YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Jamia Millia Islmia
• Name of the Head of the institution	Prof. Najma Akhtar
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01126981717
• Mobile no	9810731758
• Registered e-mail	registrar@jmi.ac.in
• Alternate e-mail address	directoriqac@jmi.ac.in
• City/Town	New Delhi
• State/UT	Delhi
• Pin Code	110025
2.Institutional status	
• University	Central
• Type of Institution	Co-education
• Location	Urban
• Name of the IQAC Co-ordinator/Director	Prof. Mohammad Kasim

• Phone no./Alternate phone no	**01126985181**	
• Mobile	**9810731758**	
• IQAC e-mail address	**directoriqac@jmi.ac.in**	
• Alternate Email address	**mkasim@jmi.ac.in**	
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.jmi.ac.in/aboutjamia/iqac/aqar	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.jmi.ac.in/bulletinboard/academic-calendar/academiccalendar	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.09**	**2015**	**03/03/2015**	**02/03/2020**
Cycle 2	**A++**	**3.61**	**2021**	**14/12/2021**	**13/12/2026**

6.Date of Establishment of IQAC	**10/01/2010**

7.Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Centre for Culture for Media and Governance	**CPEPA**	**UGC**	**Award in 2016 and duration 04 Years**	**Rupees 28000000**
Central Instrumentation Facility	**PURSE**	**DST**	**Award in 2016 and duration 04 Years**	**Rupees 150000000**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	20	
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount	NA	

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

Teaching and non-teaching staff of the university were sensitized on quality culture and about IQAC activities, functions, nodal officers appointed in each department/ Centre to coordinate IQAC activities and compilation of data

Participated in National/ International rankings such as Times Higher Education, QS World University and RUR Rankings and got respectable positions

Preparation of the NAAC Second cycle Assessment and ensuring readiness for PTV (onsite and online) amidst Covid situation

The feedback from for teaching, curriculum and alumni was revived in the form of an OMR sheet other than the existing online portal.

Conducted internal and external Academic/Administrative Audit of the University

Fifteen meetings on quality awareness, sustenance, workshops, trainings were held in-spite of difficult Covid situation

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

Plan of Action	Achievements/Outcomes
Educating faculty, research students for various e-data bases and e-resources	Conducted series of lectures and orientation programs for students, researchers and faculty members for edatabases, SCOPUS, Web of Sciences, eresources, e-books and other methods of utilizing digital resources.
Compilation of data for AISHE, NIRF, THE, QS, RUR World University Rankings	Secured respectable positions NIRF Univ -06, RUR-438, QS 751-800, THE 601-800
Conducted Academic/Administrative Audit of the University	The Audit was conducted for all the departmens/centres and administrative offices
Preparation and Submission of Online AQAR of previous year	Collected data from the stakeholders, compiled and submitted in due date
Preparation of the NAAC Peer Team Visit for Second cycle Assessment	The stakeholders in university were sensitized about the NAAC process, DVV, SSR and PTV, it resulted in outstanding score
Strengthening the IQAC office, database up-dation and management process, using web based collection	The IQAC office has been strengthened, Web based annual report collection implemented

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name	Date of meeting(s)
Academic Council	20/09/2020

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	Yes

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	25/02/2022

16.Multidisciplinary / interdisciplinary

The University already have several key enablers for multidisciplinary / interdisciplinary academic and research approach integrated into its programmes and practices to ensure readiness and implementation of the New National Educational Policy Framework. JMI follows semester and CBCS system in almost of its programmes that will help seamless integration of new policy provisions. The University established Multidisciplinary Centre for Advance Research and Studies (MCARS) in 2016 to promote multidisciplinary research. Since then the resources at the centre have been strengthened by recruiting faculty members (UGC-FRP) with research expertise in the various disciplines of Biological science, Computation structural and Physics background. Recruited faculty members have an average 2-7 years of postdoctoral research experience from renowned International universities/institutes namely USA, Japan, Singapore and Sweden. MCARs offers Ph.D. programme and a PG Diploma in Molecular Diagnostics. In future to achieve the goals of multidisciplinary centre the University plans to bring in national/international experts from the discipline of psychology, Social science, Engineering, Food Technology and Environmental science as adjunct faculty members of MCARS. This will allow MCARS to be established as a platform to drive research with social outreach.

Interdisciplinary approach being followed at university level and at programme level in many disciplines and courses in arts, theatre, acting, languages, sciences, media etc. Jamia Millia Islamia is only central university in India that offers a Masters programme in Mathematics Education (MME) under Meta University programme concept. The programme is jointly offered by AJK Mass communication Research Centre (MCRC), JMI and Cluster Innovation Centre, (CIC) University of Delhi. The students are admitted as per JMI and DU admission policies and classes are held at DU and JMI in areas of expertise of collaborating Centres. The students study courses on media production and communication at MCRC, to enable them to explore innovative ways to teach mathematics using media and communication technologies. The assessment takes place at respective universities and a joint degree is issued to the students, successfully completing the programme. The university offers B.Voc. programme in Solar Energy with provision of multiple exit with diploma, advanced diploma and degree provisions. The university plans to further

improve the multidisciplinary study and research approach at university level and beyond.

17.Academic bank of credits (ABC):

Jamia Millia Islamia had implemented the provision of credit transfer in 2014 vide E.C. Resolution No. 2014(I):3.11, dated: 3.3.2014 Notification No. JMI/R.O./L&Ord./2014, dated : 29.04.2014. The Ordinance 37 (XXXVII) [Academic] Transfer of Credit is aimed at providing a framework for promoting and facilitating the Inter-university transfer and mobility of students across different Universities of India and abroad. This Ordinance also prescribes a) procedure for facilitating and promoting transfer of credits earned by the students of this University to other Universities /educational institutions; and b) policy framework, procedure and conditions for accepting transfer of credits earned by a student from other Universities/educational institutions. This process was however being implemented in a manual manner. The University in 2019 has also initiated the credit transfer process from SWAYAM MOOCs. The students of a few programmes are permitted to pursue courses as facilitated and mediated by the Centre. The credits of these courses are then transferred towards the regular programmes of the students.

The University has now registered on the Academic Bank of Credit portal of MoE and necessary updating of data has already been started. The academic data comprising of marksheets/credits of about 23000 students have already been uploaded on the NAD portal which is nitrated with ABC. In future the University plans to improve the manual credit transfer process to auto mode, once various elements of the ABC system are in place.

18.Skill development:

The pedagogical processes at Jamia Millia Islamia have given due emphasis on integration of skill development components into the curriculum of its regular programmes. There has been consistent increase in the number of skill-oriented courses over recent years. The number of courses focussing on skill development, employability and entrepreneurship is nearly half of the total courses offered by the university. In addition to courses some specific vocational programmes and many professional programmes have also been introduced. Over hundred such programmes at UG and PG level are offered. The students are provided opportunities for internship and field projects, as part of their programme. Nearly one fourth of the university students benefitted by it. The university also offers skill-oriented courses under CBCS and encourages students to complete MOOCs.

