign students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 773 Answer after DVV Verification: 733</p>																				
1.3.4	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.4.1. Number of students undertaking field projects or internships Answer before DVV Verification : 3854 Answer after DVV Verification: 3639</p>																				
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 257 Answer after DVV Verification: 255</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>28</td> <td>21</td> <td>24</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>4</td> <td>7</td> <td>7</td> <td>4</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	44	28	21	24	17	2018-19	2017-18	2016-17	2015-16	2014-15	14	4	7	7	4
2018-19	2017-18	2016-17	2015-16	2014-15																	
44	28	21	24	17																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
14	4	7	7	4																	
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 4060 Answer after DVV Verification: 6097</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 4449 Answer after DVV Verification: 6721</p>																				

Remark : DVV made the changes as per annual report for 2018-19 provided by HEI.

3.1.2 The institution provides seed money to its teachers for research (average per year)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
51.335	76	12	12	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
21.335	90	22	6	16

Remark : DVV made the changes as per sanction letter of faculty provided by HEI.

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
39	6	4	10	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
32	6	2	7	4

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
492	418	419	456	448

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

491	417	419	452	445
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3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
200.34	0	0	4.5	89.14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
197.34	0	0	4.5	88.64

3.2.2 Grants for research projects sponsored by the government sources during the last five years

3.2.2.1. Total Grants for research projects sponsored by the government sources year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2145.55	1585.84	1472.15	545.27	1563.40

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2091.21	1525.67	1471.65	545.27	345.34

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

3.3.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
98	69	19	56	26

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

97	57	19	54	26
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3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	6	3	3	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	0	1	9

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : DVV made the changes as per provided documents has not reflect that incentives provides to teacher.

3.4.3 Number of Patents published/awarded during the last five years

3.4.3.1. Total number of Patents published/awarded year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
27	15	17	5	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
22	8	10	4	7

Remark : DVV has considered only published patents provided by HEI.

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1563	1236	1175	1045	854

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1505	1195	1108	1044	815

3.5.3

Revenue generated from corporate training by the institution during the last five years

3.5.3.1. Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
111.5496 7	56.06	58.15	37.32	148.3042 5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
67.18	0	11.79	6.33	43.86

Remark : DVV made the changes as per amount credited for staff development programs, skill development programs and training workshops for Afghan Officials in audited statement provided by HEI.

3.6.2

Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
16	1	3	6	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : None of provided awards and recognition letter have received for extension activities. Awards for cultural activities, youth festivals , research , National Girl child day , Best Scientific Paper presentation and Instructor award has not considered.

3.6.3	<p>Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years</p> <p>3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 472 1046 607"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>38</td> <td>25</td> <td>17</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 685 1046 819"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>25</td> <td>22</td> <td>9</td> <td>7</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	55	38	25	17	14	2018-19	2017-18	2016-17	2015-16	2014-15	52	25	22	9	7
2018-19	2017-18	2016-17	2015-16	2014-15																	
55	38	25	17	14																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
52	25	22	9	7																	
3.6.4	<p>Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</p> <p>3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1178 1046 1312"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>11577</td> <td>10327</td> <td>6672</td> <td>4335</td> <td>4240</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1391 1046 1525"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>5803</td> <td>4749</td> <td>2508</td> <td>2667</td> <td>2094</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	11577	10327	6672	4335	4240	2018-19	2017-18	2016-17	2015-16	2014-15	5803	4749	2508	2667	2094
2018-19	2017-18	2016-17	2015-16	2014-15																	
11577	10327	6672	4335	4240																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
5803	4749	2508	2667	2094																	
3.7.1	<p>Number of Collaborative activities for research, faculty exchange, student exchange per year</p> <p>3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1760 1046 1895"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>109</td> <td>33</td> <td>21</td> <td>35</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1973 1046 2085"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	109	33	21	35	29	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
109	33	21	35	29																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

