Jamia Millia Islamia
A Central University

Self Study Report for Assessment & Accreditation

Volume I
Executive Summary
Profile of the University
Criteria wise Evaluative Report

Submitted to:
National Assessment & Accreditation Council
Bengaluru, INDIA

JAMIA MILLIA ISLAMIA

Self Study Report for

Assessment and Accreditation

January, 2015

Submitted

to

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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Jamia Nagar, New Delhi-110025, India.

http://jmi.ac.in

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EXECUTIVE SUMMARY

Preface

Jamia Millia Islamia derives its name from Urdu language in which 'Jamia' means University and 'Millia' means National. This University, born of the Indian National Movement and patriotic fervour, was founded in response to a call by Mahatma Gandhi in 1920 to boycott the Government-supported institutions. The story of Jamia is that of commitment and sacrifices by its founders. This continued to inspire commitment and sincerity of the teachers associated with this institution right from its inception to the present day. The university is striving for excellence in teaching, research and all round development of its students while inching towards completing a century of its existence in 2020. As per the Act and Statutes of the University, "The objects of the University shall be to disseminate and advance knowledge by providing instructional, research and extension facilities in such branches of learning as it may deem fit and the university shall endeavour to provide to students and teachers the necessary atmosphere and facilities for the promotion of:-

- Innovations in education leading to restructuring of courses, new methods of teaching and learning, and integral development of personality;
- Studies in various disciplines;
- Inter-disciplinary studies;
- National integration, secularism and international understanding.

The Jamia Millia Islamia conducts Undergraduate, Postgraduate, M. Phil. and Ph.D. as well as Diploma and Certificate programmes. The number of students in the university is 16,427 of which 7,844 are enrolled in undergraduate programmes, 3,439 in postgraduate, and 354 in M. Phil. /M. Tech. 1,805 in Ph. D and 2985 in Diploma/Certificate programmes. Jamia Millia Islamia, as before, continues to cater to the interests of students from all communities, but also aims to meet the particular needs of the disadvantaged sections of the Muslim society. True to the legacy of its founders, it continues to support measures for affirmative action and strives to foster the goals of building a secular and modern system of integrated education. Thus, Jamia Millia Islamia is constantly learning from its history to negotiate the new and emerging challenges facing a nation of the twenty first century.

Curricular Aspects

The university offers 243 programs covering the continua of knowledge disciplines starting from, Fine Arts, Mass Communication, Humanities, Languages, Social Sciences, Law, Education, Management, Natural Sciences, Dentistry, and Engineering & Technology to Nanotechnology and many interdisciplinary programs. These programs are offered through 9 Faculties, 38 Departments and 33 Centres. The university has a distinction of offering education from nursery school to doctoral level.

The university centres also offer variety of multi-disciplinary programs. The Area Study Programs have distinct features and cover studies like North East studies, International studies, Pakistan studies and Afghanistan studies.

Every academic Department of the University has a Board of Studies and every Centre of learning has a Committee of Studies. These bodies are responsible for all academic developments in the respective departments and centres. Curriculum design &development is one of the important items, thus updating of the syllabi is done appropriately, as and when needed. All the departments follow the model curricula of UGC/ Statutory Regulatory Bodies and update them regularly keeping in view the requirements of the upcoming needs and new developments. The Board of Studies/ Committee of Studies also have external members from other universities/ institutions/ industries, which helps in designing course structure best suited from national and international perspective. Such bodies have the full freedom to develop new courses and to revise the existing courses and programs as and when required.. Apart from this, some prestigious programs as in Mass Communication and Media Studies have been developed in collaboration with foreign universities. Under inter-mobility program, the students of Jamia can study in some other universities and earn credit.

In Jamia there is a close interaction of the students with the faculty and with the industry. Thus, through such interactions teachers get feed-back from the students and industry which helps not only in improving the syllabi but also helps improve the teaching pedagogy. With the advancement of new educational technique and availability of Open Educational Resources (OER's) faculty members use such resources in the classes.

Teaching, Learning and Evaluation

Keeping in view the students coming from diverse backgrounds and from various states of India as well as from abroad, the university, since 1993 has been conducting national level entrance tests for admissions to all programs in the university.

Realizing the diversity of students and their knowledge and language, there is flexibility in the medium of instruction in Faculties like Humanities & Languages and Social Sciences where instructions are imparted in English, Hindi and Urdu. Also the university has identified programs/ courses where question papers are set up in two or three languages. Jamia is one of the institutions in the country which tries to bring students from Madarasa background to its mainstream and offers them admission in undergraduate courses in Humanities and Languages, Social Sciences and Education.

The university has a reservation policy catering to the needs of women and for this purpose 10% seats have been reserved for Muslim Women under the 50% quota given to Muslim students, since Jamia has been declared a Minority Institution a few years back.

The university has introduced credit based semester system in all programs at the Post Graduate level since 2010 and Under Graduate level since 2012, except those regulated by Statutory Regulatory Authorities. University has also adopted CBCS in some programs and has plans to implement this from the coming session To make learning student-centric, many pedagogical techniques are followed such as lectures, tutorials, case studies, field studies, individual & group presentations, seminars, symposia, conferences, assignments etc.

The university website provides useful links to vast educational resources available nationally as well as internationally, such as NPTEL, SAKSHAT, MIT Open Courseware, EdeX, Khan Academy, educational Videos from Yale University etc. The university website is very informative and also provides extensive software support to all departments, Jamia E-content Management System (JEMS). The University also has a set-up of Knowledge Gate Server where PPTs and lectures are available for the use of the students and faculty through university intranet. Apart from providing email services to all regular teaching and major administrative staff it also provides Email Ids to all its regular students for educational communication and related engagement.

The university is facilitating setting up 24 smart classrooms in various departments of the university. Internet connectivity through optical fiber backbone is available throughout the university, including hostel rooms and cafeterias so that the students can get maximum benefit from available resources.

The university has well qualified, dedicated permanent teaching faculty strength of more than 689 at the level of Professors, Associate Professors and Assistant Professors who have been recruited as per the UGC guidelines through open selection committees which are widely publicized. The university also has certain subject specialized guest faculties hired from reputed academic institutions as well as from industries that help in improving the quality of learning. There are a number of chair professors and visiting professors in a number of departments and centres of the university.

In addition to good quality classrooms with ICT facility, the university encourages the teachers and students to participate in and organize national and international events like, workshops, symposia, conferences, extension lectures, seminars etc. This enhances the knowledge base of the faculty as well as of the students and enriches their teaching-learning capabilities. Jamia is bubbling with such events and many Nobel Laureates have visited the university in the past. There is a provision of sabbatical/ study leave for faculty members to upgrade their knowledge.

As already mentioned, the university has adopted semester system where internal assessment is a very important component through which they are continuously evaluated during the semester. In a number of programs, field work/ project work/ industrial training is a part of the curriculum and students are kept engaged during vacations. Depending upon the nature of the programme the students do the field work and interact with industry and prepare themselves for the future. Each course / subject has a clearly laid down objective in the curriculum itself, thus making students and staff aware of the learning outcomes after doing the particular course.

To keep confidentiality in evaluation, answer booklets are coded before sending them to the examiner for evaluation. There is also appropriate examination redressal mechanism. The examination results are prepared using indigenously developed software which helps in bringing out results in a shorter time. The university system of examination is very robust and confidentiality of the question papers is well maintained.