The University under ASPIRE scheme, Ministry of MSME, CIE secured a special grant to establish Livelihood Business Incubation Centre that was set up in 2016. A programme for 'Entrepreneurship and Skill Development' was launched under this. 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.

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Jamia Millia Islamia attracts students from diverse socio economic and cultural background. It provides them opportunities to learn from the rich and diverse Indian Knowledge. The university has taken several initiatives to ensure appropriate integration of this vast resource into the academic environment.

The University has established the Premchand Archives & Literary Centre to showcase the literary contribution of some of the prominent personalities of Indian literary world. Indian literature is acknowledged as one of the oldest in the world. With over twenty-two officially recognized languages, a huge variety of literature has been produced. The Jamia's Premchand Archives and Literary Centre is devoted to preserving the cultural literary ethos of India. A literary history which shares and includes intellectual history, religious history, political history, people's history and so on and so forth.

The university has established MF Hussain Art Gallery. This gallery is designed for the showcasing university art collection, as well as for external artists who want to exhibit their work here. The third exhibition space is the open-air sculpture court at the rear of the building. The gallery regularly holds exhibitions of the works of prominent artists and also provides opportunity to students and faculty of fine Arts and other Art enthusiasts to showcase their work.

Faculty of Languages offers sixty-one programmes in three national and twelve foreign languages. The AJK MCRC of the university is also contributing towards translation of the SWAYAM MOOCs translation to Indian languages. The university has established several Centres of Higher Learning for with focussed academic and research in Comparative religions, North East Studies, Dalit and Minority Studies, Social Exclusion and Inclusive Policy, Media Culture and Governance etc. to integrate regional and national issues and develop knowledge in these domains.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Jamia is committed to being at the forefront of providing the best education to students.

Adoption of Outcome Based Education is a priority area for developing appropriate pedagogical strategies, assessment methods, measuring the targeted attainment and necessary measures for further improvements. 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, in their course of study.

Programmes offered are designed in sync the vision and mission of respective departments and centres and aligned with the vision of the university. The programme /course

outcome in terms of creating competent, skilled and sensitive human resource are identified in programme outcomes and course outcomes. The curriculum is designed in line with achieving these objectives. The curriculum of programmes/ course is provided on department/centre's web pages, which educate the students with understanding learning outcomes, in terms of critical and analytical competencies, creativity and problem

solving, interpersonal skills etc. This information enables students to select programmes and courses of their interest. Most departments/centres have also prepared information brochure, program leaflets, detailing programme specific outcomes, placement possibilities and learning outcomes. Some of the departments/centres use social media too to share such information.

At present the assessment process outcome, pass percentage, placements, student progression to higher studies, qualifying professional examinations etc. serve as tools to measure the outcome attainment. The university however plans to develop a comprehensive methodology for measuring the outcome attainments of key attributes of programme/course outcomes.

21.Distance education/online education:

Jamia Millia Islamia, in pursuance with the vision of the Govt. of India to improve equity and access in higher education, established Centre for Distance and Online Education (CDOE) which was earlier known as Centre for Distance and Open Learning, in 2002 under the auspices of the Distance Education Council (DEC) currently rechristened as Distance Education Bureau (DEB). In 2009, the CDOL,

now CDOE, was approved by the Ministry of Human Resource Development (MHRD), Government of India (GoI). The CDOE offers Diploma, Certificate, Under-graduate and Post-Graduate Distance (ODL) and Online (OL) Programmes.

The Centre provides comprehensive self-learning material, which is supplemented by the counselling sessions. The self-learning material is prepared by the subject experts keeping in mind that the learner's diversity and the counselling classes are taken by senior faculty members that have been a source of great help to the distance mode learners. Centre has also adapted the new technological advancement to conduct all the classes through online platform. The Centre has established Learner Support Centres located at various locations across India such as Assam, Bihar, Haryana, Kerala, Punjab, Rajasthan, UP, West Bengal, Delhi & NCR. These LSCs also play the significant role for reaching out to the learners hailing from the rural areas.

The University has implemented UGC (ODL) Regulations 2020 and established Centre for Internal Quality Assurance (CIQA) exclusively for their distance mode programmes. The objective of CIQA is to develop and put in place a comprehensive and dynamic quality assurance system to provide high quality programmes of higher education in open and distance learning mode.

The distance education programme delivery system includes the multi-media approach, i.e., self-learning print material, audio/video components, and assignments, counselling sessions, practical work, discussion forums and workshops. Students can also use computer/ Wi-Fi facilities for OER's at the library/study hall located at the Learner Support Centre. All the examinations are conducted at various Learner Support Centre/ Examinations Centre or any convenient place as decided by CDOE in May/June and Dec/January every year which is duly notified on the University website. However, for the online programmes, the examinations are conducted through Online Mode as per the UGC guidelines. The CDOE JMI has a grievance redressal cell fully dedicated for redressal of grievances of Distance Learners enrolled at CDOE, JMI.

The CDOE offers seven certificate and Diploma programmes through Distance Mode. The UG programmes (3) and PG programmes (12) are offered through Distance/Online Mode. JMI is only University that has an MOU with the three Wings of Indian Defence Forces for career progression of their personnel. This helps many work-force who get superannuated at an early age. 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. 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 an academic programmes through Distance Education mode offered by the university. Several thousand servicemen have so far enrolled and have benefitted from such programmes since 2017.

Extended Profile	
1.Programme	
1.1 Number of programmes offered during the year:	**219**
1.2 Number of departments offering academic programmes	**62**
2.Student	
2.1 Number of students during the year	**15513**
2.2 Number of outgoing / final year students during the year:	**5165**
2.3 Number of students appeared in the University examination during the year	**4967**
2.4 Number of revaluation applications during the year	**0**
3.Academic	
3.1 Number of courses in all Programmes during the year	**3583**
3.2 Number of full time teachers during the year	**696**

3.3 Number of sanctioned posts during the year	859
4.Institution	
4.1 Number of eligible applications received for admissions to all the Programmes during the year	102060
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	3226
4.3 Total number of classrooms and seminar halls	381
4.4 Total number of computers in the campus for academic purpose	3268
4.5 Total expenditure excluding salary during the year (INR in lakhs)	9568.58

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

Jamia Millia Islamia has aligned its programmes and courses in line with Outcome Based Education (OBE) structure as per UGC guideline. The curriculum is designed with well-defined outcome objectives, such as domain knowledge, skill development, employability, and overall personality development of the students.

Many Departments/ Centres follow the practice of involving industry experts, internal and external subject experts to keep it in sync with current trends. Specific components such as internships, projects, seminars, field visits, case studies, innovation, entrepreneurship, and experiential learning etc. are included as

part of the curriculum to achieve OBE based pedagogy and integration of POs, PSOs and COs in programmes. The curricula are evaluated and updated through continuous feedback from stakeholders, vetted and recommended by expert committees, and placed before the BoS/ CoS, Academic Council and the EC.

Curriculum development considers recent trends, national and global developmental needs and international benchmarks. The recommendations and priority areas identified in Policies of the Govt. and other national /international agencies are considered. JMI offers quality education in diverse disciplines through its 10 Faculties and 44 Departments. The university also offers focussed study and research programmes through its 29 Centres of higher studies dedicated to specific areas such as North East Studies, Dalit and Minority Studies, Social Exclusion and Inclusive Policy Studies, Women Studies, Prem Chand Archive and Studies, International Studies, Peace and Conflict Studies, Comparative Religion and Civilization Studies etc aimed at the local, regional, national and global developmental needs.

File Description	Documents
Upload relevant supporting document	[View File](#)

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

14

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

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

2052

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

32

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

108

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

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

The University integrates issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum and through extracurricular activities like street plays, filed visits, cultural events etc. Programmes offered by various Departments / Centres integrate these cross-cutting issues and offer diverse courses at UG and PG level to students to make them aware of prominent contemporary issues and challenges.

Environment and sustainability issues are taught through papers such as International Environmental Governance, Environment and International Relations, Sustainable Development in South Asia, Economics of Sustainable Development, Environmental and Economic Development etc. Diverse aspects of Gender related issues are taught through courses on Gender and Conflicts, Human Environmental Relationship and Economic Valuation, Biotechnology & Human Welfare, Women & Children, Family Patriarchy/Gender Justice, Social Transformation, Human Rights and Humanitarian Law.

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, and Medical Ethics etc. The University has Ethics Committee that ensures research projects confirm to professional ethics. The University has Internal Complaints Committees (ICCs) which ensures zero tolerance of gender discrimination and harassment.

There are courses dealing with other societal issues, including caste, class and race, human values, ethics, environmental issues as well as cultural aspects. Many such courses are also offered under CBCS for students across the university.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

309

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

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

14052

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

2995

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• **All 4 of the above**

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows	• **Feedback collected, analysed and action taken and feedback available on website**

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

5559

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

2816

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the studentsand organises special Programmes for advanced learners and slow learners

JMI gets a diverse group of students, about 60 percent come from far flung areas of the country. University ordinance gives full autonomy to the departments and centres to devise methodologies and practices for providing best learning experience to students as per their diverse needs. This has helped to evolve a system to monitor, assess and identify progress of students beyond the regular examination process.

The continuous assessment through written tests, assignments, presentations, seminars, term papers etc. as prescribed by the concerned Board of Studies/Committee of Studies is used as a measure to categorize students in addition to mid semester and end semester examinations.

Orientation programmes are held for new students to assist them know their programme and campus. Some departments/centres have consultation hour (non-credited), extra classes/practical/tutorials to address specific needs. Online Learning opportunities are provided. Activities are organized for augmenting learning outside the classroom. Extension lectures, programmes are organized at departments/centres and at university level for motivation, personality development, leadership training, and confidence-building. Subject Association, DSW, Counselling and Guidance Cell also play active role in catering to diverse needs and issues of students. Advanced learners get more opportunities to participate in professional activities, as participation in workshops and conferences.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://www.jmi.ac.in/studenthelpdesk

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
15513	696

File Description	Documents
Upload relevant supporting document	[View File](#)

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

Student centric teaching-learning pedagogies have been adequately adopted by all departments/centres to cater to the learning aspirations of students. ICT enabled classrooms, hands on training, participatory academic activities, help interactive mode of teaching-learning. To enhance problem solving and innovation skills, students are engaged through activities conducted by Centre for Innovation and Entrepreneurship. Some such measures are:

- Lectures, Tutorial, Practical and designed experiments
- Case studies, Various Clubs and Professional bodies for students
- Industrial training
- Individual and group presentation, Seminars & Assignments
- Survey based field work/ Educational and Cultural/study Tours
- Multimedia learning resources
- Minor and Major projects
- e-resources, e-books, e-journals through a digital resource centre

Students are involved in ongoing research projects to understand project structure, design methodologies, 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 as part of experiential learning. In Natural sciences, Life sciences, Engineering, students

are encouraged to work on projects of interdisciplinary nature.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Jamia Millia Islamia is one of the oldest and centres of CEC UGC for e-content creation. Over the years it has contributed significantly towards various Govt initiatives for ICT enabled digital education and learning by creating content for Edusat, Gyandarshan Channel, Sakshaat repository, SWAYAM MOOCs, and SWAYAMPRABHA DTH. This experience benefitted the university to move from offline to online teaching seamlessly during the year.

Several measures to further improve online teaching were initiated during the year using Google Meet, Google Classroom, Google Jamboard, Youtube streaming, remote access to library resources & use of OERs etc. and Licence to Cisco WebEx for organizing large online events were procured. Four Training webinar workshops for over 750 teachers on online educational tools were conducted by FTK-CIT. An online FDP on use of Online tools for teaching was also organized in collaboration with Faculty Induction & Development Centre for the benefit of JRFs/SRFs & Post-Doctoral Fellows. The FDP was attended by 400+ participants.

Online examinations system was activated for conducting examinations, evaluation and compilation of results. Online arrangements were made for students to appear in Project / Thesis Viva examinations. Jamia also participated in the Coursera for Campus initiative. About 21,655 JMI students and faculty registered and attended various courses, and 500 of them completed the courses. JMI under its outreach initiative, organized a 2-day ICT Training program each for the three Schools under Delhi Education Society. A total of 86-teachers from three schools attended the programmes.

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

696

File Description	Documents
Upload relevant supporting document	[View File](#)

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

696

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

547

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

2563.45

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

66

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File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

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 year

45

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

103

File Description	Documents
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

During year, examination section has undergone remarkable changes in adoption of ICTs bringing efficiency, transparency, and ease to all stakeholders through its dedicated web portal for examination and admissions. Automation provides better communication with students and teachers. Automation has extended access with equity to our programmes to applicants from far flung areas of the country resulting in more diversified profile. The initiatives taken by the controller of examinations for ICT integration includes:

- **Fully online national level admission process from advertising of admission notice, prospectus, application submission, admit**

- cart printing, evaluation, answer key verification, prepation and declaration of results and final joining by the selected students.
- Online facility for admission fee, exam fee, duplicate mark sheets, attestation/ verification of mark sheets, degrees and transcripts via a secured payment gateway.
- For regular exams, admit card and e-Forms, OBE provision as notified by UGC
- Faculty/ Student/ Staff - login/password to enable work online
- Security provisions of online degrees/mark sheets/transcript (soft file) to prevent alterations. Digital printing of Mark sheets/Degree certificates on non-tearable paper with in-built security features preventing counterfeiting.
- Online grievance 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.
- During lock down The Academic Council approved examination/viva-voce for Ph.D. with recording of online proceedings. This was done by FTK-CIT.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.4 - Status of automation of Examination division along with approved Examination Manual	**A. 100% automation of entire division & implementation of Examination Management System (EMS)**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

The University has a well-established process facilitating 'Outcome Based Education' as prescribed by regulatory agencies. This helps the students, parents and other stakeholders to understand the usefulness and the learning outcomes of the programmes. The

Departments / Centres define and articulate Programme Educational Objectives (PEOs) and Programme Outcomes (POs) in the syllabi which is published on University website. The programmes are well-aligned with mission of the Department/ Centre. The Programme Outcomes (POs) specifically identify the the knowledge, skills and competencies a student is expected to develop after completing the programme.

The assessment processes are broadly aligned to measure the extent to which the set learning goals have been achieved. The programme structure, courses and general objectives are worked out by the course coordinator in consultation with the concerned teachers and subject experts. The teachers work out course level objectives and carry out assessment mapping etc. The courses/programme structure is approved by CoS/ BoS and the Academic Council of the University. The approved programme structure and syllabus are published on university website and shared with the students.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

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, quizzes, 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**
- **Graduation outcome**
- **Programme ranking and reputation**
- **Academic progression to international institutes of repute**

Teaching/ curriculum feedback via formal and informal means ensure departments/centres streamline short comings, if any, by incorporating the stakeholder's input.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

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

4707

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

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

https://www.jmi.ac.in/aboutjamia/iqac/feedbackanalysis

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

The University over the years has focused on creation of latest research infrastructure and a conducive research environment to

motivate faculty and research scholars to undertake research in emerging and multi-disciplinary areas. The establishment and upgradation of research facilities is done regularly. The university has a well-defined Research Policy which lays down the broad guidelines and framework for strengthening the infrastructure, its maintenance, conduct of research. The university also has IPR Policy for protecting the intellectual property rights of the research outcomes. The policies are published on the university website.

During the year the university got a research ranking of 30 amongst all institutions in India in NIRF 21 rankings. The number of documents published in Scopus journals during the year was 1332. As many as 16 Jamia Millia Islamia Researchers have featured in coveted Stanford University's Global list of top 2% scientists released in 2021 and six of its research scholars were awarded the Prime Minister's Research Fellowship (PMRF) under the Lateral Entry Scheme, in December 2020. These are some of the outcomes of focus of the university on creating research infrastructure and keeping it updated as per latest trends.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

NA

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

19

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

408

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

21

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

111.5332191

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

`4183.4374600`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

`.085`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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 (CIE) for providing a platform to help solve real world problems. The Centre helps students in comprehending the challenges in implementation of the concept/ideas into a reality helps them develop independent entrepreneurial thinking. As per the mandate of the Ministry of Education, the University has constituted an Institution's Innovation Council, to perform distinct activities related to Innovation and Entrepreneurship. Besides, the Centre also runs an Entrepreneurship Cell, largely drawing students from across the university, who work in the ecosystem and organise round the year programmes in the university. They help promote awareness about innovation, business opportunities, funding resources and creating a start-up.

The Centre aims to provide technical support, guidance and supervision for incubating ideas,developing prototypes/working models etc. Capacity towards this end is built throughTeaching, Training, Workshops etc. as also by encouraging participation in Workshops / conferences / seminars/ competitions etc.

We have robust interface with

·Industry Relations, Mentors.

·Alumni relations for innovation and incubation.

·Consultancy work in innovative projects.

Under ASPIRE scheme, Ministry of MSME, CIE has set up a Livelihood Business Incubation Centre. A PG Diploma programme in 'Entrepreneurship and Skill Development' was also launched. Today the CIE has become the hub for students to become budding entrepreneurs.

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

153

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

153

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

72

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following 1. **Inclusion of research ethics in the research methodology course work** 2. **Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)** 3. **Plagiarism check** 4. **Research Advisory Committee**	A. All of the above

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website	A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year

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

31

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

371

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

1.97

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

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

544

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
13194	8530

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
46	37

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The University encourages its faculty to undertake consultancy assignments as it is best way for optimum utilization and potential revenue earnings from its research infrastructure and intellectual resources. The research scholars, students and research staff also get opportunity to participate in such assignments, enriching their professional standing. In order to facilitate the consultancy works, the university has formulated a detailed "Consultancy Policy" outlining the modalities and revenue share arrangements to execute such assignments.The policy provides a clear framework for all stakeholders to encourage and develop theUniversity's linkages to render its expertise to the society and industry.

The policy is published on university websites.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

510.28237

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 year

The university believes that its academic pursuits and excellence should also benefit the neighboring communities and provide opportunities to students to understandvarious societal issues, challenges and developmental needs. The extension activities are integrated in the curriculum in many programmes where community connect helps students in evaluation of problems, identifying probable solutions and the benefits.

During the year several radio programmes have been organized by Jamia FM targeting the neighborhood communities. Jamia FM does daily live and recorded broadcasts on diverse topics, where students also participate. Faculty of Dentistry organized programmes on Tele-Dentistry, Corona prevention campaign, World Oral Health Day involving the neighborhood residents. Extension programmes on HIV/AIDS awareness, Badte Kadam, Nukkad Coffee, Food and Regionalities, Waste Management Atrium Gurgaon, Meri Anganwadi Dadhota Village Palwal, Haryana, Career Opportunities for women in Jamia Nagar, Mission Parichay, Single Parent Households in Jamia Nagar, were organized during the year. Faculty of Architecture organized several extension activities on topics such as Mangrove Ecosystem, Waterproofing solutions, Participatory neighborhood regeneration of Chittaranjan Park, Urban Design methods, Pile foundation techniques in India, Landscape design of university campus, etc. In addition extension activities on Yoga Day, Swatchhta Abhiyaan and other national days were also held.

Jamia is situated near under-developed populated areas, offering immense opportunities for extension activities. Sensitization of

people on issues related to health, sanitation, education, rights and duties, environment, government policies-schemes, livelihood earning, empowerment, solutions for local problems, are some key areas of extension initiatives undertaken by Jamia.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

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

38

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

152

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

7082

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

121

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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.

The University has 239 acres split campus having about 80% open and green spaces. A master plan for construction of new hostels, facilities for students, teachers and staff has enabled the university to optimize utilization of available space in a well-planned manner.

The classrooms/seminar halls/laboratories have Audio-visual systems, LCD projectors, and internet access. Besides use of white board in teaching some departments/centres have smart boards. There are about 384 classrooms out of which 381 are ICT enabled.

The university has adequate and well-equipped infrastructure facilities complying to statutory guidelines. Campus wide Wi-Fi internet access is provided to Teachers/staff and students through cyberoam. The classrooms have wired and wireless internet access to facilitates for flipped/ synchronous/ asynchronous teaching-learning environment, enabling access to OERs, MOOCs, Journals/e-databases. Departments/Centres have Seminar halls. There are two large capacity (500/300 seats) auditorium, and several other conference halls, for organizing seminars, conferences, workshops, and other academic activities.

A well-stocked Central Library with Digital Resource Centre, reading halls,computer centre and 35 Subject-specific libraries with books/journals, and other resources at several Faculty/Departments/Centres. A common central computer facility are available at Centre for Information Technology for students. There are 306 laboratories functional at departmental/centre level.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

Jamia has a state of art gymnasium and sports complex, which also served as a practice ground for commonwealth games. Jamia regularly holds and participates regional and national level events. Ranji Trophy matches are a regular event every year at the Jamia Cricket ground.

Director of Sports office set up in 1971, coordinates sports activities/ programmes. The infrastructure is used by students/faculty/staff on nominal payment and is also monetised through corporates, NGO's, Sports persons/ DDCA and others. The complex has Centrally Air-Conditioned arena and facilities for Cricket /Football /Lawn Tennis / Volleyball /Badminton /Basketball /Table Tennis /Snooker Room and Hockey (Faculty of Education). Jamia offers 5% relaxation in the minimum eligibility criteria for admission of sports persons.

Auditoriums

The DSW has established several clubs and societies such as Debating/Drama /Literary Club/ Music /Business/Film to facilitate cultural activities, which are also organized annually during

Foundation Day Celebrations. Jamia Teachers' Association also conducts several such cultural activities involving students. Two auditoriums (500/300 seats), An Open Amphitheatre and several other conference halls, are available for holding various cultural activities.

Yoga centre: Anair-conditioned hall with ladies/gents changing rooms is earmarked for Yoga sessions. The lush green fields of sports-complex are also used to hold Yoga sessions for larger gatherings with the help of expert instructors. Girls' hostel has a small gymwhere, separate yoga classes are held for girls.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

Jamia is a lush Green 239 acre campus with over 80% open spaces. It has an excellent infrastructure and environment for teaching, learning research for the student and academic community. The university takes pride in catering to students from diverse social and geographical background and has nearly forty percent girl students. The share of women in faculty and administrative positions is also nearly one third of their total respective strengths.

Jamia provides residential accommodation to teachers & staff; and hostel facilities to nearly one third of the students with a safe, secure, multi-cultural, conducive environment-friendly ambience. There are 7-Boys; 6-Girls; and an international hostels. University also provides dentistry; physiotherapy and has a Health centre with permanent doctors and specialists for students; teaching and non-teaching staff. Most of the buildings have disabled friendly access, and facilities. There are several on campus canteens, bank ATMs, post office, bank, extensive facilities for sports, cultural activities and for overall personal development of the students.

The IT infrastructure is backbone for ICT enabled education and administration. It comprises of 1 Gbps OFC LAN, additional 44 Mbps bandwidth, appx 7000 nodes and Wi-Fi enabled campus. There are over 3000 PCs/Workstations/Laptops other than Wi-Fi connections. University has inhouse developed Jamia MIS of 18 module ERP system for entire administrative and financial functions. E-mail accounts to students/teacher/staff with Microsoft 365 Platform; are provided. There are 384 classrooms, 90% of which are ICT enabled; several seminar halls, besides, two Auditorium with 550 and 300 seats each.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

9568.58

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

The university has a Central Library and 35 other department/centre level libraries. The central library and most of others are automated for operations and management using an Integrated Library Management Software (ILMS). Presently, version Lib 2.0 (LIBSYS7) having Modules for Acquisition, Cataloguing, Circulation, Serials, Article Indexing, Web OPAC, and Customizable Reports is used. The system meets the Standards Compliance requirements such as MARC21, Unicode, and SICI Barcode etc. It 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. The ILMS provides a distributed system of input for bibliographic details in many Indian languages like Hindi, Urdu, Punjabi, Bengali etc.

The Library has a Digital Resource Centre equipped with over 100 workstations for access to over 7000 peer reviewed e-journals, through 19 e-databases and 17 E-Shodh Sindhu e-databases related to diverse disciplines. All e-resources are accessible locally as well as remotely for all library users.

Library infrastructure and acquisitions are continuously upgraded. The library has about 20000 Sqft covered area including the Reading Hall Annexe with a seating capacity of over 1400.

During the year INR 373.69 lakhs was spent on improving the infrastructure and resources. Library has 393754 books. About 2614 titles at cost is Rs. 26,28,652/- were acquired during the year.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

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

373.69

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

850

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

381

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

A connected campus with ubiquitous access of internet is the backbone of ICT infrastructure. Jamia has been leveraging ICT as a tool for strategic improvement in academic and administrative practices. FTK-Centre for Information Technology a state-of-the-art centre is nodal point which caters to ICT requirements of the University and for in creating an ICT enabled environment for teaching-learning, research and governance.

The centre offers essential ICT services including Internet Access, Emailing, Jamia MIS, IT security, campus wide Wi-Fi, University Portal development and maintenance, Problem diagnostics and troubleshooting etc. through a network comprising of approximately 7000+ nodes.

FTK CIT has developed 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. It is constantly improved, and customised applications are added as per new requirements. New features such as Anti-plagiarism services, E-Contents, On-line Admissions, Fee payment etc. have also been integrated.

The ICT infrastructure and facilities in the university are planned, implemented and maintained by the FTK-CIT. Jamia has well outlined policy for IT development, procurement, operations, maintenance and disposal of electronic waste. The university allocates adequate budget every year for this purpose.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
15513	3268

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	• ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing	A. All of the above

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

1614.31

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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.

It is important to have the best infrastructure and ensure its optimum utilization. The Universityover the years has developed systems and processes for this purpose. It follows a three-tiered system for maintenance, in-house maintenance support, AMC/CMC to OEMs/reputed service providers and outsourcing to expert agencies.

The maintenance of properties, including classrooms and laboratories, is done by Building & Construction (B&C) Department

under Executive Engineer and team of AEs, JEs etc. The team looks after the repair and maintenance of the University buildings/ Power Distribution Supply systems etc. for which maintenance fund is allocated by the university. Property Section maintains the records pertaining to the lands/ buildings and deals with space utilization. Sanitation and Horticulture, headed by a Professor in-Charge takes care of housekeeping, green initiatives and maintenance of the University gardens, parks, sport grounds/fields and lawns.

The Purchase Section deals with procurement and service contracting procedures including e-tenders as per procedures of General Financial Rules (GFR), Govt guidelines and rules of the University. It also maintains records of the machine/equipment and deals with annual maintenance contract of equipment/instruments. The stock registers are maintained, and annual physical verification carried out. The specific requirements of any department/centre are worked out and finalised through committees and submitted to administration for further action. The department/centres are also allocated maintenance budget for routine works.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

870

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

1675

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology	A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	• All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

372

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

584

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

269

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The University does not have a students' union as the matter is subjudice. The Jamia Millia Islamia Act has a provision for the establishment of students' union. The university therefore has evolved a well-established system to ensure representation and participation 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/centre.

The Dean, Students' Welfare (DSW) in pursuance with Ordinance 21 (XXI) of Jamia Millia Islamia, looks after general welfare of the students in the campus. Numerous provisions related to their overall wellbeing, personal and professional aspects, safety and security are in place. DSW also constitutes committees of students for organising various events. Proctor's Office, and, Career and Guidance Cell, also look after welfare measures of students. Students also get representation on various bodies such as IQAC, Committees on prevention of sexual harassment,ragging etc.

During the year several innovative welfare measures, workshop on mental wellbeing, Covid sensitization, vaccination camps, and escorting the students specifically girls to their home towns during lock down were taken up.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

35

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 other support services during the year

Jamia Millia Islamia has well established alumni associations. Global Jamia Alumni Network (GJAN) and Alumni Association Jamia Millia Islamia (AAJMI) are two alumni bodies having Chapters in UK,

USA, Canada, Riyadh, Qatar etc. and Local Chapters in Bihar, Lucknow, and Mumbai. A website dedicated to Alumni Affairs has been created. The Statutes of the University include provisions which entail the University alumni playing a constructive role in the governance structure of the university.

During the year the university has established an "Alumni Connect Cell" headed by a Senior Professor to look after alumni affairs. During the year the alumni associations have organised Vaccination Camps in the Campus and have offered scholarships to over 125 students during the Covid pandemic, in addition to their participation and contribution towards other activities.

Many Jamia alumni have shown remarkable success in their respective fields in media, sports, innovation, entrepreneurship, politics, journalism, civil service, social work, and others. Jamia alumni have won reputed international and national awards for their professional work such as Oscar Academy Award, Pulitzer Award, President of India's Research Award, Bhatnagar Award, etc. Alumni engagement is a continuous process. The University plans to further improve its alumni connect by engaging the outstanding alumni in academic processes, governance and statutory bodies such as the University Court, Executive Council, Academic Council, BoS and IQAC etc. Centre for Innovation and Entrepreneurship regularly organizes alumni talks for the benefit of students.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

Jamia Millia Islamia statutes define the Vision and mandate of the institution. All departments and Centres have their Vision and

Mission defined and aligned with institutional vision and mission and it is duly reflected in the academic and administrative processes. Jamia was established by nationalist leaders 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 strength of the University, which continually adopts emerging practices, technologies, in sync with demands of modern education system.

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 existing management practices and processes are regularly reviewed to improve overall efficiency and effectiveness.

- Democratic, fair and transparent management:

A multi 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 outsideincluding faculty members.

- Development and capacity building oriented:

The system offers opportunities to young faculty/staff by associating them in governance and management, aimed towards developing leadership capacity.

- Excellence and performance driven:

Faculty members are often associated as Professor In-Charge/ Advisors/ Hony. Directors and entrusted with responsibilities of key governance roles.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

Institutional practices follow decentralized and participative management in accordance with the University Acts/Statutes and Guidelines issued by Ministry of Education and other applicable statutory bodies.

The academicmatters are looked after 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). Financial Administration is headed by Finance Officer who discharges the budgetary and financial advisory roles. The University has Internal Audit Officer, and gets external audits done. University adheres to General Financial Rules (GFR). and administrative and financial delegation is practised. The HoDs/Director of Centres are delegated relevant administrative and financial powers up to Rs.25,000/- as per GFR.

Financial transactions take place electronically. Salary / Income Tax/ Pension and other payment records of employees are made available online over University LAN through MIS. Procurement related issues are undertaken through a central purchase committee. For recruitment and promotions, various committees are constituted to represent concerned stakeholders.

Admission/Examination Process is looked after by the Controller of Examinations. A Central Admission Committee looks into Policy matters for admissions as per the Government and University rules. At department/centre level Sub-Committees perform related duties. Examiners/moderators are decided by BoS/CoS, respective heads/directors being chairpersons. Undergraduate exams are conducted centrally by the University and postgraduate examinations are decentralized at department/centre level.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The University draws its roadmap aligned with its vision and mission, which remain the guiding force for its strategic planning.

The university over recent has given priority to improving overall quality, teaching-learning, research and infrastructure, innovation, internationalization and community connect. Lab facilities, and a Central Instrumentation Facility (CIF) with advanced/modern analytical instruments like LC-MS; Raman; steady state and time resolved fluorescence; UV-Visible; Fourier Transform Infra-red; Stopped flow spectroscopies, 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) were set up. The staff was provided incentives for filing patents and publishing in high impact factor journals. The outcome is evident through the significant improvement in h-factor and Scopus publications. Over 50% of departments have secured SAP/DRS/FIST status for augmenting research infrastructure.

The University has operationalised four new departments namely Design and Innovation, Hospitality and Hospice studies, Environmental Sciences and Foreign Languages during the year. It has also prioritised its short term and long-term goals. A few areas requiring immediate attention are more 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 and speedy implementation of NEP-2020. The university regularly participates in international rankings and has been improving its ranks. An international hostel is under construction. Establishment of a Medical college is actively being pursued for improving interdisciplinary research and social outreach.

File Description	Documents
Upload relevant supporting document	View File

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

The constitution, functions and duties of the apex bodies are well defined in the University Act and Statutes. The affairs of the University are governed by the Act, Statutes, Ordinances, and the rules and regulations framed thereunder. The University has institutionalised governance structure. The apex bodies are representative of stakeholders and convene meetings regularly as per statutory requirements and exigencies of administrative and academic affairs. The Minutes of governing bodies are uploaded on university website.

The Vice-Chancellor is the principal executive and academic officer of the University and exercises general supervision and control over affairs of the University. The Pro-Vice-Chancellor assists the Vice-Chancellor in respect of matters as delegated and officiates in his/her absence. The Registrar takes care of all day to day administrative work and takes decisions in consultation with other officials and the Vice-Chancellor. The University has Finance Officer to advise the University in its financial policies and functions, Controller of examinations to look after admissions and examinations, Dean Students welfare, Chief Proctor, Librarian, and Director CIT to look after IT infrastructure.

The Vice-Chancellor is assisted by Deans of Faculties, Head of Departments, Director of Centres under the overall guidance of the Academic Council. The Academic Departments have autonomy to decide academic affairs through BoS/ CoS.

The service rules, promotion policies, leave rules, welfare schemes and recruitment processes comply with UGC Regulations and other applicable guidelines. Career Advancement Scheme/Assured Career Progression benefits are considered and granted in due time.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

The University has evolved comprehensive measures of welfare for its teaching and non-teaching staff, and appraisal system as per prescribed guidelines to ensure a conducive and progressive work environment. A performance-based appraisal system as prescribed by the UGC, professional councils, other academic bodies of the Govt., is adopted by University 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 points towards Academic Performance Indicators (API) in accordance with laid down criteria to be eligible for promotion. The establishment section maintains the CRs and APARs for non-teaching employees which are to be filled, assessed and submitted latest by 31st of July each year.

Welfare measures as available to central services are adopted by the university. These include Group Insurance, Old/New Pension, PF, LTC, Leave – Duty leave, sabbatical, Loans, Advances, etc. The university has Jamia Employee Relief fund to support an employee in emergency, Community Hall for personal functions, Health Schemes as per CGHS, Kendriya Bhandar Bank, Post Office, ATMs facilities. 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 are available.The University has six Schools on campus from play group to higher secondary as a welfare measure for employees.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

3

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

27

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

708

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The university has been proactively working towards optimum utilization of resources and mobilization of new resources. Jamia being a fully centrally funded institution works in conformance with various measures as notified by the Govt., UGC and other agencies in this regard. The university was established with a mandate to provide quality education with equity at affordable costs to students from diverse socio-economic background. Public funds are judiciously utilized, and additional resource mobilization is explored from other sources keeping in view the overall mandate. Some specific examples are:

1. The professional grade Radio and TV studio facilities and equipment at its AJK MCRC, Central Instrumentation facility, Sports and Gymnasium complex etc.are rented and monetised.
2. The vast green campus and auditoriums, open spaces are rented out to shooting of films.
3. Conference Halls, Community Centres, Guest House, etc. rented out to department/centres and outside agencies for organising academic/non-academic activities and personal functions.
4. A overhead component from research projects grants and consultancy is charged as institutional charges.
5. Endowment Fund for various scholarships which caters to the needs of the students.
6. The university is a major centre for creation of E-Content for

>   CEC, UGC and SWAYAMPRABHA TV Channels for which institutional
>   component is charged.
>
> 7. Lease rent from banks, Post Office, Book shop, Mother Dairy
>   outlet, Delhi Transport Corporation Office, Kendriya Bhandar,
>   Cafeteria, Canteens etc.
> 8. Funds generated from above sources are principally used as
>   University Development Fund.

File Description	Documents
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

215.36

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

1271.11

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - Institution conducts internal and external financial audits regularly

Financial audit of various divisions and financial processes are
integral part of the institutional functioning of the University. It
is performed by an Internal Audit Section headed by an officer
normally from central audit departments. All expenditure sanctions
above fifty thousand are pre-audited by Internal Audit Section.
Other expenditure and 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.
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).The transactional audit was carried out by the team of Director-General Audit CAG from 29.12.2021 onwards audit Certification Audit from 15.07.2021 onwards.

File Description	Documents
Upload relevant supporting document	[View File](#)

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 by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

Jamia has established an Internal Quality Assurance Cell (IQAC), as per UGC guidelines in 2010, to implement quality improvement strategies, incorporate self and external evaluation, quality promotion/ sustenance/ awareness initiatives. The IQAC has brought significant improvements to achieve excellence which is reflected in the National and International Ranking of the University. Some of the key activities undertaken by IQAC during the year as follows:

1. Total of fifteen meetings on quality awareness, sustenance, workshops, trainings were held as notified on university website.
2. Webinar on "IPR in Higher Educational Institutions" jointly with NAAC was organised on 3.10.2020.
3. Survey feedback from different stakeholders, was collected analysed and presented to competent authority. Online process for Students' feedback implemented. Also conducted student's Satisfaction survey.

4. IQAC Nodal Officers at department/centre level were trained to establish required processes and systems within department/ centre.
5. Participated in International rankings such as Times Higher Education, QS World University and RUR Rankings and got respectable positions.
6. Academic and Administrative Audit of Dept/ Centres
7. Consolidation of various Formats of forms for various quality related processes
8. Preparation and submission of AQAR of previous year
9. Compilation and submission of data to AISHE, NIRF, and other agencies
10. After approval of SSR the subsequent process for the Peer Team Visit was initiated and planned
11. Incentives were got approved publish research outcome in SCOPUS indexed journals, filing of patents.

ATR on first NAAC PTV recommendations and implementation of suggestions

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	A. Any 5 or all of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting documnent	[View File](#)

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

The recommendations of NAAC Peer Team, first cycle, have been acted

upon. PTV had suggested improvement/optimization in ICT integration, Research grants, structured feedback mechanism, conduct of academic audit, IPR cell, which have been addressed and implemented. All faculties and few centres were provided with smart boards, and computers. University adopted Google apps/ Coursera for campus/ WebEx etc. for education and communication, FTS was improved, and Workshops / Seminars/ FDP on MOOCs, online teaching were held MOOCs on SWAYAM were launched. ICT integration in teaching learning, governance was duly recorded as an strength in Peer Team, second cycle report.

The Peer Team also suggested that Centres should work in close collaboration with departments. Now the Centres integrated with the Faculty for better synergy. It was suggested to set up Industry Institute Partnership IPR Cell. The same have been complied with and patent policy has been framed with provision of incentives for filing of patents. Total thirty-one patents were published/ awarded during the year.

It was suggested by PTV to improve the potential contribution from alumni. An Alumni Connect Cell has been set up by the university to coordinate alumni activities and explore alumni contribution and engagement. The Peer Team also recommended to have more girls hostels to encourage girls to join the university. Two girls' hostels added with capacity (424 + 700) and one boys' hostel with capacity (350) have already been added. The recommendations of Peer Team, second cycle held in Dec 2021, are also under implementation.

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The University offers a safe campus to students and staff with gender equity and zero tolerance for any discrimination. A well-established Internal Complaint Committee (ICC) in place to address grievances and issues of sexual harassment, if any and strict action is taken by the university in such matters. Several initiatives have been taken and implemented to ensure gender equality; elimination of ragging; anti-discriminatory behaviour and to prevent harassment. 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.

The Chief Proctor who is assisted by a team of Deputy and Assistant Proctors and other support staff and looks after security. Chief Proctor's office ensures 24 x 7 security to maintain discipline and students' safety on campus. The university has gated monitored entry with CCTV surveillance across the campus and presence of male and female security personnel, mostly ex-servicemen at main gates and at strategic locations.

The security staff is sensitized on University specific security needs. Self-defence training programmes are organised in collaboration with Police through NSS. The University organizes regular workshops, radio programs "Parwaz", and extension activities for promoting gender equality, awareness and sensitization.

During the year several programmes including a One Week Online Workshop on Gender Studies by HRDC, were organised. Girl students who got struck due to lockdown were escorted in buses to their home towns to ensure their safe return to home.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://drive.google.com/file/d/1yc1Mrgr5NzYjdmvQAPHUKG6MvHpV1v8i/view?usp=sharing
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://www.jmi.ac.in/scws/counselling

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The University has taken significant initiatives for waste management. Cleaning/waste management facilities are provided/ looked after by a central unit, workers on University rolls, and a dedicated team of outsourced sanitary workers.

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. Disposal of e-wastes is done by forming disposal committees and assigning waste to authorized vendors for proper disposal.

Dustbins are placed at strategic locations. Separate bins for biodegradable/ non-biodegradable wastes are used by several Departments/Centres for segregation. Dry leaves and foliage waste, canteen wastes are buried in pits and composting is done through six compost pits. Two STP plants of 350 and 50 KLD are installed to use the STP treated water for flushing, gardening and re-use of water. Department / Centres have SwacchataAbhiyaan/ maintenance committees to maintain a clean and green campus. Banners, posters, display notices to follow Covid protocols and safe disposal of related consumables were put at strategic places.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions/awards** 5. **Beyond the campus environmental promotional activities**	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons	**A. Any 4 or all of the above**

with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	

File Description	Documents
Upload relevant supporting document	View File

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

Jamia is home to a diverse student community and academic fraternity. Nearly 60% students come from outside Delhi-NCR region bringing diversity of nationalities, regions religions, languages and socio-economic background. The university also has about 40% girl students and about thirty-two percent women faculty members offering a healthy gender parity.

Jamia provides for an inclusive environment for quality teaching learning and culturally diverse experience to the students. The DSW, Career and Guidance Cell and administration actively support their specific needs. The hostels are sensitised to cope with diverse issues and plan for food choices to make students feel at home. Any kind of discrimination is not tolerated, and a harmonious environment is ensured in the campus.

Field-oriented Community Connect is integrated in several of its programmes. It also encourages students to develop holistic views and respect for diversity. The Dean Students' Welfare, Dept/Centres organize events for promoting integration and harmony, The University also organizes programmes through workshops, seminars, invited talks, film screenings, etc. to create awareness about social harmony, cultural integration, and the spirit of tolerance. Tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, gender and other diversities are ingrained in the ethos of the institution.

File Description	Documents
Upload relevant supporting document	View File

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

A citizen conscious of its responsibilities towards constitutional obligations, values, rights, and duties is an asset to the nation. The institution therefore must inculcate such attributes in its students and employees. Jamia was established as part of Indian Freedom Movement to resist the colonial influence in Indian education by creating an indigenous education system aligned with the aspirations and needs of Indian masses. Its rich history, spanning a century, has given us vision and zeal to deliver the best to the nation and the world in terms of leaders, scholars, scientists, researchers, social reformers, entrepreneurs, sports persons, media personalities, as actors, directors, writers, journalists, civil servants and many more.

The constitutional obligations are emphasised to the students through integrating them in curriculum where relevant and through numerous activities held in the campus and beyond. The students participate in NCC, NSS and events organized in collaboration with Govt Agencies/NGOs to provide opportunities for developing a broader perspective. Matri-bhasha Divas, Vigilance Awareness Week with theme "Vigilant India, Prosperous India" were organised during the year. The University has established the Premchand Archives and MF Hussain art Gallery to showcase outstanding contribution of some of the prominent writers and artists.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

Jamia recognizes the contributions of great Indian personalities and ensures that students and staff draw inspiration from their achievements. Besides celebrating the Independence Day and Republic

Day at a centralised location with cultural programmes; lectures are organized on peace and social harmony, around Gandhi Jayanti, and to take up community action programmes as Swachchta Abhiyans, green and clean India drive, by centres/departments.

- Department of Political Science celebrated International Women's day (on 4th March 2020). A lecture was organized on "Researching Gender: An Epistemological Debate"
- The sixth International Day June 21, 2020 was celebrated with the theme "Yoga at Home and Yoga with Family". The Games and Sports Office released Film by Jamia students demonstrating the various ASANAAS under the vigil guidance of Yoga Guru. And Yoga Exclusive Session by Jamia students
- National Education was celebrated on November 11, 2020, at 3 pm with online lecture and Elocution Competition
- Online Career Mela 2020 was organised on 31 October 2020 with speakers from industry and Army and Airforce

World Physiotherapy Day 7-8 September'2020 organized two days of teaching and learning activities on the role of physiotherapists in the treatment and management of people affected by COVID-19.

File Description	Documents
Upload relevant supporting document	[View File]()

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Bio-diversity Documention and Information Dissemination using QR codes

Context

The lush green 239 acre campus has over 80% green cover.It has rich bio-diversity as it is situated close to famous Okhla bird sanctuary. Sensitizing university community through the existing bio-deversity may greatly help in understanding of the flora and fauna around us.

Objective

The objective is to identify and record the Flora bio-diversity of the campus, tag it with proper meta-data and to create an user

friendly method of accessing the detailed scientific information about the species using ICT tools.

Practice

All major plants of the campus were documented along with taxonomic aspects, behavior and major metabolites, and their medicinal properties. The plant species were tagged with a name plate having Common names, and names in Hindi/Urdu and a QR code to provide access to detailed information. The QR code when scanned connects the user to the database of the Kew Herbal Garden, U.K.

Outcome

About 175 plant species were identified and tagged. A comprehensive easy-to-understand pictorial document was generated. The bio-diversity exercise has helped students, educators and researchers as many of the plants on campus were found under-studied with respect to their usefulness, origin etc. This benefitted students who use it as learning aid in on field actvitites. The practice has inspired and stimulated further interest in nature, biodiversity, bio-conservation, natural habitat, and medicinal plants. The Bio-Tag information has helped staff and visitors to easily access more information through mobile phones.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Founded in 1920 to develop an indigenous and progressive education system with nationalist ideals and emphasis on educating the weaker sections and minorities, Jamia has made significant contributions to the society and to the nation beyond its mandate:

- Jamia has MoUs with all four Wings of Défense Forces i.e. Army, Navy, Air Force and Indian Coast Guards for in career educational mobility to benefit them in post-retirement employment. Several thousand personnel have been befitted under this programme.
- Jamia has played key role in bringing students coming from madrasa system to mainstream education system through arranging special bridge courses and equivalence of qualifications for admission under formal education.
- The University has emerged as a Research-Intensive Institution. Sixteen of its researchers figured in the Top 2% scientist of the world, identified by Stanford University in

2021. Jamia has created international footprint and figures in all prominent International rankings.

- The Residential Coaching Academy is best known for training of civil service aspirants from SC/ST/Women and Minority communities. It has produced over 300 Civil Servants and many other public servants for the nation.
- Jamia provides 10% reservation for girls under minority quota and is moving towards gender parity with focus on women empowerment.

7.3.2 - Plan of action for the next academic year

The road map for the next year includes focus on improving academics, expansion of research facilities, strengthening of teaching laboratories, expansion of amenities for teachers and students. Some specific plans are:

- Strengthening of Inter and Multi-disciplinary programmes/ research and facilitating work for implementation of other provisions such as ABC, Multiple Entry and Exit of NEP 2020.
- Improving number of International Students and creating international students' hostel facilities
- Further improvement in quality of teaching, learning and research and in National and International rankings
- Improving financial resource mobilization
- Continuation of the work towards setting up a Medical College
- Improving Alumni and Industry Connect
- Improving the placements across the programmes of University
- Setting up of Research and Development Cell to look after all works related to R&D, Projects, Consultancy, Collaborations, resource generation