31	11	8	8	6
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3.7.2	<p>Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years</p> <p>3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 481 1046 616"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>208</td> <td>59</td> <td>15</td> <td>15</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 694 1046 828"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>207</td> <td>59</td> <td>13</td> <td>14</td> <td>10</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	208	59	15	15	11	2018-19	2017-18	2016-17	2015-16	2014-15	207	59	13	14	10
2018-19	2017-18	2016-17	2015-16	2014-15																	
208	59	15	15	11																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
207	59	13	14	10																	
3.7.3	<p>Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>3.7.3.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1187 1046 1321"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>13</td> <td>20</td> <td>18</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1400 1046 1534"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>13</td> <td>19</td> <td>17</td> <td>4</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	7	13	20	18	4	2018-19	2017-18	2016-17	2015-16	2014-15	4	13	19	17	4
2018-19	2017-18	2016-17	2015-16	2014-15																	
7	13	20	18	4																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
4	13	19	17	4																	
4.1.4	<p>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.</p> <p>4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1814 1046 1982"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3926.816 91</td> <td>3530.596 70</td> <td>3795.068 11</td> <td>3395.07</td> <td>3264.378 02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2018-19	2017-18	2016-17	2015-16	2014-15	3926.816 91	3530.596 70	3795.068 11	3395.07	3264.378 02										
2018-19	2017-18	2016-17	2015-16	2014-15																	
3926.816 91	3530.596 70	3795.068 11	3395.07	3264.378 02																	

2018-19	2017-18	2016-17	2015-16	2014-15
2472.20	1512.86	4298.24	2960.05	5159.19

Remark : DVV made the changes as per expenditure of building, lab & workshops, furniture & equipment, computers in audited statement provided by HEI.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 5000

Answer after DVV Verification: 400

Remark : DVV made the changes as per logbook entries of offline and online provided by HEI.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2122.38	2288.01	1952.25	1866.96	1783.01

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
825.88	992.08	904.54	698.63	498.50

Remark : DVV made the changes as per expenditure of Maintenance of building, Computer, Furniture & Equipment in audited statement provided by HEI.

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3559	3741	4775	3026	2676

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1192	3372	0	0

Remark : DVV has made the changes as per provided document by HEI for the year 2016-17 and 2017-18.

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11454	7619	8049	7577	8581

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11354	7719	8049	7577	8581

Remark : DVV made the changes as per clarification provided by HEI.

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 1356

Answer after DVV Verification: 1221

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	9	9	16	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
07	03	06	01	08

Remark : DVV has not considered participation certificate.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per

year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	15	33	25	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	16	25	19	7

Remark : DVV made the changes as per report of sports and cultural activities provided by HEI.

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
24	4	12	4	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
19	1	3	1	1

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
114	67	63	46	22

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
50	48	33	29	18

Remark : DVV made the changes as per clarification provided by HEI.

6.3.3	<p>Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 521"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>41</td> <td>34</td> <td>20</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 734"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>27</td> <td>26</td> <td>11</td> <td>16</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	65	41	34	20	21	2018-19	2017-18	2016-17	2015-16	2014-15	38	27	26	11	16
2018-19	2017-18	2016-17	2015-16	2014-15																	
65	41	34	20	21																	
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6.3.4	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1093 1046 1225"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>245</td> <td>190</td> <td>139</td> <td>116</td> <td>96</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1305 1046 1438"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>132</td> <td>103</td> <td>86</td> <td>61</td> <td>48</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	245	190	139	116	96	2018-19	2017-18	2016-17	2015-16	2014-15	132	103	86	61	48
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6.4.2	<p>Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1718 1046 1890"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>161.46896</td> <td>159.65754</td> <td>157.36388</td> <td>378.28421</td> <td>108.49466</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1971 1046 2085"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	161.46896	159.65754	157.36388	378.28421	108.49466	2018-19	2017-18	2016-17	2015-16	2014-15					
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2018-19	2017-18	2016-17	2015-16	2014-15																	

139.02	100.59	66.68	66.63	101.69
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Remark : DVV made the changes as per grants received from non-government bodies in audited statement provided by HEI.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	38	36	5	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	30	28	4	7

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
38	20	6	9	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18	11	5	5	5

Remark : DVV has not considered gender equity promotions program in 2019-20 here.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1021.21293	21.41991	23.13298	25.45018	26.56857

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
38.09	29.22	26.49	15.45	21.83

Remark : DVV made the changes as per expenditure of cleaning & Material service and Gardening expenses in audited statement provided by HEI.

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years
7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
100	105	70	64	71

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
65	73	37	43	29

Remark : DVV has not considered initiatives in 2020.

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
79	81	66	57	69

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
31	31	13	11	15

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise

during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
68	37	23	17	38

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
37	19	9	6	13

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations