

**Jamia Millia Islamia
Internal Quality Assurance Cell**

**Welcomes the
NAAC Peer Team Members
(2nd Cycle of Assessment)**

1

Vision

*"To Foster Quality Culture
For Achieving And Sustaining
Institutional Excellence Globally"*

Mission

"To channelize and systematize the efforts and measures of the university towards achieving institutional excellence."

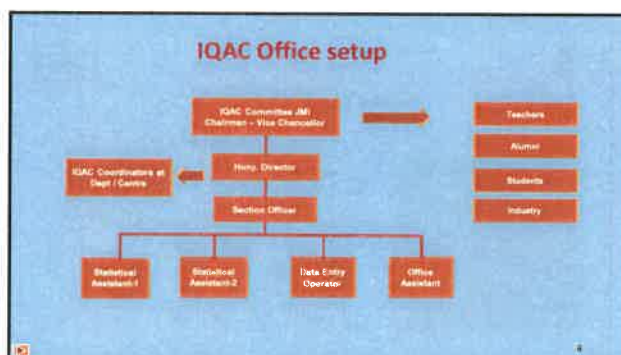
"To be the catalyst for creating quality consciousness to remove deficiencies and enhance quality through programmed action to improve the academic and administrative performance of the Institution."

Strategies

- To act as a nodal agency to coordinate quality-related activities including an adoption and dissemination of best practices
- To evolve Quality Culture in the University in sync with the norms and guidelines prescribed by national and international educational agencies
- To evolve quality benchmarks and systems for the various academic and administrative activities in sync with the institutional as well as national mandates and priorities
- Dissemination of information on the various quality parameters and sensitization of stakeholders on relevance and quality in academic and research to ensure timely, efficient and progressive performance
- To encourage self-evaluation, accountability and innovation in teaching, learning, research

Strategies

- Administrative and Academic audits for identifying areas for quality improvement in teaching, learning, research and overall institutional excellence
- Organization of inter and intra institutional workshops, trainings and seminars for creating quality awareness and capacity building
- To ensure a transparent action-oriented feedback mechanism from stakeholders on institutional processes and infrastructure.
- Participation in National and International University Ranking Frameworks
- Development and Maintenance of Institutional database of the University for monitoring/reforming the institutional quality, including ICT
- Preparation of the Annual Quality Assurance Report (AQAR), other periodic reports and updating of data on UGC/MoE/other related portals



Major contributions during assessment period

DEVELOPING QUALITY SYSTEMS

- Appointed IQAC Nodal Officers at every Department/Centre to establish required quality processes and systems
- Developing various Forms and Formats for IQAC
- Database maintenance and updating processes for annual reports, AQAR etc.
- Digitization of some manual processes
- Permanent IQAC office setup with necessary infrastructure

Participation in National/International Rankings

MONITORING MECHANISM

- Annual review of Academic and Research performance through an academic audit
- Developing an efficient feedback mechanism (online and offline) for students and other stakeholders
- Feedback analysis tools and its use as a tool for performance improvement
- Analyzing rankings and recommending measures for improvement

Preparation for NAAC 3rd Cycle assessment

IMPROVING TEACHING LEARNING AND RESEARCH

- Facilitated researchers in getting aware about several e-databases, research analytics etc. through series of lectures and practical demonstration.
- Conducted Workshops/Seminars on Quality Assurance, IPR, research databases and e-resources.
- Encouraged faculty to publish research outcome in SCOPUS indexed journals and FOR filing of patents.

Action towards NAAC Cycle-1 PTY recommendations

Major achievements during assessment period

DEVELOPING QUALITY SYSTEMS

- Nodal officers have become strong part of IQAC processes
- All AQARs have been submitted in time
- Annual Report data collection is now Online
- Various IQAC formats have been standardised
- Enabling Policy Framework in place
- Participated in National & international rankings regularly

NBA accreditation

- All other programmes are accredited by concerned regulatory bodies
- Many Depts/ Centres are accredited and have special recognition

QUALITY MONITORING SYSTEMS

- Annual academic and administrative audits carried out yearly
- External administrative audit of office establishment also carried out
- Feedback system is well established
- The university performed exceedingly well in the yearly MOU with MoE and UGC, was ranked number one

Consistent Improvement in National/International rankings

- Infrastructure was created on recommendations from IQAC

IMPROVING TEACHING LEARNING AND RESEARCH

- Research output has improved significantly as evident from h-index and i-index and performance in rankings
- Project grants have improved significantly
- The university is now categorized a research intensive university
- Many researchers have won awards and recognition nationally and internationally
- Govt policies and new initiatives implemented

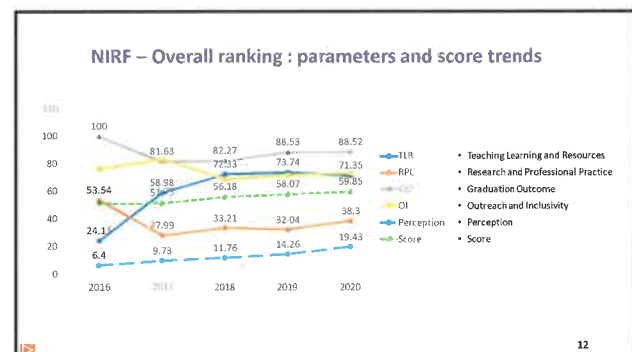
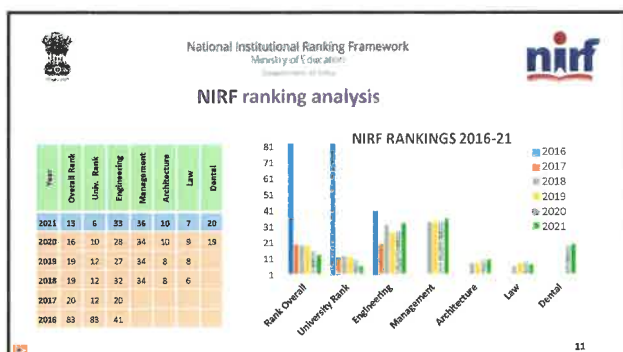
University's overall perception has improved over the years

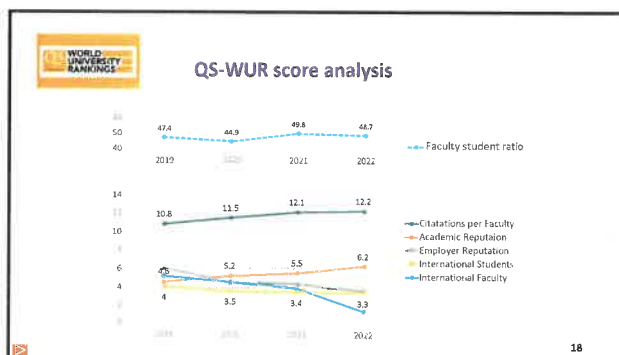
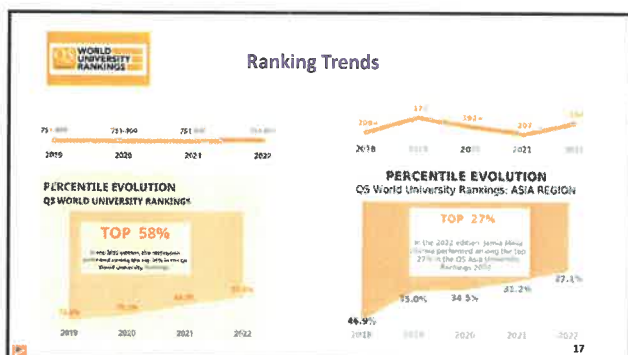
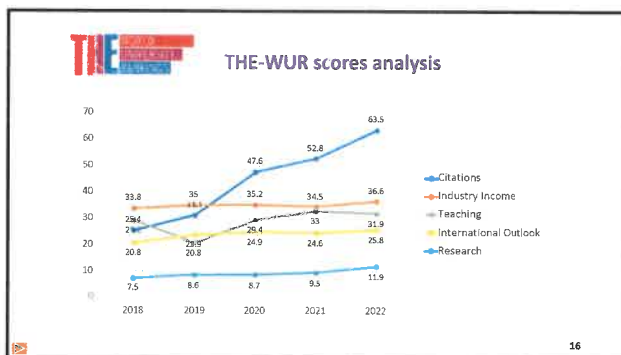
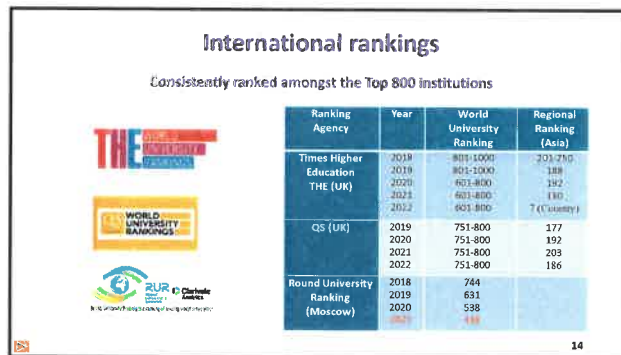
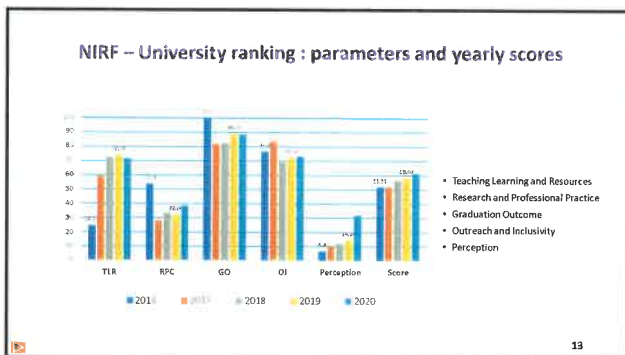
AQAR submission status

AQAR Reviewed List

Sl NO	HEI Name	AISHE ID	Academic Year	Submitted Date	Status	Cycle No	Action
1	JAMBA ISLAMBA	MELLIA U-0108	2018-2020	10-08-2021	Accepted	1	Approved
2	JAMBA ISLAMBA	MELLIA U-0108	2018-2019	04-12-2019	Accepted	1	Approved
3	JAMBA ISLAMBA	MELLIA U-0108	2017-2018	24-09-2019	Accepted	1	Approved
			2016 - 2017	17-12-2018			
			2015 - 2016	05-06-2017			

National and International Rankings and Analysis





RUR- WUR rankings 2021

Jamia Millia Islamia

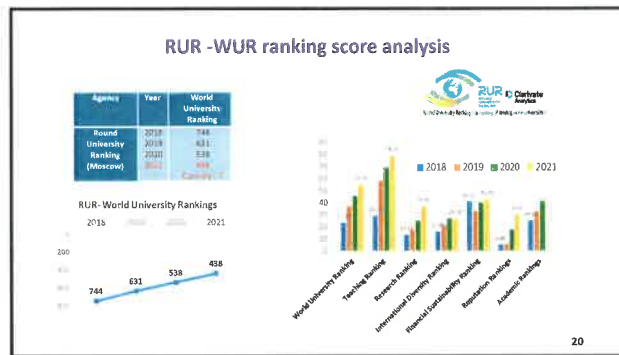
World University Rankings 2021

Rankings

Rankings	Rank	Score
World University Rankings	438	54.96%
Times Higher Education	302	38.30%
QS World University Rankings	519	26.72%
U.S. News & World Report	483	43.14%

Additional Rankings

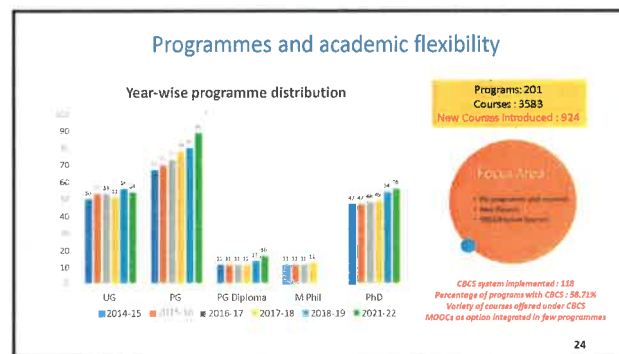
Additional Rankings	Rank	Score
Rediffusion Rankings	192	24.91%
Academic Ranking		

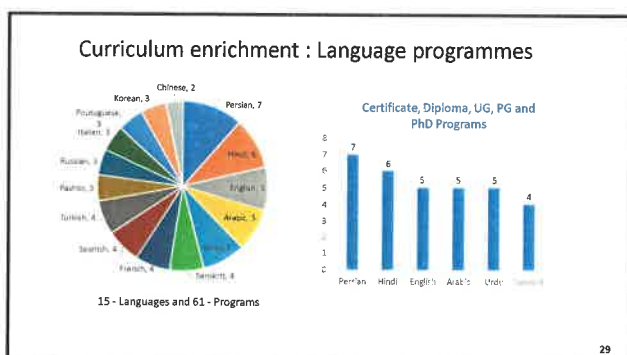
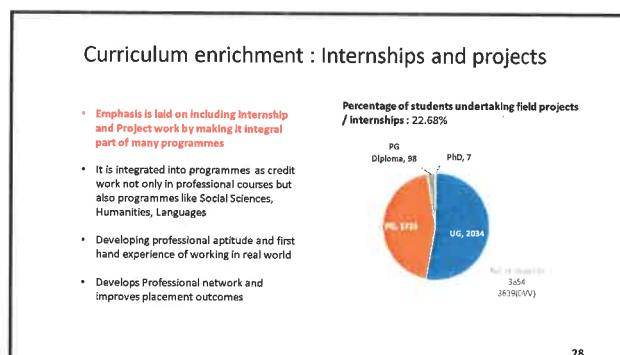
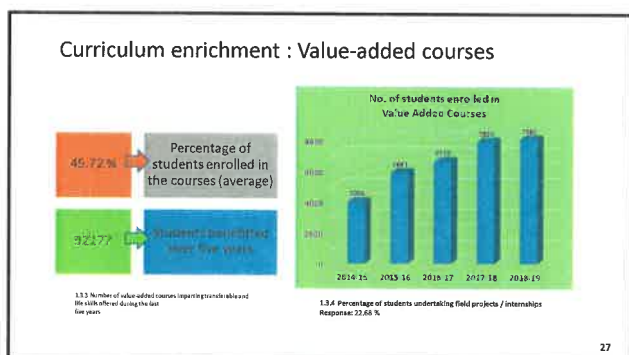
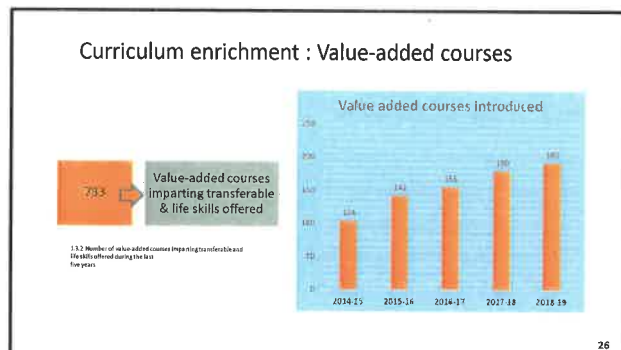
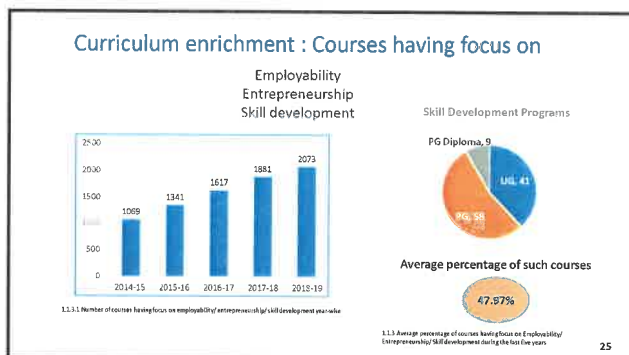


1. Curricular Aspects

- ## Curriculum Design and Development
- Regular revision of syllabus of courses in sync with industry trends
 - About 78.42% of programs syllabus revision was carried out during the last five years
 - Introduction of new courses and programmes in priority areas - Percentage of New Courses introduced : 25.67 %
 - Introduction new concepts of programme design as Practice based PHD programme in media, Meta Programme etc.
 - Inclusion of Industry / Alumni in some course revision committees
 - Interdisciplinary and multidisciplinary approach in curriculum design and programmes

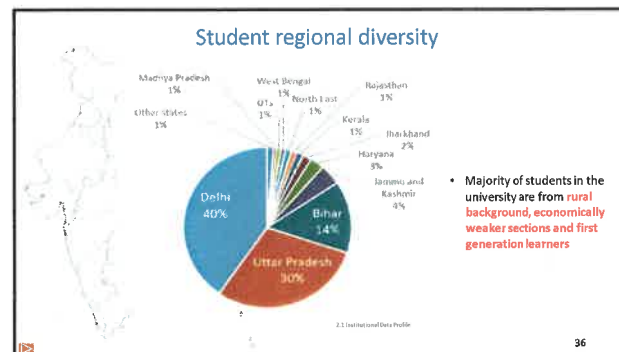
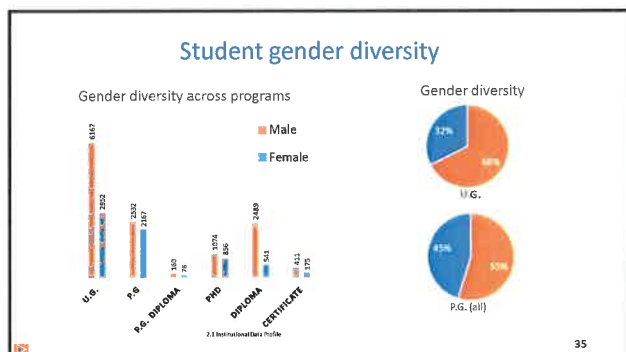
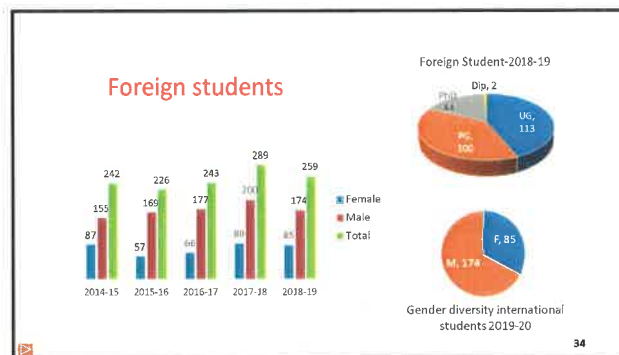
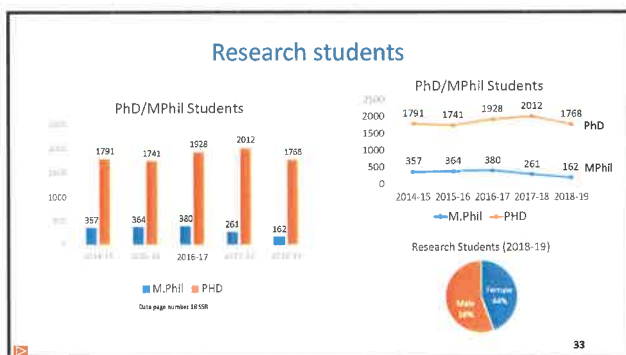
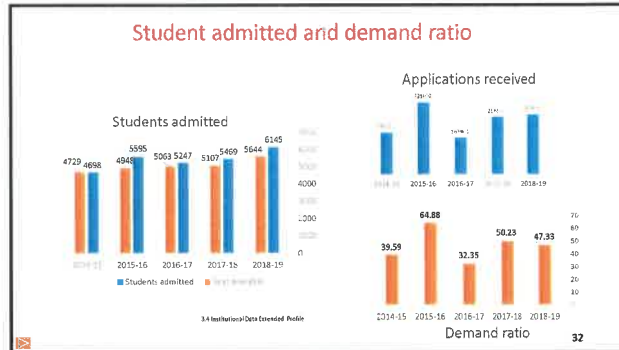
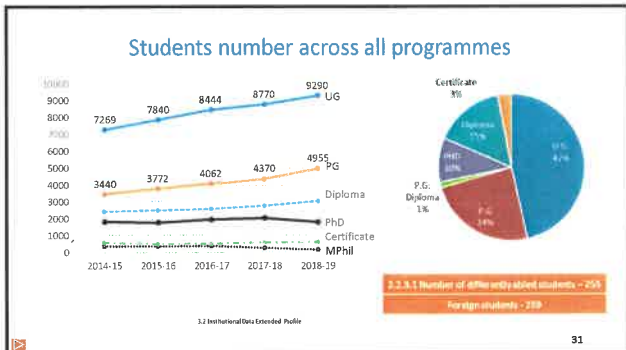
- ## Curriculum Design and Development
- Focus on Creativity, Entrepreneurship, Employability and Skill development
 - Average percentage of courses having focus on Employability/ Entrepreneurship/Skill development : 47.97%
 - Focus on integration of value added courses contemporary societal issues of concern such as Gender, environmentSDGs, Human Rights etc.
 - Value added courses have almost doubled over five years





Student profile

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Catering to student diversity

- Hand holding arrangements through extra classes, mentoring, tutorials, communication skill courses etc.
- Guidance provided by **Teacher course coordinators/ CBCS coordinators**
- Placement assistance and counselling by Teacher Placement Coordinator of the programme
- Department/Centre also organizes **orientation sessions for students** to guide them about various curricular and co-curricular programmes
- Some departments, students have options to answer their assignments/exams in **language of their choice**
- Participation in diverse curricular and co-curricular forums like seminars, conferences, lectures, as well as other literary events, cultural events, various club activities
- Special support provisions for **Divyangjan students**
- Support to foreign students through Foreign Students' Advisor office

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Faculty profile

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Faculty profile (2019)

Sanctioned	849
Titular	284
Emeritus Professor	1
Chair Professors	10
Adjunct Professor	1
Contract	99
Visiting Faculty	288

Professor	Sanctioned	Filled Direct	With CAS
Professor	128	71	157
Associate Professor	203	172	137
Assistant Professor	518	478	310

2.1 Basic Information Profile 58

Faculty in position (direct)

Faculty regional diversity

Faculty in position including CAS

2.4.3.1 Number of 6.0 time teachers from other states

39

Faculty profile - Quality

Faculty Qualifications

Teachers Awarded at State/ National/ International Level during five years (Total 36)

Average teaching experience of regular faculty about 18 years

2.4.4.1 Number of full time teachers receiving awards from State/National/International level (Total 36)

40

Faculty strength trend 2014-2019

Teachers : Sanctioned and Filled 2015 - 2019

2.1 Basic Information Profile 58

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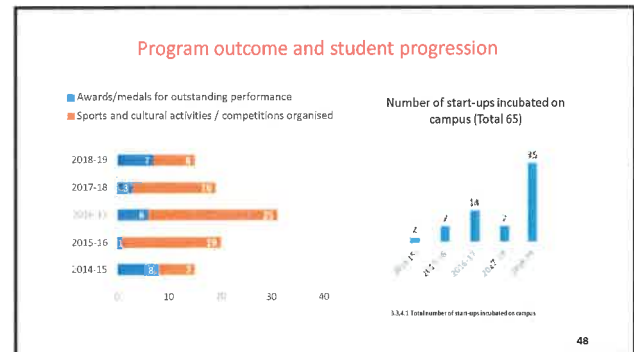
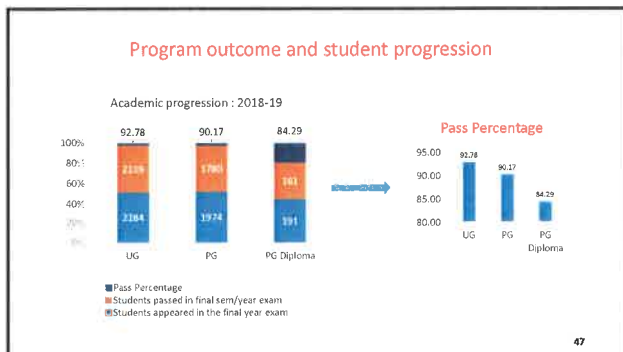
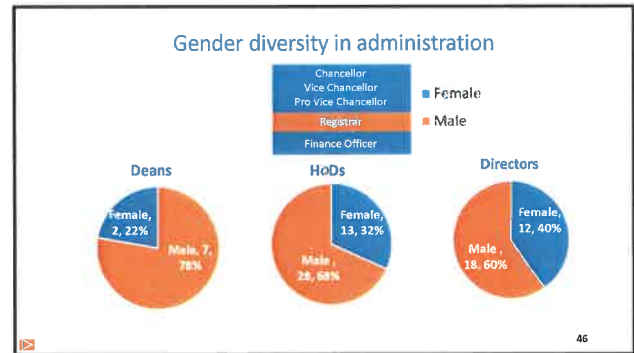
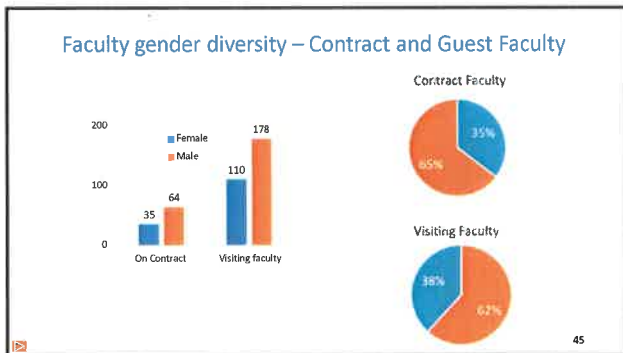
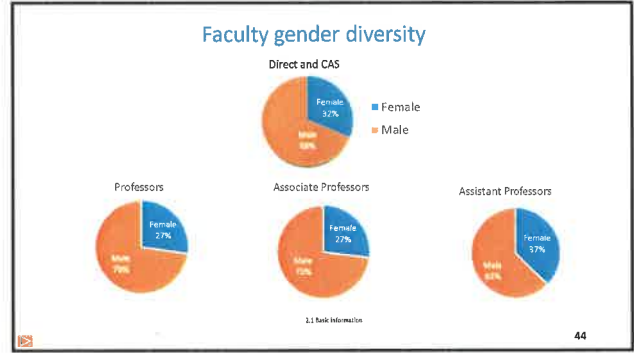
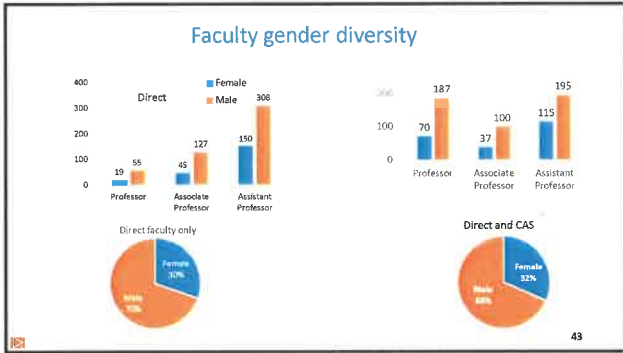
Student - Teacher Ratio trend

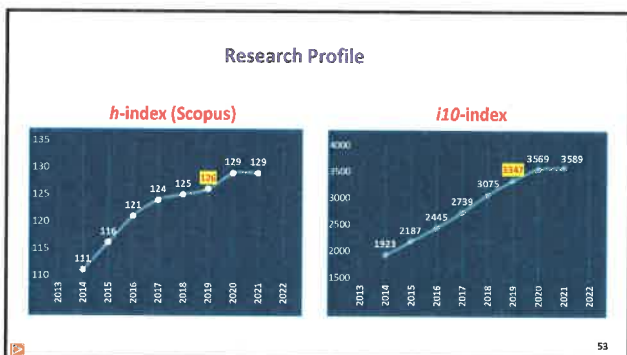
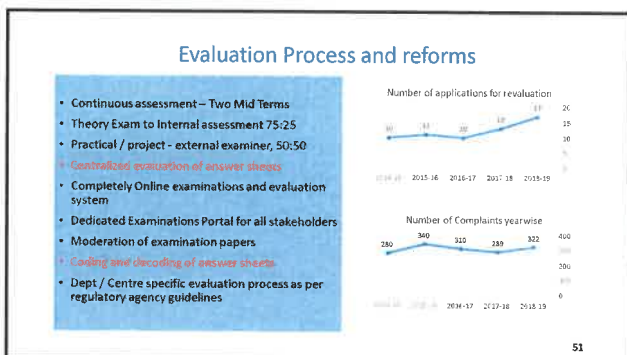
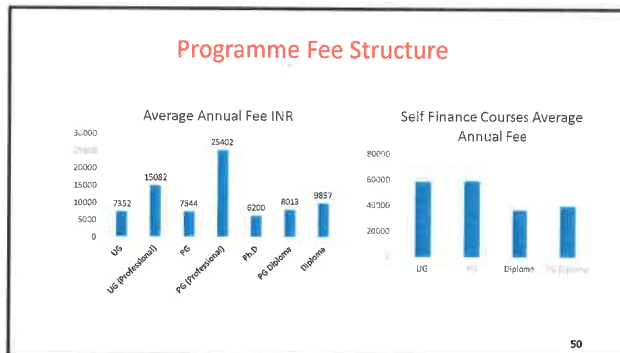
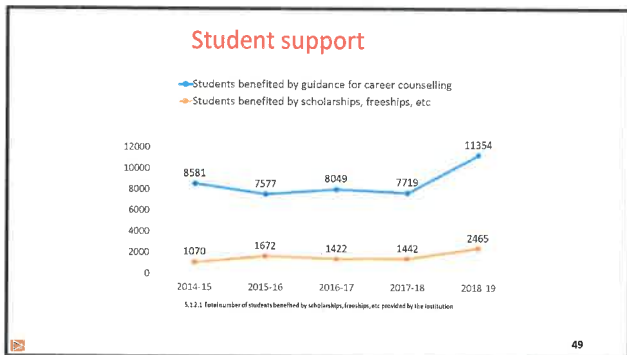
Students Strength

Student - Teacher Ratio

2.1 Basic Information Profile 58

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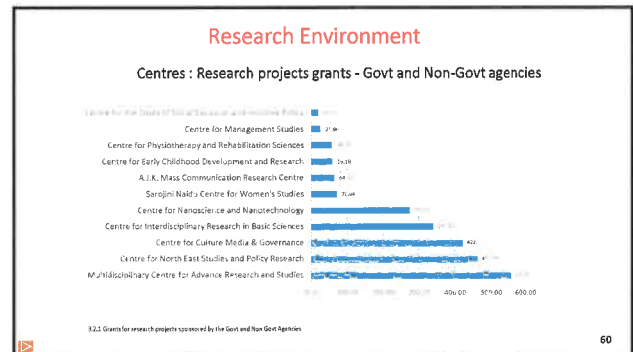
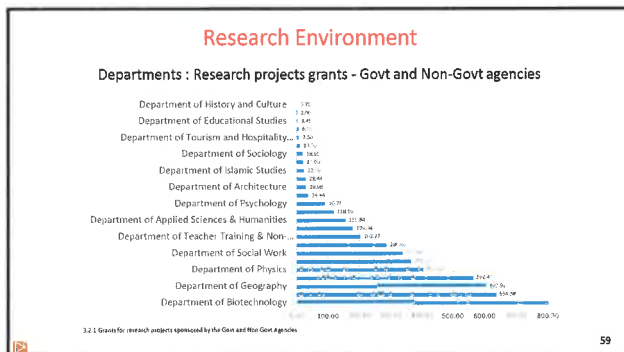
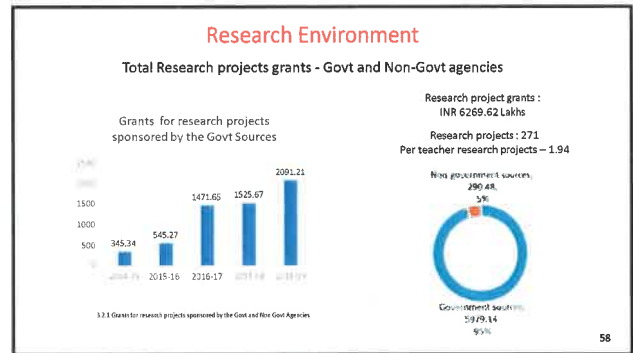
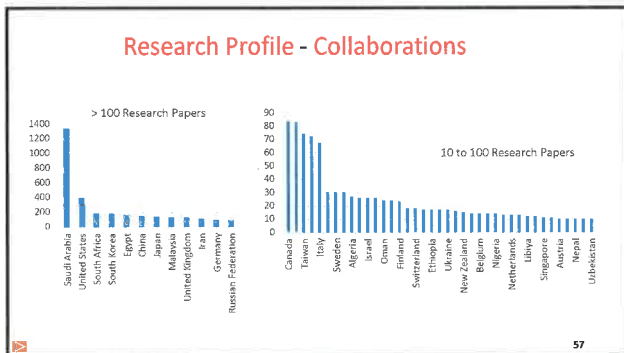
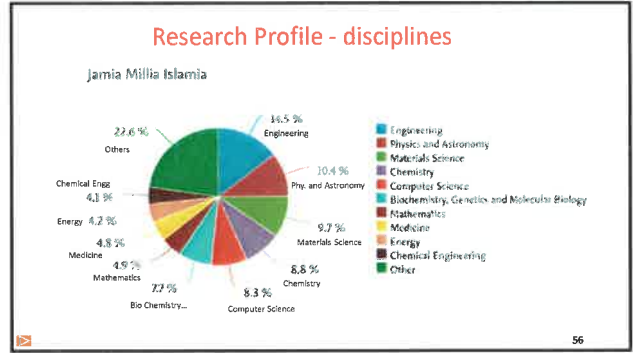
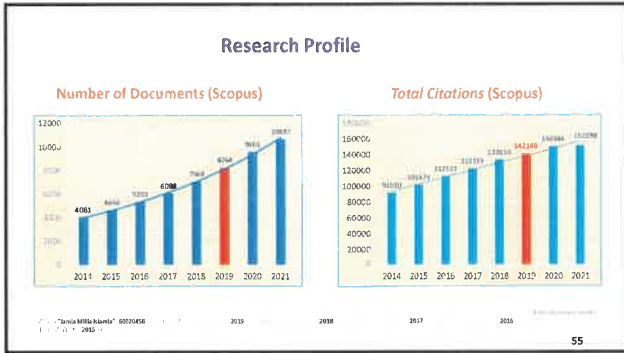
Research profile for five years

Sl. NO.	Source	Number Of Publications	Number Of Citations	H-index Of The Institution For Last 5 Years	Reference Document
1	Scopus	2991	24094	51	JAMIA MILLIA ISLAMIA, I.Scopus - Citation Summary.pdf
2	Web of Science	3517	22861	45	JAMIA MILLIA ISLAMIA, 2. Web of Science (I.Scopus) - Citation Report.pdf

Submitted Date: 05-03-2020

Remarks:

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Research Environment – support and recognition

- Patent application filing fee reimbursement
- Outstanding Researchers Honored
- Travel grants
- Token money for holding workshop/ conferences

Seed money prided to teachers for research

Year	Amount
2014-15	10
2015-16	5
2016-17	11
2017-18	80
2018-19	15

3.1.1.1 The amount of seed money provided by institutions to its faculty

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Research Environment - Incentives

Research paper processing fee reimbursement

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Research Environment - Incentives

- Patent application filing fee reimbursement

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Support : Professional Development and Trainings

Year	Number of teachers attending professional development programs (430)	Number of teachers provided with financial support (171)	Number of Training programs organized (118)
2014-15	48	18	16
2015-16	61	29	11
2016-17	86	33	26
2017-18	103	48	27
2018-19	132	50	38

6.1.2 Number of teachers provided with financial support to attend conferences / workshops
6.1.4 Total number of teachers attending professional development program

70

Extension Activities

- Jamia was founded during the freedom struggle sowing seeds of **Kali-Bandana**, an indigenous education system, to fulfill educational aspirations of Indian people, specifically, under-privileged sections of society
- Some extension initiatives are integrated in many programmes/courses and either taken at department/centre level or through NSS/Outreach program of university
- Unnat Bharat Abhiyaan**
- Livelihood skills**
- Empowering local women** - A canteen exclusively managed and run by local women in the University campus is operational since 2015. This canteen is a unique example of how ordinary women can be economically empowered.
- Centre for Child Development and Early Childhood** educates society for acceptance of special children.
- Weekend and short-term courses**
 - Legal Services Clinic
 - Artistic Design Clinic

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Extension Activities

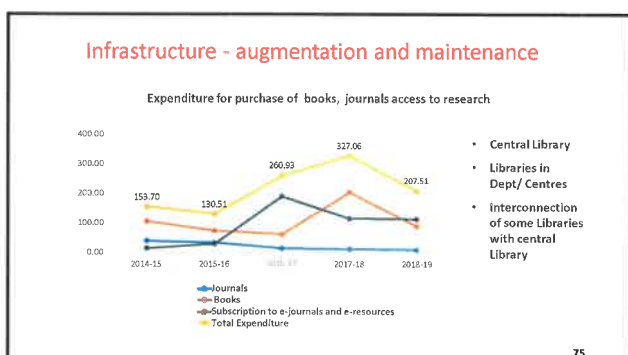
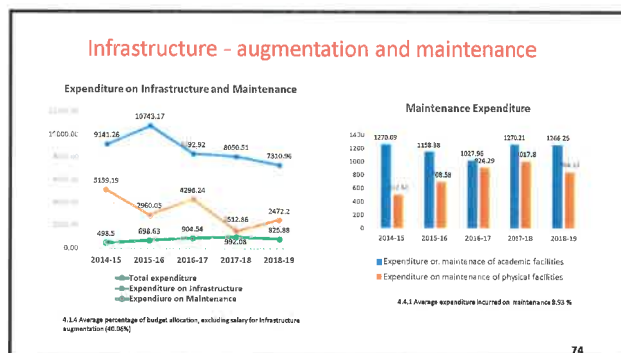
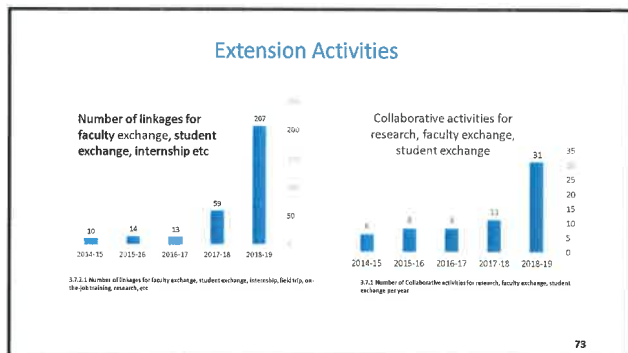
- Health services to neighbourhood** – Dentistry, Physiotherapy and Ansaari Health Centre provide healthcare to all stake holder while dental treatments are provided to outside patients
- There is facility of Unani Medicine outlet available in the campus
- Community oriented course** - Several departments and Centres offer specific courses
- Jamia runs **Balak Mata Centres** in under-developed areas of Old Delhi to bring young ones into educational fold. It has Nursery and Primary Sections, vocational courses for young girls, such as in Cutting and Tailoring Computer Textile Designing, Art and Craft etc.
- Jamia FM plays important role in community broadcasting – many public service programmes for development and awareness

Number of students participating in extension activities

Year	Total number of students participating in extension activities
2014-15	2094
2015-16	2667
2016-17	2358
2017-18	4749
2018-19	5862

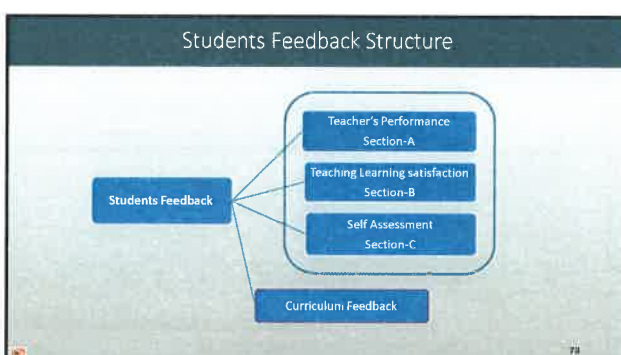
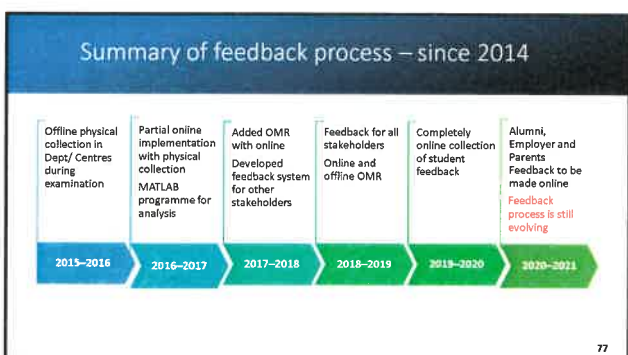
3.6.4.1 Total number of students participating in extension activities

72



Feedback Mechanism and Analysis

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Student's Feedback Questions - Teaching Evaluation

Category: Teaching performance on 20 parameters (100%)

- 1. Clarity of presentation
- 2. Quality of content
- 3. Quality of teaching
- 4. Quality of assessment
- 5. Quality of feedback
- 6. Quality of communication
- 7. Quality of interaction
- 8. Quality of supervision
- 9. Quality of guidance
- 10. Quality of motivation
- 11. Quality of discipline
- 12. Quality of organization
- 13. Quality of planning
- 14. Quality of preparation
- 15. Quality of presentation
- 16. Quality of communication
- 17. Quality of interaction
- 18. Quality of supervision
- 19. Quality of guidance
- 20. Quality of motivation

Student's Feedback (Curriculum)

OMR based Feedback form has been continuously improved over the years

Student Feedback combined form – Online

- Online feedback form and processing improved using MATLAB program
- One question on Online classes added since 2019

Student Feedback analysis and follow-up actions

Analysis is done at:

- Overall at University Level
- Faculty Level
- Department Level
- Centre Level

Teaching Evaluation Feedback analysis

- Overall Teachers performance feedback at Faculty/ Dept/ Centre level shared and put on university website

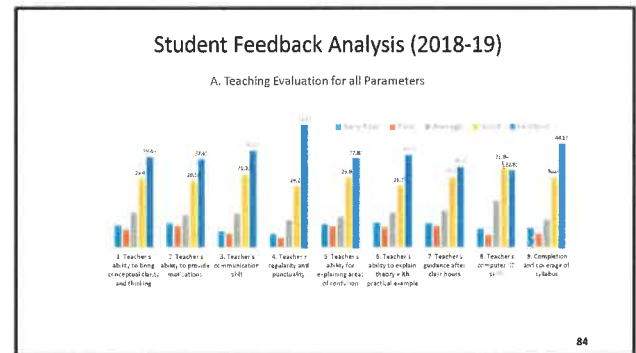
Curriculum Feedback analysis

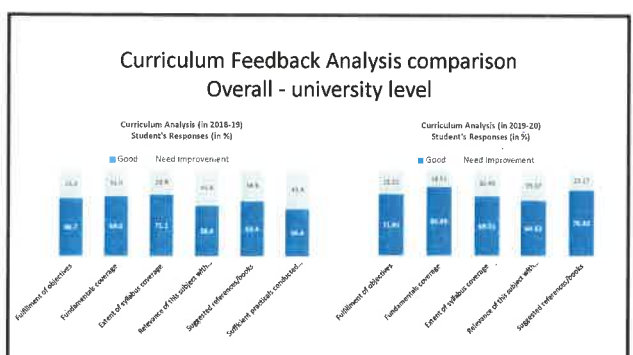
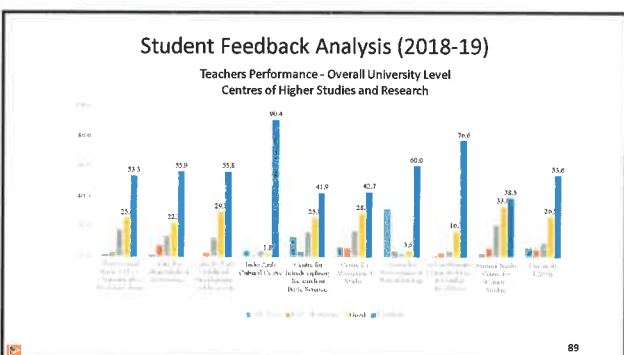
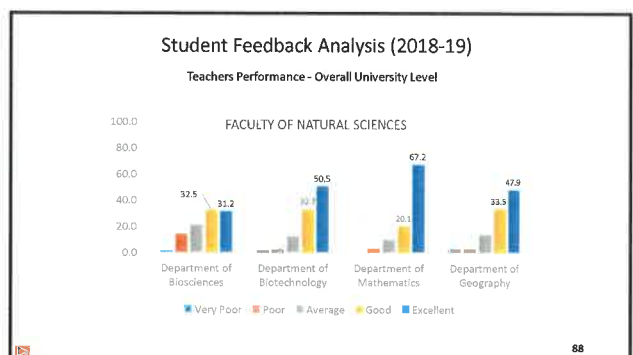
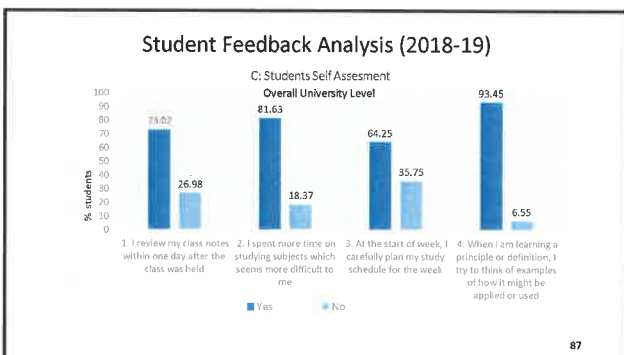
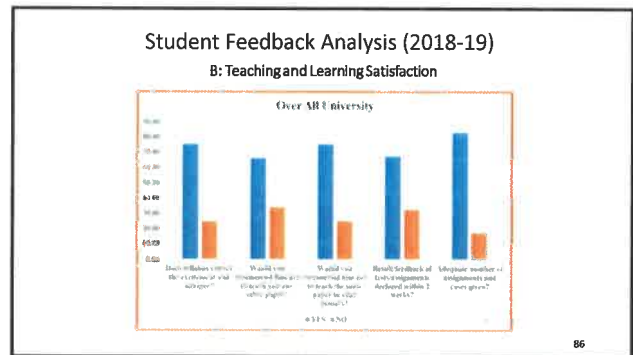
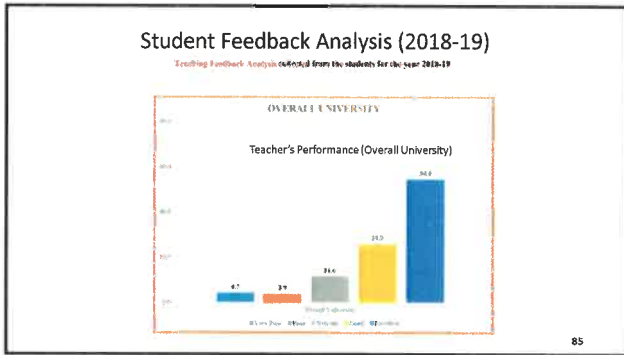
- at Faculty/ Dept/ Centre level shared and put on university website

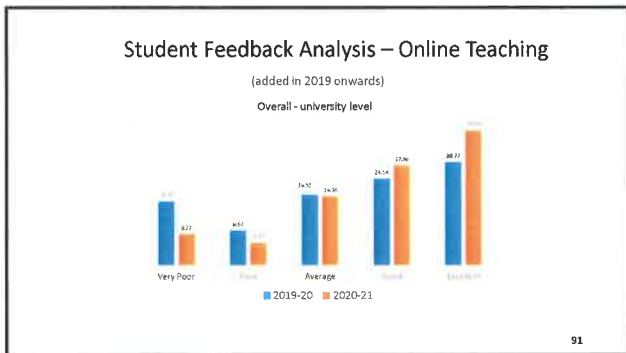
Objective: feedback as a Tool for Self improvement

Student's feedback analysis

Online Feedback data is captured from Google Form and analyzed using MATLAB program







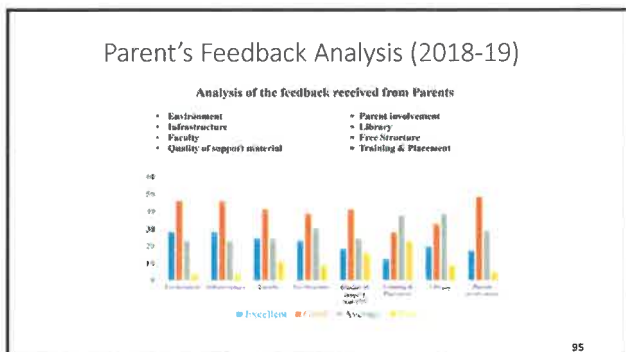
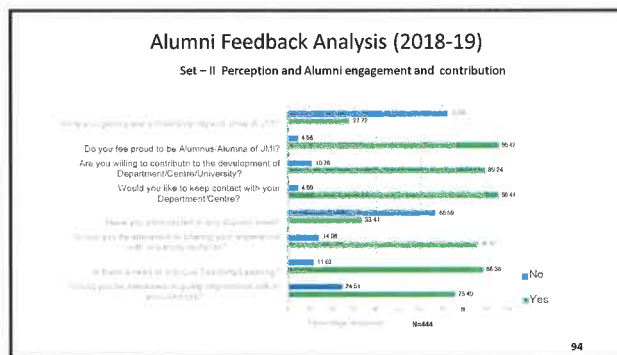
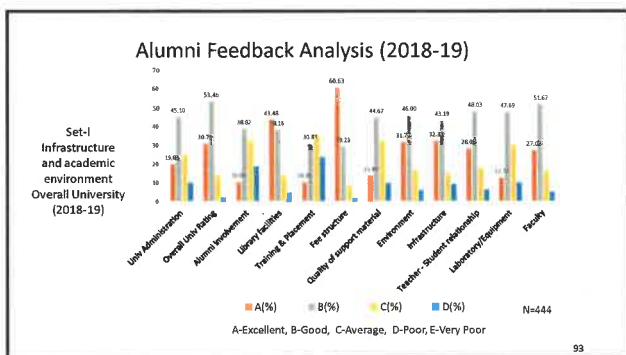
Alumni feedback form

Two set of questions

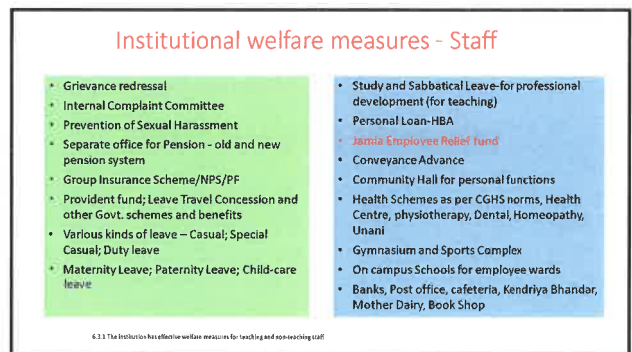
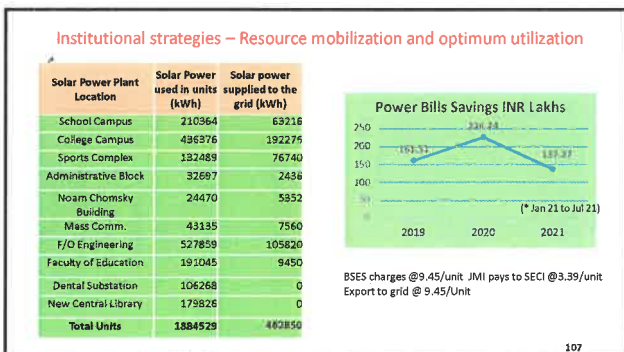
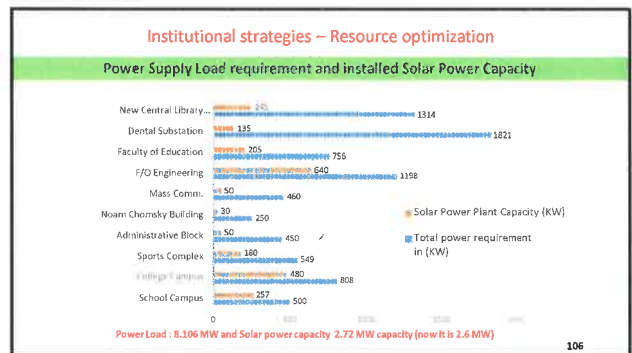
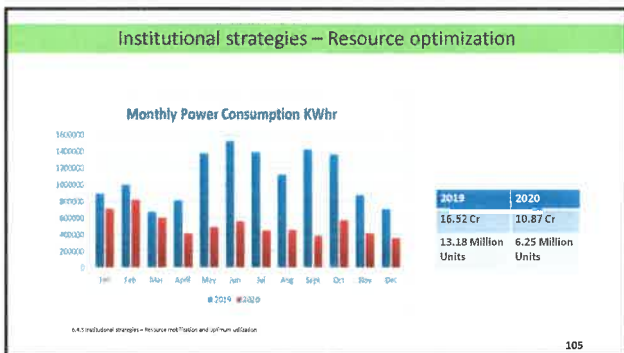
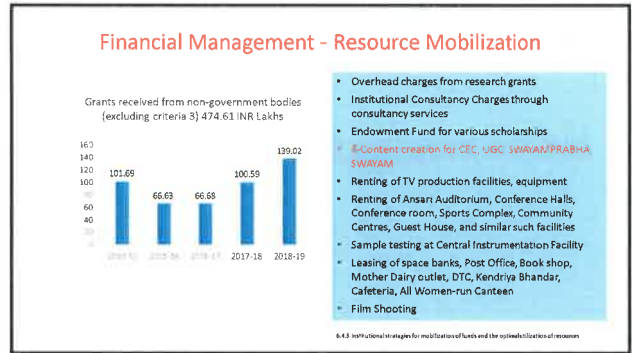
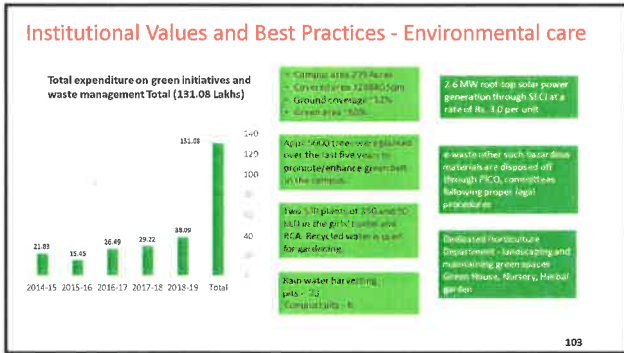
- Set – I Infrastructure and academic environment
- Set – II Perception and Alumni engagement and contribution

Alumni feedback

- 12 grading questions
- 8 Interogative questions
- 1 open question



- ### Infrastructure and teaching learning facilities
- Academics: ICT and smart class rooms, E-learning resources, Labs, computer facilities
 - Library: text reference books, reading halls, e-resources, students facilitations, teachers facilitation, loan partnership etc.,
 - Professional Grade Sports facilities: In door/out door sport facilities, multiple sports grounds
 - Learning resources; Central Library; Departmental Libraries, remote access, research journals,
 - IT services: 24x7 WiFi, hostels, classrooms, network connections, total number of users
 - Quality, maintenance
 - Cultural: Main and sub auditorium and facilities, culture club and Centre, events, annual cultural events, regular events etc.
 - Advanced Laboratories, CIF, Nano Technologies,
 - Multiple Professional TV and Radio Studios facilities for A/V and Educational Media Production



Distinctiveness v/s Peers

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1. Outreach efforts by Jamia Millia Islamia

- Departments/Centres have strong outreach components integrated into curriculum and their academic activities
- NSS, NCC, Law, Dentistry, BPT, Early Childhood Dev Centre, Other Specialized Centres, Education, Mass Communication, Social Work, Psychology etc.
- Enabling equity and access to education to economically and educationally weaker sections, and minorities to bring them into national mainstream
- Affordable fee structure in general, professional and STS programmes
- Residential Coaching acad
- 6 Schools and one Day Care facility for employees and neighborhood residents
- Well established Community Radio Service - Jamia FM



Outreach efforts by Jamia Millia Islamia

- Special arrangements to bring students of Madrasas education system into main educational stream through equivalence
- 51 Madrasas courses, with English of Senior School Certificate (10+2)/intermediate standard, have been recognized for purposes of appearing in entrance tests for admission to the B.A./B.A.(Hons.)
- The Graduates of the recognised Madrasas, having passed the Examination in English of Senior School Certificate/ Intermediate standard from Jamia Millia Islamia or any recognized University or Board separately, are eligible for admission to B.A./ B.A.(Hons.).
- A number of students have moved to academic main stream and qualified in placements and higher studies



Outreach efforts by Jamia Millia Islamia

Recognized Centres of Arabic, Madrasah/ institutions

1. The following madrasas with English or Senior School Certificate (10+2) intermediate standard, have been recognized for purposes of admissions to the B.A./B.A.(Hons.) of JMI (1994)
2. Darul Uloom Deoband (Uttar Pradesh)
3. Madaniya Arabiyyah (Uttar Pradesh)
4. Darul Uloom Haqqania (Uttar Pradesh)
5. Darul Uloom Haqqania (Uttar Pradesh)
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49. Darul Uloom Haqqania (Uttar Pradesh)
50. Darul Uloom Haqqania (Uttar Pradesh)
51. Darul Uloom Haqqania (Uttar Pradesh)

2. Adoption and contribution e-education initiatives of Govt of India

- AJK MCRC is one of the leading and oldest Media Centre for content production for CEC-UGC
- Produced 8 MOOCs some are still running on SWAYAM
- Has produced over 3000 video lectures, also helped other institutes to create MOOCs and e-content
- Other departments also contributing to e-content development, e-PG Paathshala, Sakshat Online repository
- Translating these programmes into regional languages
- MOOCs have also been integrated into regular programmes

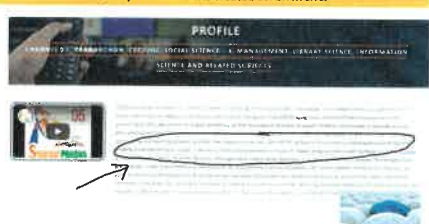
Sl. No.	Course Title	UPEL	Credits	Semester conducted	No. of registered applicants
1	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	4963
2	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	749
3	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	1274
4	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	2078
5	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	2881
6	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	3787
7	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	4693
8	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	5600
9	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	6506
10	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	7413
11	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	8320
12	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	9227
13	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	10134
14	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	11041
15	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	11948
16	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	12855
17	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	13762
18	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	14669
19	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	15576
20	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	16483
21	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	17390
22	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	18297
23	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	19204
24	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	20111
25	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	21018
26	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	21925
27	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	22832
28	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	23739
29	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	24646
30	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	25553
31	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	26460
32	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	27367
33	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	28274
34	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	29181
35	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	30088
36	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	30995
37	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	31902
38	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	32809
39	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	33716
40	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	34623
41	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	35530
42	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	36437
43	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	37344
44	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	38251
45	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	39158
46	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	40065
47	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	40972
48	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	41879
49	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	42786
50	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	43693
51	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	44600
52	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	45507
53	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	46414
54	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	47321
55	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	48228
56	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	49135
57	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	50042
58	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	50949
59	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	51856
60	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	52763
61	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	53670
62	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	54577
63	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	55484
64	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	56391
65	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	57298
66	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	58205
67	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	59112
68	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	60019
69	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	60926
70	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	61833
71	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	62740
72	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	63647
73	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	64554
74	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	65461
75	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	66368
76	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	67275
77	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	68182
78	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	69089
79	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	70000
80	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	70907
81	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	71814
82	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	72721
83	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	73628
84	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	74535
85	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	75442
86	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	76349
87	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	77256
88	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	78163
89	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	79070
90	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	79977
91	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	80884
92	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	81791
93	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	82698
94	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	83605
95	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	84512
96	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	85419
97	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	86326
98	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	87233
99	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	88140
100	Introduction to Islamic Studies	UG	3	Aug-Nov-2017 (UG Level)	89047

3. Creating content for Broadcasting Channel on MoE DTH platform

Jamia Millia Islamia is the only University in Delhi-NCR to manage a DTH TV channel for broadcast educational content delivery. The content is created at AIJK MCRC.

COURSES ALLOCATED TO UNIVERSITY ON SWAYAMPRABHAA DTH CHANNEL: (Prabandhan TV channel)

1. BJMC
2. BBA
3. Travel and Tourism Management
4. Bachelors in Library Sciences



Institutional welfare measures - Students


- Grievance redressal
- Internal Complaint Committee
- Prevention of Sexual Harassment
- Anti Ragging
- Cultural Events, NSS, NCC, Various Clubs and

- Scholarships, JTA – Scholarships
- Health facilities, Health Centre, Physiotherapy, Dental
- Guidance and Counselling
- Sports complex and
- Gymnasium

GOVERNANCE

- Subject Association
- Student Committees
- Student Advisors and Course Coordinators
- Class Representatives

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



Cycle - I Peer Team Key Recommendations and ATR

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Section IV: Recommendations for Quality Enhancement of the University

Observation	Action
<ul style="list-style-type: none"> ICT integration in teaching-learning needs to be strengthened 	<ul style="list-style-type: none"> All faculties and few centres provided with smart boards, computers University adopted Google apps for education and communication, FTS designed Workshops / seminars/ FDP on MOOCs and online teaching
<ul style="list-style-type: none"> Introduction of more skill-based job-oriented courses 	<p>The courses nearly doubled from 1069 to 2073</p>
<ul style="list-style-type: none"> The quality of research output from post-graduate and doctoral programs needs improvement Centers should work in close collaboration with departments 	<p>More Thesis and Project based papers introduced at PG level programs</p> <p>Centres are now integrated with the Faculty for better synergy</p>
<ul style="list-style-type: none"> Industry Institute Partnership Cell to be established 	<p>The Cell was established and number of collaborative activities increased from 10 in 2014-15 to 207 in 2018-19. (Total 303 activities were held)</p>
<ul style="list-style-type: none"> IPR Cell needs to be established and patent policy of the University 	<p>Policy is framed, several measures to encourage patent filing have been initiated. Number of patents increased from 7 in 2014-15 to 22 in 2018-19 (Total 51 patents published/10 granted)</p>

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Section IV: Recommendations for Quality Enhancement of the University

<ul style="list-style-type: none"> Introduction of formal and structured feedback mechanisms from all the stakeholders for institutional development 	<ul style="list-style-type: none"> Well developed Feedback mechanism for all stakeholders is implemented OMR and Online provisions for feedback submission
<ul style="list-style-type: none"> Evoke appropriate strategies to conduct regular academic audit by external academic 	<ul style="list-style-type: none"> Academic and Administrative Audits of Academic offices conducted regularly with external members Administrative Audit of Office Establishments of the University conducted by external team
<ul style="list-style-type: none"> Sports facilities should be optimally utilized students and enhance the sports activity by engaging and collaboration with SAT. 	<ul style="list-style-type: none"> Students and staff and dependents are given access for use of sports complex and gymnasium at subsidised rate Collaborative

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Section IV: Recommendations for Quality Enhancement of the University

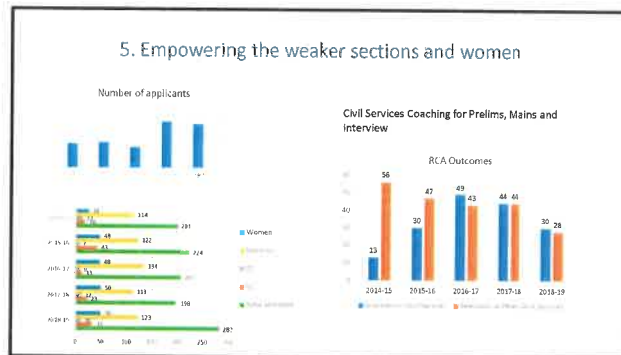
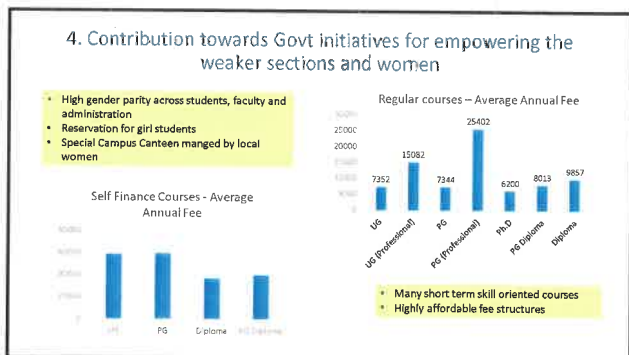
<ul style="list-style-type: none"> Efforts should be made to tap the potential of alumni 	<ul style="list-style-type: none"> Alumni are involved in curriculum design, mentoring, student talks etc. Alumni Association was formalized during the period, 25 meetings of Alumni / Chapters conducted Alumni connect Cell is implemented Resource mobilization under consideration Alumni Connect being improved further
<ul style="list-style-type: none"> E-governance initiatives need to be further strengthened 	<ul style="list-style-type: none"> Dedicated portal for controller of examinations setup Online Admission and fee process implemented Payroll and financial account system improved MIS modules improved Online Maintenance complaint system Personal records Library system automation

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Section IV: Recommendations for Quality Enhancement of the University

<ul style="list-style-type: none"> More hostels and transport facilities for boys and girls 	<ul style="list-style-type: none"> Two girls hostels added with capacity (424 + 700) One boys hostel added with capacity (350)
<ul style="list-style-type: none"> More departments need to initiate efforts for obtaining 'Centre of Excellence', 'Centre for Advanced Studies, SAP status from UGC, CSIR, DBT and other national and international organizations 	<ul style="list-style-type: none"> CCMG is granted CEPA status Central Instrumentation Facility set up under DST-PURSE scheme 58.21 % Depts/ Centre with the recognition (Total 39) Projects/ Grants of INR 49.833 Cr
<ul style="list-style-type: none"> Enhancement of University-Society linkage through meaningful interface with civil society and the community. 	<ul style="list-style-type: none"> More outreach programmes conducted FM Jamia broadcast socially relevant programs, EC Jingles, Health, Sanitation, women empowerment, gender, environment etc, natak and theatre 101 programs conducted to engage and contribute to local community

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Readiness for New National Educational Policy Framework

- The University already have several key enablers integrated into its practices
- It follows semester and CBCS systems in most of its programmes that will help seamless integration of new policy provisions such as ABC etc.

MULTIDISCIPLINARY APPROACH BEING FOLLOWED

- At university level and at program level many disciplines and courses in art, theatre, acting, languages, sciences, media
- Interdisciplinary Centre for Advance Research And Studies (2016) Ph.D And PG Diploma programme started
- MIME - most programs with CIC delhi university since 2013

Multiple entry-exit

- B.Voc. program in Solar Energy with provision of multiple exit with diploma, advanced diploma and degree provisions.

Academic Bank of Credit and NAD / Digilocter

- The University is registered on the ABC portal of MoE and about 14000 certificates uploaded on NAD/Digilocter

Credit Transfer of SWAYAM courses (online courses)

- The University has initiated this provision in three programs since 2019. The credit awarded for SWAYAM courses are transferred to students' regular programs.

Skill Development Courses : No. of Programs

- UG : 41, PG : 58, PG Diploma - 9, Courses : 2073

Readiness for New National Educational Policy Framework

- The University already have several key enablers integrated into its practices

JMI is a "MERU" Multi Disciplinary Education and Research University

Internationalization

- The university is participating in international rankings since last four years
- It has international students, exchange hostels
- MOUs and collaborations

GEDG - Global Citizenship Education Development

- Programmes and course on Environment, Disaster, Conflict resolution, other contemporary challenges

SDG4 – Sustainable Development Goals 2030

- SEDGs – Socio Economical Disadvantaged Groups
- Vocational Educations
- Gender Balance In NEU
- GER – Gross Enrollment Ratio
- Promotion of Indian Languages and Culture

Future Plans

- ISO:9000 Quality Certification
- Online mechanism for Alumni, Industry and Parents Feedback
- Capacity building workshops and seminars
- Participation in other International rankings, Shanghai World University Rankings
- Policy document on setting up a Data server
- Further improving and sustaining the quality culture
- Seeking permanent post for IQAC and institutionalizing IQAC
- Participation Green Rankings

Jamia Millia Islamia Internal Quality Assurance Cell

Thank you

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