Research, Consultancy and Extension Activities

Research is an integral part of all the programs offered by various departments/ centres of the university. More than 5486 research papers & 564 books have been published during last 6 sessions. A large number of papers are published in international quality journals. In last five years about 1750 quality papers from the university are indexed in SCOPUS. Thus university has achieved h index of 55 (web of science h index is 56). The university supports good quality research, thus during the assessment period, the faculty members have received research grants

for 130 projects to the tune of rupees 39 Crores from various funding agencies. A large number of eligible departments are also supported through SAP and FIST.

During last four years, some of the active departments have contributed more than three Crores by providing consultancy services to various agencies. The University provides access to anti-plagiarism service for letting researchers' carryout anti-plagiarism check on their research work.

The university operates projects funded by UGC, DST, AICTE, ICSSR, CSIR, DRDO, MoEF, ICSR, Ford Foundation, USAID, UNICEF etc. In the last few years three university teachers have been honoured with Padma Shree. The university has collaborations with more than three dozen institutions of national and international repute regarding research, development, student and faculty exchange, conferences, seminars, collaborative teaching etc.

The university promotes knowledge sharing with young students, industry and institutions of repute. It conducts social surveys and undertakes extension works. One of the examples is the establishment of K.R. Narayanan Centre for Dalit & Minorities Studies with M.A. Program in Social Exclusion. Those graduating from Madrasas are brought into the national educational mainstream. The university also provides Jamia Community Radio services to the nearby areas.

Jamia has a strong tradition of outreach activities since its inception. Apart from undertaking surveys, social services, community help, capacity building, running schools, etc. the university is running Balak Mata Centres(Mother and Childcare Centres) at three 3 locations in the city for a long time. Dr. Zakir Husain Memorial Society (ZHMWS) is headed by the Vice Chancellor as Ex-officio President of this NGO. "Dastarkhwan", a canteen run exclusively by women and operated by Ekta Self Help Group (SHG) is a recent example of Jamia's Outreach Programme initiative for Gender Equity. This SHG is constituted for women from Jamia's neighbourhood under the aegis of ZHMWS.

Infrastructure and Learning Resources

The campus area is 8,73,513 sq metres. All its facilities are well maintained by responsible horticulture and sanitation departments which also take care of more than 1.24lac sq. metres built-up area of the university. The university also maintains a biological park. Extensive plantation is being done; during 2011-12 more than 10,000 saplings have been planted and are well maintained. Well maintained and adequate physical infrastructure is being provided to the academic and administrative units.

A dedicated Development Office scrutinizes the requirements proposed by different units of the university holistically. Budgetary support for infrastructure creation during the Xth and XIth Plan

is more than 272 Crores. The budgetary support for labs and ICT facilities was about 40 Crores during the Xth and XIth Plan.

Disabled-friendly infrastructure has been created through implementation of TEPSE (Teacher Preparation in Special Education) and HEPSN (Higher Education for Persons with Special Needs). Adequate changes in policy of recruitments have been made with reservations in jobs and admissions for physically challenged.

The university provides well maintained seven boys' hostels and four girls' hostels, which have an intake capacity of 1197 and 887 respectively. It has one working women hostel with a capacity of 59. More hostels are also being built in XIIth Plan for which rupees 50 Crores have been obtained from different schemes.

The university offers quality medical facilities to all its employees, students and also to the pensioners. This is done through a dedicated Ansari Health Centre, Dental Faculty OPD, General OPDs and referral hospitals. Establishment of a 100 bedded General Hospital is in progress.

The university offers excellent sports facilities for cricket, hockey, football, badminton, tennis, volleyball, supported by a state of art Gymnasium. Quality Auditoriums and Open Air Theatres are provided to the students free of cost to conduct cultural and extracurricular programs and are being used by them to the best.

Dr. Zakir Husain Library established in 1920, is the central library with a covered area of about 10,000 sq. metres and offers seating capacity to 1275 readers. The disabled-friendly library has e-resources for visually impaired and has good digital resource centres. Presently, it has a collection of more than 3.7 lac books. Beside this, there are subject specific faculty libraries with more than 1.43 lac books. It also has AGM School Library with collection 28675. It has one of the best collections in Urdu. It also has a non-print section and subscribes extensively to e-books and e-journals. The Digital Library provides electronic access to more than seven thousand E-journals through 15 major databases in various areas of Sciences, Social Sciences, Arts & Humanities, Engineering, Law etc. The university is in the process of setting up a 150 terminal digital resource centre.

The university has excellent I.T. infrastructure with more than 1 GBPS of connectivity using OFC and other links. The network offers about 7000 internet nodes across the campus along-with extensive Wi-Fi connectivity. In the World Education Summit 2011, Jamia Millia Islamia got the best Jury Award for the best ICT enabled institution of higher learning for developing the File Tracking System by FTK CIT. The university website also facilitates online payment of student's fees. The university has more than 3300 PCs on the network and the required hardware

and software is well maintained through the process of centralized Annual Maintenance Contract.

The university has provided smart classrooms in addition to a large number of regular classrooms which are equipped with LCD projectors and have PCs with internet connections. Teachers are also assisted in developing computer aided teaching-learning materials. The university is utilizing the National Knowledge Network to its best.

With the plans for gradual transfer of teaching and learning from closed university system to open environment, Arjun Singh Centre for Distance and Open Learning has been established and is offering more than 30 programs.

Students Support and Progression

Dean, Students' Welfare in the university is looks after the general welfare of the students through counseling, disbursement of scholarships, providing students' amenities and ensuring participation in co-curricular and social activities and taking up other student related issues. Subject Associations act as a conduit to provide the students with the support they need in their learning and career planning. The university also supports the students through the University Counseling and Guidance Centre, Centre for Coaching and Career Planning and a University Placement Cell.

Apart from classroom interaction, provisions are also made for students mentoring through various clubs, cultural committees, subject associations, seminars, workshops, symposia, NSS, NCC, extension lectures, etc. Students participate in cultural and extracurricular activities through several clubs. Active chapters of professional bodies like SAE, ASME, CSI, IEEE etc. support students for various national and university level events.

Jamia has a good number of foreign students from 33 countries. Coaching and career planning is also provided to students from SC/ST, OBC, minorities and economically weaker sections for civil services and other competitive examinations. This is done through free hostel facility with 20% of the admitted students getting scholarships of Rs.2000 per month. A good number of students are now qualifying national competitive examinations.

As a policy for enhancing students' participation in sports and extracurricular activities, 5% quota in admission in most of the courses is provided. The university holds national level sports programs. The university grooms students and provide them with good facilities, as a result it has produced sportsmen like Mr. Virender Sehwag.

The university has a registered Alumni Association known as Jamia Old Boys' Association. This is an active body contributing to academic, social and other development of the university.

A grievance redressal mechanism is in place and students can easily access authorities, including the Vice-Chancellor through email and open door policy. As a practice, Vice-Chancellor addresses the students at the beginning of the session and visits them during the session, apart from communicating with them through emails etc.

The university has created a cell called "SPARSH" (Sensitization, Prevention and Redressal of Sexual Harassment) to promote gender sensitized environment and to deal with issues related to sexual harassment. With new Law coming in force in 2013, the university has created necessary mechanism on for its implementation. Sarojini Naidu Centre for Women Studies also conducts workshops and courses in this regard.

The Departments and Centres have their in-house wall magazine set up by the students. Also "Tehzeeb", a tri-lingual magazine was published in 2008 and "Jauhar", a quarterly magazine is being published since 2009.

Governance, Leadership and Management

The university has a mechanism for internal and external audit. Annual Accounts and balance sheets of the university are prepared timely, under the directions of the Executive Council and accounts are audited by Comptroller and Auditors General of India or by such other person/ agency they authorize on their behalf. The Annual Report is timely submitted to the Parliament on yearly basis which is duly approved by the University Court in both the languages, Hindi and English. The University also has a strong mechanism for academic audit. All departments/ centres/ Institutes hold departmental meetings regularly. Meetings of Board of Studies, Committee of Studies, Faculty Committee, Examination Committee, Finance Committee, Building Committee, Academic Council, Executive Council and University Court are being held regularly to strengthen the institutional processes. Minutes of most of these meetings are also available on the university website.

Innovations

The university is very much conscious of the environmental issues and monitors operational activities to bring down carbon footprint of the university. Energy conservation is practiced and renewable energy is being used for street lighting and other purposes. The university has an established system for e-waste and bio-waste management. As part of innovations introduced in

academics, Jamia started an M.A. course in Mathematics Education in collaboration with the University of Delhi under the Meta University concept. Jamia is in the process of establishing innovation clubs as well.

E.R.P. has been implemented for bringing efficiency in the functioning of the university. Most of the university services are computerized, starting from admission to salary. As part of best practice, "File Tracking System" (FTS), indigenously developed software, has been introduced in day-to-day working of the university which helps in ensuring transparency, efficiency and quick disposal of files/ papers.

There is also a student-teacher body called Subject Association. This body provides opportunity to students to organize academic, extracurricular and co-curricular activities, thus grooming healthy leadership quality along with knowledge dissemination and capacity building.

(Professor Abid Haleem)
Coordinator NAAC

(Professor Talat Ahmad)
Vice Chancellor

PROFILE OF JAMIA MILLIA ISLAMIA

B. Profile of the University

1. Name and Address of the University:

Name:	Jamia Millia Islamia
Address:	Maulana Mohammad Ali Jauhar Marg Jamia Nagar, New Delhi.
City:	Pin: 110025	State: Delhi
Website:	www.jmi.ac.in

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Vice Chancellor	Prof. Talat Ahmad	O: 011-26984650 R: 011-26980337	7042311499	26981232	tahmad@jmi.ac.in
Pro Vice Chancellor(s)	-	-	-	-	-
Registrar	Prof. Shahid Ashraf	O: 011-26980337 R: 011-26922692	9971806113	26980229	sashraf@jmi.ac.in
Steering Committee / IQAC Coordinator	Prof. Abid Haleem	O:011-26981717 R:011-69824703	9818501633	26980229	ahaleem@jmi.ac.in

3. Status of the University:

State University	
State Private University	
Central University	√
University under Section 3 of UGC (Deemed University)	
Institution of National Importance	
Any other (please specify)	

4. Type of University:

Unitary   √

Affiliating

5. Source of funding:

Central Government   √

State Government

Self-financing

Any other (please specify)

6. a. Date of establishment of the university: :1920

b. Prior to the establishment of the university, was it a/an

    i.   PG Centre   Yes ☐   No ☐

    ii.   Affiliated College   Yes ☐   No ☐

    iii. Constituent College Yes ☐   No ☐

    iv. Autonomous College Yes ☐   No ☐

    v.   Any other (please specify)

If yes, give the date of establishment ……… (dd/mm/yyyy)

7. Date of recognition as a university by UGC or any other national agency:

Under Section	dd	mm	yyyy	Remarks
i. 2f of UGC*				
ii. 12B of UGC *				
iii. 3 of UGC #			1962	
iv. Any other ^ (specify)				

8. Has the university been recognized?

a. By UGC as a University with Potential for Excellence?

Yes ☐   No √

If yes, date of recognition: ……………….   … (dd/mm/yyyy)

b. For its performance by any other governmental agency? MHRD   N/A

Yes ☐   No ☐

If yes, Name of the agency …… and   date of recognition: … (dd/mm/yyyy)

9. Does the university have off-campus centres?

Yes [ ] No [√]
If yes, date of establishment : …………………… (dd/mm/yyyy)
Date of recognition : …………………… (dd/mm/yyyy)

10. Does the university have off-shore campuses?

Yes [ ] No [√]
If yes, date of establishment : …………………… (dd/mm/yyyy)
date of recognition : …………………… (dd/mm/yyyy)

11. Location of the campus and area:

		Location *	Campus area in acres	Built up area in sq. mts.
i.	Main campus area	Urban	215.85	1,24,002
ii.	Other campuses in the country	NIL	N.A	N.A
iii.	Campuses abroad	NIL	N.A	N.A

12. Provide information on the following: In case of multi-campus University, please provide campus-wise information.

- **Auditorium/seminar complex with infrastructural facilities**
  : Ansari auditorium (central facility), Engineering auditorium
  : Seminar room for every faculty

- **Sports facilities**
  : **Playground** : 04 plus Tennis courts and Volleyball courts.
  : **Swimming pool** : Nil
  : **Gymnasium** : 1+2 (Boys+ Girls) hostels
  : **Any other (please specify)**
    : Indoor multipurpose sports facility
    : Jamia Sports complex with facility of full-fledged gymnasium along with cricket ground, lawn tennis and other sports facilities available.

- **Hostel**
  Boys' hostel

: **Number of hostels**	: 07
: **Number of inmates**	: 1197
: **Facilities**	: Gyms

Girls' hostel

: **Number of hostels**	: 04
: **Number of inmates**	: 887
: **Facilities**	: Gyms, Cyber Café

Working Women's hostel

: **Number of hostels**	: 01
: **Number of inmates**	: 59
: **Facilities**	: Gyms, Cyber Cafe

- **Residential facilities for faculty and non-teaching:**
  The University has residential facility for faculty and Non- teaching staff comprising 410 units, (type A- 09, type B- 107, type C- 102,UTH/STH- 54, type D- 75, type E- 53, Transit Quarter- 10).

- **Cafeteria :**
  The University has a well established cafeteria and canteen in its premises.

- **Health centre: Nature of facilities available – inpatient, outpatient, ambulance, emergency care facility, etc.:**
  The University has a Health Centre to cater the needs of the inpatient with emergency care facilities for the Staff, Students and Retired Employees of the University. One Ambulance for emergency purposes is also available for 24 hrs. The University has 46 empanelled hospitals, 61 empanelled diagnostics Centers and 50 authorized medical attendants.

- **Facilities like banking, post office, book shops, etc.:**
  The University has two banks, one Post Office and Bookstores in the campus.

- **Transport facilities to cater to the needs of the students and staff. :**
  The University as such doesn't have a permanent system of transport facilities both for the students and staff. However, services are provided as

and when needed.

- **Facilities for persons with disabilities:**
  The University has a full-fledged Centre for differently-abled children and supports infrastructure with lifts & ramps.

- **Animal House** :   Nil

- **Incinerator for laboratories:**
  As such the University does not have the Incinerator. However, the University has a well regulated system for disposal of the waste materials.

- **Power House:**
  The University has special power feeders. In addition generators are also provided for uninterrupted power supply in the campus.

- **Waste management facility:**
  This facility is available for Bio-waste, E-waste etc.

13. **Number of institutions affiliated to the university:**   N/A

14. **Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University**   **N/A**

    Yes ☐   No ☐   Number   ☐

15. **Furnish the following information:**

Particulars	Number	Number of Students
a. University Departments		
Undergraduate	38	10829*
Post graduate		3147**
Research centres on the campus	17	450
b. Constituent colleges		-
c. Affiliated colleges		-
d. Colleges under 2(f)		-
e. Colleges under 2(f) and 12B		-
f. NAAC accredited colleges		-
g. Colleges with Potential for Excellence (UGC)		-

Particulars	Number	Number of Students
h. Autonomous colleges		-
i. Colleges with Postgraduate Departments		-
j. Colleges with Research Departments		
k. University recognized Research Institutes/Centres		

*included diploma/certificate, ** included M.Phil.*

16. **Does the university conform to the specification of Degrees as enlisted by the UGC?**

Yes [√] No [ ]

If the university uses any other nomenclatures, please specify. NIL

17. **Academic programmes offered by the university departments at present, under the following categories: (Enclose the list of academic programmes offered)**

Programmes	Number
UG	50
PG	67
Integrated Masters	-
M Phil	11
Ph D	46
Integrated PhD	-
Certificate	21
Diploma	26
PG Diploma	11
Any Other (Please Specify) Adv. Diploma	11
Total	243

18. **Number of working days during the last academic year.** : 241 Days

19. **Number of teaching days during the past four academic years.**

[221] [221] [219] [221]

20. **Does the university have a department of Teacher Education?**

Yes [√] No [ ]

If yes,

a. Year of establishment :1938

b. NCTE recognition details (if applicable)

Notification No.: F – 3 DH-118/2000/706 dated 20.04.2000 for B.Ed.
Date: 20-04-2000 F.No.F-3/DH-118/2000/701 dt. 20.04.2000 for Dip in
E.T.E (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately?

Yes ☐   No ☐ √

21. Does the university have a teaching department of Physical Education?

Yes ☐   No ☐ √

22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered?   N.A.

Yes ☐   No ☐

23. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.   NIL

24. Number of positions in the university

Positions	Teaching faculty			Non-teaching staff	Technical staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the UGC / University / State Government	126	201	502	853	393
Recruited	83	167	439	849	368
Yet to recruit	29	34	63	09	20
Number of persons working on contract basis	-	-	16	12	29

25. Qualifications of the teaching staff

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	01	-	-	-	-	-	01
Ph.D.	149	36	68	34	111	54	452
M.Phil.	1	1	1	1	13	04	21
PG	16	7	48	15	71	47	204
Temporary teachers							
Ph.D.	-	-	-	-	3	7	10
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-
Part-time teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

- *10 Assistant. Professors are Graduates (B.E.).*

26. Emeritus, Adjunct and Visiting Professors.

	Emeritus	Adjunct	Visiting
Number	05	4(1+3)	15

27. Chairs instituted by the University:

School / Dept	Name of the Chair	Name of the Person appointed
Centre for North East Studies	Saifuddin Kitchlew Chair	Sh. Sanjoy Hazarika
Centre for Theoretical Physics	Dr. M.A. Ansari Chair	Prof. Naresh Dadich
Deptt. Of Geography	A.M. Khwaja Chair	Prof. M. H. Qureshi
Centre for Management Studies	Rafi Ahmed Kidwai Chair	Vacant
Centre for Peace and Conflict	M. K. Gandhi Chair	Dr. Sujit Dutta
A.J.K.M.C.R.C	Sajjad Zaheer Chair	Prof. Shohini Ghosh
M.M.A.J – Academy of Intrnl Std	Ford Foundation Endowed	Vacant
M.C.R.C	Maulana Abul Kalam Azad	Prof. F. B .Khan
Dr. Zakir Husain Institute	Dr. Zakir Husain Chair	Vacant
Khan Abdul Ghaffar Khan Chair	Khan Abdul Ghaffar Chair	Vacant

28. **Students enrolled in the university departments during the current academic year, with the following details:**

Students (total : 16428)	UG *M/*F	PG M/F	Integ. Mast M/F	M. Phil. M/F	Ph.D. M/F	Integ. Ph.D. M/F	D.Litt. / D.Sc. M/F	Certify / Dip/ PG Dip M/F	Total M/F
From the state where university is located	1685/ 1245	599/ 775	-	41/ 72	345/ 478	-	-	663/ 293	3333/ 2863
From other states of India	3703/ 1003	1301/ 678	-	160/ 80	646/ 316	-	-	1868/ 161	7678/ 2238
NRI students	76/ 21	6/ 5	-	-	-	-	-	-	82/ 26
Foreign students	78/ 33	44/ 32	-	1/ 0	15/ 05	-	-	-	138/ 70
Total	**5542/ 2302**	**1950/ 1490**	**-**	**202/ 152**	**1006/ 799**	**-**	**-**	**2531/ 454**	**11231 /5197**

*M-Male *F-Female

29. 'Unit cost' of education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) Including the salary component   : INR: 1,31,822 per unit

(b) excluding the salary component   : INR: 41,284 per unit

30. Academic Staff College

- Year of establishment   :1987

- Number of programmes conducted (with duration)
    * UGC Orientation   :111 (4 Weeks)
    * UGC Refresher   :192 (3 Week)
    * University's own programmes   :15 (One Week)

31. Does the university offer Distance Education Programmes (DEP)?

Yes | √ | No | |

If yes, indicate the number of programmes offered.   : 21

Are they recognized by the Distance Education Council :Yes

32. **Does the university have a provision for external registration of students?**

Yes ☐ No ☑

If yes, how many students avail of this provision annually?

33. **Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.**

Accreditation: Cycle 1 ☑ Cycle 2 ☐ Cycle 3 ☐ Cycle 4 ☐
Re-Assessment: ☐

34. **Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)**

Cycle 1: …………………… (dd/mm/yyyy), Accreditation outcome/Result ……
Cycle 2: ……………… (dd/mm/yyyy), Accreditation outcome/Result ……
Cycle 3: ……………… (dd/mm/yyyy), Accreditation outcome/Result ……
Cycle 4: ……………… (dd/mm/yyyy), Accreditation outcome/Result ……
* Kindly enclose copy of accreditation certificate(s) and peer team report(s)

35. **Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university. N.A**

36. **Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).**

IQAC   04/01/2010

37. **Any other relevant data, the university would like to include (not exceeding one page).**

CRITERIA WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1.1   Curriculum Design and Development

1.1.1   How is the institutional vision and mission reflected in the academic programmes of the university?

The institutional vision and mission that reflect in the academic programme are rooted in the history of Jamia Millia Islamia which derives its name from Urdu language in which Jamia means University and Millia means National. This university, born of the Indian National Movement and patriotic fervour, was founded in 1920 during the Khilafat and Non-Cooperation Movement in response to Mahatma Gandhi's call to boycott all government sponsored educational institutions. Recognizing the role of Jamia in freedom movement and its contribution in education, it was given the status of central university through an act of parliament in 1988. The story of Jamia is that of commitment and sacrifices by its founders. The university has many centres of learning right from nursery schools to faculties and research centres. It strives to maintain the standards of excellence in teaching and research.

The objects of the university are to disseminate and advance knowledge by providing instructional, research and extension facilities in various branches of learning and creating necessary atmosphere and facilities for students and teachers of the university on the following aspects:

(i)   innovations in education leading to restructuring of courses, new methods of teaching and learning, and integral development of personality;
(ii)   studies in various disciplines;
(iii)   inter-disciplinary studies;
(iv)   national integration, secularism and international understanding.

Right from the beginning the university has taken special initiatives to address the educational needs of the weaker sections of the society, minorities and women. Considering the significance of educating the women, university started Balak Mata Centres where both mother and children are provided vocational education. These centres are still running very successfully in certain parts of Old Delhi. Under the outreach program, the university organizes special programmes to sensitize the general public, specially the women, about various schemes and opportunities for their upliftment.

To bring the Madrasa students to the main stream education the university has provided facility for their admission in BA program.

The university has set up a Centre for Dalit and Minority Studies to study the specific problems of Dalits and minorities with regard to their education and general welfare.

The university has established a Centre for North-East Studies and Policy Research to address the specific problems of the region which has been out of focus because of its geographical location. This is the first centre of its kind in India. No other university in the country has made North East a priority area of studies.

In coming years, the university has a vision to start Vocational programs in its schools as well as in the university at the undergraduate level.

Considering the significance of information and communication technology in education as well as in the governance of university, university has taken steps to develop ICT infrastructure, including support from the National Knowledge Network and is moving ahead to integrate ICT with education. The university is also taking steps to make the entire campus as Wi-Fi enabled campus, thus benefiting each and every segment of university. In addition to this the university has already implemented Management Information System (MIS) for automating various sections of the university. The next step to be undertaken is implementation of e-governance throughout the university with the aim to making its offices paper free.

Under the examinations reform policy, the university has already implemented credit based semester system in all under graduate and post graduate programmes. We have already automated the entire examination process and in the coming years we would like to further improve the examination system, using new technological tools.

Recently, the university has started a course in mathematics under meta-university project in collaboration with the University of Delhi under which joint degree will be awarded to the students. In future university is planning to have similar collaboration with other Indian and foreign universities.

1.1.2   Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Generally, courses as well as curricula are periodically reviewed (minor & major) at department level keeping in view the advancement in technology, industrial needs, the changes in national and international scenario. The curriculum is designed by the faculty members considering the guidelines and model curriculum of UGC, AICTE, DCI, BCI, NCTE and other leading institution and industries. The outgoing students are also involved in the orientation process regarding the scope, methodology and outputs of the curriculum. Workshops are also organized by the departments to update and revise the curriculum. Following steps are generally followed by all the departments/centres of the university to design and revise the curricula:

- All the faculty members first discuss in the departmental meeting the need and design of curriculum (course structure and syllabus).
- The course content is developed through discussion on various aspects of the course, inputs from stakeholders and taking into account prospective needs.

- The content of the course is compared with other similar courses offered in any other universities for possible advances.
- The curriculum is sent for evaluation/ suggestion/ recommendation to experts in the field.
- The curriculum is discussed in the BOS/COS meeting thoroughly and revised if needed and then approved by BOS/COS and then by Faculty Committee.

1.1.3 How are the following aspects ensured through curriculum design and development?

- *Employability*
- *Innovation*
- *Research*

Employability

The curriculum is designed keeping in view the need and requirements of the industry so as to make the students equipped to handle the challenges in real life situations. The principle of institution-industry linkage informs the visualization of the curricula. The syllabus of courses are also designed and developed focusing the syllabus of different tests conducted by the UPSC and other bodies, and the syllabi of NET, GATE etc.

Besides the departments of learning, the university has large number of centres of higher learning, which are mainly involved in research activities in their respective fields. Being research centers, their goal is to ensure that the students, who are doing their M.Phil. /Ph.D. from the centers, get opportunity for Post-Doctoral Fellowship so that they can further pursue their research career and establish themselves as an independent researcher. For this, centers always keep the research topics consistent in the line of the international research trends. This helps our students to gather expertise in international research fields and helps them to get post-doctoral opportunity more easily.

Innovation

The teaching and learning process is made highly participative and interactive by using a mixed pedagogy i.e. lectures and tutorials, case study, presentations, assignments, e-resources through university websites, special lectures by experts from industry & academia. Technology is being used effectively for improving access, equity and quality of higher education at Jamia, such as Jamia E-Content Management Systems, along-with e-learning resources, community radio, and smart classrooms etc.

Research

Most of the UG and PG curricula involve the component of research through regular practical and field work. All UG level professional courses are having final semester project works which is carried out under supervision of some faculty member. Further, research based dissertations are an integral part of our all PG

programs. In many programs students are also exposed to mini projects and seminar presentation

1.1.4 **To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?**

Departments consider the guidelines and model curriculum of UGC and other Statutory Bodies of Government in developing, designing and restructuring the course and the curriculum. We also follow the rules and regulation laid down by the University to develop and restructure the course curriculum.

AJK Mass Communication Research Centre (MCRC) follows all the rules and regulations of UGC and the university. The curricula of the programmes offered by the university has a very healthy mix of theory and practical and hence now used as model by other media institutes throughout the country. MCRC has developed and standardized production oriented and inter disciplinary courses similar to the FTIIs and IIMCs, within a university set up creating qualified and trained manpower for both academia and industry. The Centre also conducts some highly specialized and unique interdisciplinary courses not offered by any other institution in the country under UGC stream.

Centre for Culture Media and Governance launched an interdisciplinary course on Media Governance. There are no signposts or guidelines offered by other institution. No such courses are launched by any other university in India or South Asia. Hence, the curricula have been developed with the help of International scholarly associations like ICA and IAMCR.

1.1.5 **Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?**

Feedbacks from the stakeholders such as the industry professionals and experts in academia and research are important and are adopted and implemented by the respective academic bodies of the university. This has benefited the university to keep pace with the growing demands of the industry and the society.

1.1.6 **Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.**

Not applicable as JMI has no affiliated colleges.

1.1.7 **Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).**

Not applicable as JMI has no affiliated colleges.

1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following:
- *Programmes taught on campus*
- *Overseas programmes offered on campus*
- *Programmes available for colleges to choose from*

Programmes taught on campus

Nos. of U.G. Programs: Fifty

Nos. of P. G. Programs: Sixty one

Nos. of M. Phil. Programs: Ten

Nos. of Ph.D. D Programs: Forty five.

Nos. of Certificate Programs: Twenty

Nos. of Diploma Programs: Twenty seven

Nos. of P. G. Diploma Programs: Fourteen

Total programs offered by Jamia Millia Islamia are two hundred and thirty six. Details are available with prospectus 2012, which is also available on the JMI website.

Overseas programmes offered by the university.

The university through its Arjun Singh Centre for Distance & Open Learning offers twenty three programs of PG/UG/ Diploma/ Certificate level which are open to everyone including overseas students and some of its study centres are located in Kuwait and in Kingdom of Saudi Arabia.

Programmes available for colleges to choose from

Not applicable as JMI has no affiliated colleges.

1.2.2 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options

All the UG and PG programmes of the university are having provision for Core/Main and Elective/Optional/Subsidiary courses.

b. Enrichment courses

Depending on the requirement of various programs being offered by the university, following types of enrichment courses are offered through teaching/training:

- Short term computer courses
- Application software training
- Industrial training
- Field work
- Skill Development labs
- Personality development
- Diploma/certificate courses in languages

- Language learning labs

c. Programs offered in modular form : NA
d. Credit accumulation and transfer facility

All the PG and UG courses in the university are credit based. Jamia Millia Islamia has MOU with number of foreign universities and there is credit transfer facility for the students covered under MOU.

Recently, the university has started a course in mathematics under Meta-University Project in collaboration with university of Delhi under which joint degree will be awarded to the students.

e. Lateral and vertical mobility within and across programmes, courses and disciplines

Some programs are offering lateral mobility.

1.2.3 Does the university have an explicit policy and strategy for attracting international students?

The university has 15% supernumerary quota for foreign and NRI students in all the courses. ICCR sponsored foreign students also get direct admission to various courses in the university. Apart from this, foreign students can also take admissions directly in any course by paying special fee prescribed for such candidates.

1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.

Some programs have international students, but no specific programs are run for international students.

1.2.5 Does the university facilitate dual degree and twinning programmes? If yes, give details.

No

1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

University is running variety of self-finance courses. Faculties who are engaged in teaching of these courses are at par in every respect with the regular faculty. Following is the list of self-finance courses:

Faculty of Natural Science
 M.A./M.Sc. Mathematics
 M.Sc. Tech.
 M. Tech. (Nanosciences & Nanotechnology)
 M.Sc. (Bio-Chemistry)

M.Sc.(Biotechnology)

M.Sc. (Bio Informatics)

Faculty of Architecture & Ekistics

B.Arch. (Self- finance)

Faculty of Engineering & Technology

B.E (Computer Engineering)

B.E. (Electronics & Communication Engineering)

B.E (Electrical Engineering)

B.E. (Mechanical Engineering)

University Polytechnic

Diploma In Civil Engineering (Evening)

Diploma In Computer Engineering (Evening)

Diploma In Electrical Engineering (Evening)

Diploma In Electronics Engineering (Evening)

Diploma In Mechanical Engineering (Evening)

Faculty of Humanities & Languages

Certificate in Translation Proficiency

Diploma in Translation Proficiency

P.G. Dip. In T.V. Journalism

PG.Dip.in Journalism

Certificate Course in Tourism & Travel Management

Diploma in Tourism & Travel Management

Faculty of Social Sciences

P.G. Diploma in Educational Management

P.G. Dip. in Management of NGO

Adv. Diploma In Counselling Psychology

B. Lib. & Information Science

Faculty of Fine Art

Certificate Course (Calligraphy)

Certificate Course (Commercial Art)

Certificate Course (Photography)

Certificate Course (Painting)

Diploma in Sculpture

Centre for Management Studies

M.B.A (Evening)

Master of International Business

Centre for Nano Technology
M. Tech. (Nano Technology)

AJK-MCRC
M.A. in Convergent Journalism
P.G. Diploma in Graphic & Animation
P.G. Still Photography & Visual Communication
P.G. Diploma in Acting
P.G. Diploma in Broadcast Technology
P.G. Diploma in Development Communication

1.2.7 **Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.   :** No

1.2.8 **Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?**

Yes, the university has initiated the process to adopt the CBCS. A large nos. of programs are already being run in this mode. However semester system has been adopted in the university.

1.2.9 **What percentage of programmes offered by the university follows semester system?**

Semester system is followed in all PhD Course work, PG 100% (Since 2010), UG 100% (Since 2012). In B. Tech.., M. Tech., MBA, LLM, BALLB, MSW, HRM (For more than 9 years)

Annual system is being followed in small duration programs like Certificate, Diploma, Advanced Diploma (100%); PG Diploma (90%) programs.

1.2.10 **How does the university promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.**

The Centres/Departments offer various interdisciplinary programmes. A lot of inter-disciplinary collaborative researches are pursued within the university and in addition some of the research groups are having collaboration with other universities, institutes and research organizations to pursue inter-disciplinary researches. Following Centers/Departments are offering inter-disciplinary programs;

The Centre for Nano-Science & Nanotechnology is totally dedicated for this purpose. The Centre offers two years M. Tech programme in Nano-science & Nanotechnology.

- The Departments of Physics and Chemistry offer Master's programme in material science.
- The Centre for Early childhood Development and Research is an interdisciplinary centre. The Masters programme (M A in Early Childhood Development) offered by the Centre is a multidisciplinary programme that attempts to understand and study Early Childhood Development through integrating perspectives from various fields such as child development, psychology, education and social work.
- AJK Mass Communication Research Centre has developed and standardized production oriented and interdisciplinary courses similar to the FTIIs and IIMCs, within a university set up creating qualified and trained manpower for both academia and industry. The Centre also conducts some highly specialized and unique interdisciplinary courses, such as PG Diploma in "Development Communication", P.G. Diploma in "Still Photography and Communication", and PG Diploma in "Graphics & Animation". Such courses are not offered by any other institution in the country under UGC stream.
- Department of Hindi offers B.A. (Hons.) in Mass Media in Hindi, P.G. Diploma in Journalism and P.G. Diploma in TV Journalism.
- Department of Urdu offers PG Diploma Urdu Mass Media.
- Faculty of Engineering & Technology offers M. Tech. in Environmental Engineering.
- Faculty of Architecture & Ekistics offers Master of Ekistics.
- Centre for Jawaharlal Nehru Studies offers M. Phil. In Development Studies.

1.3   Curriculum Enrichment

1.3.1   How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

Curricula at post graduate as well as at undergraduate level are regularly reviewed and upgraded to keep pace with the latest developments and challenges in the field. The advancement in technology and Industrial needs are regularly discussed in the departmental meetings and group-wise various syllabus design and development committees are formed and they actively participate. The revisions are incorporated into the curriculum through Board of Studies/Committee of Studies which meet frequently and are empowered to update syllabi.

1.3.2   **During the last four years, how many new programmes at UG and PG levels were introduced? Give details.**

- **Inter-disciplinary**

    a) M. Tech. in "Control and Instrumentation System"
    b) P.G. Diploma in Journalism (Print, Radio, TV, Media)
    c) M.F.A. in Art History
    d) M. Phil. in Art History
    e) M. Phil. in Interdisciplinary Basic Sciences

- **Programmes in emerging areas :**

    a) M.F.A. in Graphic Art
    b) M. Tech. in Earthquake Engineering
    c) Master of Physiotherapy (Sports)
    d) Master of Physiotherapy (Ortho)
    e) M. A. in Development Communication
    f) M. A. in Visual Effect & animation

1.3.3   **What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?**

Generally departments follow a participatory strategy to revise and update the course structure and syllabus involving the faculty members and external experts and the changes are placed in the Board of studies for approval and modifications. All the programmes of studies have been revised ever since 2008. While designing/revising programmes following points are kept in the mind.

a) Need of the society.
b) UGC norms.
c) Job Market
d) Globalisation
e) Most importantly the discipline's new thrusts, research and guiding principles and values.

1.3.4   **What are the value-added courses offered by the university and how does the university ensure that all students have access to them?**

- Information technology has been introduced as a component in several courses of the university

- In certain programmes of the university field work has been made an important component, such as M.A. Social Works, Bachelor of Education etc.

- In certain programmes, such as B. Tech., B.Sc. (Instrumentation), BBS, B.Arch. MCA etc., industry based project work is an integral component.

- In addition to these courses several workshops and training programmes are organized to enrich the courses.

1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The higher order skill development programmes in consonance with the national requirements arranged by the university in the form of workshop / Special Lecture / Workshop Tutorial /industrial training and industrial visits.

1.4   Feedback System

1.4.1   Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Both mode of feedback i.e. formal and informal are being practiced in the Departments. The Departments regularly holds its departmental and Board of Studies meetings and incorporates the suggestions from different stakeholder including the Experts/External Members of the Board of Studies in the curriculum.

Centre for Culture Media and Governance engaged in mapping institutions, actors in the formal, civil society and corporate sectors of communication within last two decades. Besides mapping these actors and agencies, the centre mapped existing curriculum in Indian Universities in the field of media studies. A matrix was prepared on the basis of mapping and a base line document was prepared as a rationale for the Postgraduate Programme. Since there was no interdisciplinary course on Media studies in India, the faculty decided to send to two prominent international Associations, International Communication association, USA and International Association of Mass Media and Communication Association, England for feedbacks. Feedbacks were received from prominent scholars across the world and the course was finalised and launched.

1.4.2   Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and its impact.

The university takes feedback on the curriculum for a number of courses from national/international faculty through workshops, on line discussion/face to face meetings.

1.4.3   Specify the mechanism through which affiliated institutions give feedback on

curriculum enrichment and the extent to which it is made use of.

Not applicable as JMI has no affiliated colleges.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?

Faculty members attend Refresher Courses, Orientation Programmes, Research Symposia at National and International levels and interact with faculty at other institutions to obtain input on curriculum development along with using the resources of online curricula available on the web. Also, based upon the interaction with industry, alumni and visiting dignitaries to the Departments, the need for human resources development in the emerging areas are identified. Subsequently, government policy in these areas and courses offered in these areas are assessed. Thereafter, a detailed proposal is prepared for the approval of the competent bodies of the university and outside. The observations of the subject teacher on the curriculum in the light of syllabi of different competitive examinations are discussed in the Departmental meeting and accordingly syllabi are revised.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the university ensure publicity and transparency in the admission process?

For publicity the admission related notifications are published in national newspapers. and on Jamia website. University website is extensively used to provide all important admission related documents including Prospectus, Admission Forms, Admission Notifications, Entrance Test Syllabi etc. To ensure fair admissions and transparency entire admission process is monitored by Central Admissions Monitoring Committee. The results are prepared by tabulators using computer based tools and also MIS system All entrance test results including waiting lists, merit list etc are displayed on the university website expeditiously. There is complete transparency in the process.

2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission: (*e.g.*: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).

The University issues notification regarding admissions in national newspapers and displays it on the University's website. It then conducts entrance tests for all programmes/ courses of study, followed by Interview and group discussion, wherever applicable. The admissions are strictly done based on the merit of candidates in the Entrance test. The lists of selected and wait-listed candidates are posted on the website and also displayed on the notice boards of the respective departments. The entire admission process is very transparent.

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

Not Applicable as JMI has no affiliated colleges.

2.1.4. Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The Admission Policy is reviewed every year and necessary reforms are carried out and incorporated in the prospectus. The outcomes of such exercises are:

a) The admissions are completed faster and with higher accuracy, for instance the introduction of common test at UG level and OMR answer sheets last year saved lot of time.

b) Many independent entrance tests for admissions were clubbed into Combined Entrance Test so as to facilitate candidates in appearing once for admission to a number of programs.

c) New Test Centres outside Delhi were introduced.

d) The University introduce On-line admission forms for admissions during the academic session 2014-15. Encouraged by the overwhelming acceptance the University is planning to shift to completely online forms from the ensuing academic session 2015-16.

e) Better candidates are attracted from across the country and abroad.

f) On the basis of the analysis, university identifies popular courses. Accordingly, the number of seats is increased in such programmes.

2.1.5 **What are the strategies adopted to increase / improve access for students belonging to the following categories:**
- *SC/ST*
- *OBC*
- *Women*
- *Persons with varied disabilities*
- *Economically weaker sections*
- *Outstanding achievers in sports and other extracurricular activities*

a) The university has been following the general reservation policy of Government of India. After the university acquired the minority status, the OBCs, STs and Women under Muslim category are given reservation in admissions.

b) Wide publicity of admissions is given in national newspapers and on university's website.

c) Hostel facility has been created for SC/ST, women and other weaker sections of the society.

d) University has a Centre for Coaching and Career Planning for providing coaching and guidance to minorities and weaker sections.

2.1.6   Number of students admitted in university departments in the last four academic years:
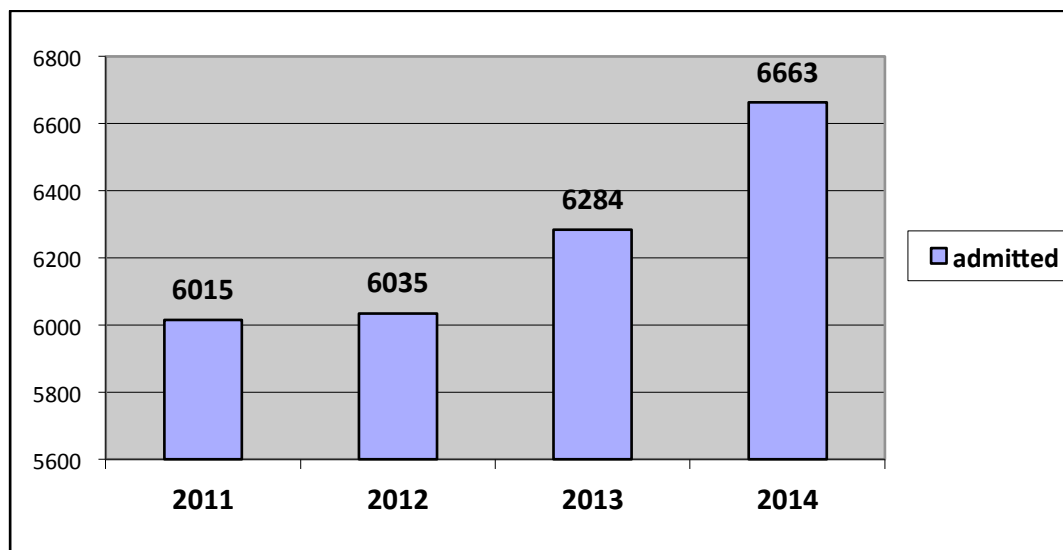
2.1.7 Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Yes. The university has been analysing the demand ratio of various programmes and, on the basis of such analysis; it has increased the number of seats where the demand shows an upward trend. In the following table, a comparison of the admissions data for the past four years viz. 2011-12, 2012-13, 2013-14 and 2014-15 for different category of programs:

	2014		2013		2012		2011	
Level	Applied	Admitted	Applied	Admitted	Applied	Admitted	Applied	Admitted
UG	76296	2453	75982	2384	67893	2364	60408	2196
PG	27303	1980	25776	1827	27589	1705	24376	1724
Doctoral	2753	386	2908	379	2197	334	1833	521
Diploma	14637	1121	16027	1071	16495	1069	16051	1006
M.Phil.	1869	180	1744	152	1378	124	1005	123
Certificate	4020	543	4594	471	2514	439	2414	445
	126878	6663	127031	6284	118066	6035	106087	6015

2.1.8 Were any programmes discontinued/ staggered by the university in the last four years? If yes, please specify the reasons.

The university has started Master's programme in Bioinformatics and Biotechnology respectively run by the Department of Computer Science and Department of Biotechnology. M. Sc. Integrated program was discontinued.

A self-financing program Bachelor of International Business & Finance (BIBF), in Department of Commerce, has been discontinued due to shortage of regular faculty.

In Department of Adult and Continuing Education, PG Programme in Extension Education was discontinued due to less than 50 per cent enrollment for a couple of years.

In the Department of Social Works the Diploma in Child Rights was discontinued for the last four years. The course was in collaboration with an Organization, "Save the Children", Sweden for the period of three years. The first batch of the course passed out in 2007.The course was discontinued on expiry of the project.

In Department of Political Science, Post Graduate Diploma in Human Rights was discontinued due to low enrollment in the programme in 2010. This decline in enrollment was due to the introduction of Master's program in the same discipline.

2.2   Catering to Student Diversity

2.2.1   Does the university organize orientation / induction programme for fresher's? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Orientation programmes are organized for fresher's at the commencement of new academic session each year. A wide range of issues are discussed including the rules and regulations of the university, employability, teaching methodologies, examination system, campus placement criterion etc. which include various activities such as :

- Introduction of fresher and faculty members through different ice-breaking games and activities.
- Orienting the students about the course objectives, structure and content.
- Visit to various places/ main buildings in the university such as central library, canteens, sports facilities and departments of studies.
- Providing overview of the program, course structure and syllabus, introduction of the faculty members, teaching and learning methods, co-curricular activities etc.
- Students are provided with course outline, reading lists and also made familiar with the history and culture of the university.
- Inviting the experts from research organisations, advocacy organisations, academia and even former students.

- Lectures are conducted by invited experts, departmental faculty and people grounded in the field practice.
- The students are expected to give the feedback report of the programme. The feedback is shared with the experts and programme is improved accordingly.
- Experts involved are various functionaries of the university such as Proctor, Dean Students Welfare, Placement Coordinator, NSS and NCC officers, Counselling and Guidance Coordinator etc. and sometimes eminent people from outside.

2.2.2. Does the university have a mechanism through which the "differential requirements of the student population" are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

- Need-based academic support is provided to students by the faculty:
- In most of the cases students coming from many parts of India and non-English speaking Countries face language problem. The Department of English runs Communicative English program for such students who are motivated to join this course.
- For visually impaired students, a special facility has been created in Dr. Zakir Husain Library, which is equipped with computers and Braille software along with other gadgets.

2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

Yes, the university does offer remedial courses, particularly in English language, for students who are weak in English. Moreover, question papers in certain courses are set up in three languages, viz. English, Urdu and Hindi.

2.2.4. Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

No such formal study has been undertaken, by the university, However different departments have undertaken such studies for different related issues.

2.2.5. How does the university identify and respond to the learning needs of advanced learners?

The university organizes coaching classes for NET and IAS aspirants in which shortlisted bright students are selected and they are given proper training by the Coaching and Guidance Centre of the university.

2.3   **Teaching-Learning Process**

2.3.1   **How does the university plan and organize the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?**

The university prepares academic calendar and on the basis of which, respective Departments/ Centres prepare teaching and evaluation plans (internal, term/semester examinations**).**

2.3.2   **Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**

Course outlines and course schedules are prepared before the academic session commences and is made available to students in advance. The activities mentioned in the schedules are interlinked and are carried out one after another in a sequential manner.

2.3.3   **Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.**

The university has an academic calendar with regard to commencement of teaching of various courses, end of the teaching and commencement of examinations, which are strictly followed by all Faculties/ Departments/ Centres. Curriculum is thus completed by all the departments well in time as per the calendar.

2.3.4   **How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.**..

To make the learning student centric the following pedagogical methods are being followed:

- Lectures & Tutorial
- Case studies
- Industrial training
- Software training and software based education
- Individual and group presentation
- Seminars & Assignments
- Survey based field work & Projects
- Multimedia learning resources

The University departments have active subject associations and various extension activities are organized in the form of workshops, Memorial lectures, expert talks, personality development programs for holistic development and improved student

learning, in collaboration with various organisations. The University also organizes the following co-curricular activities to enrich the learning and develop the overall personality of the students:

- Debates & Extempore
- Essay writing competition
- Entrepreneurship development workshop
- Personality development workshop
- Career guidance & counselling workshops
- Software training and education programs
- Experience sharing session by the Entrepreneurs
- Extension lectures on latest business and management issues by experts from industry and academia
- Policy dialogues
- Film screenings
- The students are involved in the ongoing research projects relevant to paper. The students analyse the data, and write a term paper/learned paper
- Field work- Mapping neighborhood- the students undertake research in the neighborhood area regarding media concentration, distribution and composition.
- The students are encouraged to value each other's contributions; to cooperate, to learn from each other, and to help each other. The emphasis is on working together, in pairs, in groups, and as a whole class. In this way, students develop a "can-do" attitude. Such an approach is effective, motivating and enjoyable.

2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

JMI has an open policy in inviting experts from academics, industry, research, consulting, etc. which can contribute towards learning of students and facilitate the environment of teaching and research. Generally, the experts and eminent speakers are invited on the basis of recommendation made by the concerned faculty, BOS, training & placement, etc. Seminars, lectures, workshops, panel discussions, brainstorming sessions are organized regularly. Special presentations by different agencies like Fulbright Foundation in India, The British Council, The American Centre and other national and international agencies for better learning, sensitization, career growth & career opportunities of students are also organized.

2.3.6 Does the university formally encourage blended learning by using e-learning resources?

Yes, many faculty members in the University use blended learning. Various courses have e-groups which are used for asynchronous discussions. Some teachers provide resource materials through their own website. Students are encouraged to develop e group for dissemination of resources.

The students and faculty members have been encouraged to access e-journals and other open educational sources in order to be aware of the recent researches in the area.

The University has state-of-the-art Infrastructural support consisting of the internet connectivity, Smart Class Rooms, Computer centres and Laboratories with good computing facilities, well-equipped in terms of hardware and software. University also provides on-line support for learning and advancement.

2.3.7   What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

Keeping pace with the latest developments some departments have virtual labs. Various online resources and contents are also being used by the faculty members & students to make the teaching and learning process interesting and effective. Some of the sources are as given below:

- MIT open courseware

- Harvard Business School online courses

- IGNOU web resources

- Online course materials and multimedia resources of other national and international institutions.

The University has established a Network Governance lab which combines all media and use of these resources for teaching and presentation. Simulations, open educational resources are used quite frequently by the faculty members. As departments and centres are internet enabled. This helps them in using the e-learning resources to teach the courses.

Central library has subscribed to several consortiums. JSTOR and other important journals and e-books are also made easily available through Jamia's library web enabled services. Jamia website provides some important hyperlinks pertaining to curriculum development, research manuals, research design, etc. for the users.

2.3.8   Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

Yes, Jamia has an Open Source Community, called, "Jamia-open-source-community" for the benefit of the university's students and the faculty. In addition to this, teachers also manage their own groups for exchange of knowledge. No formal monitoring has been undertaken. However, individuals are free to undertake research in these issues.

2.3.9   What steps has the university taken to orient traditional classrooms into 24x7 learning places?

The university has a large LAN with more than 6500 Internet nodes. The internet facility is operational on 24x7 basis. A number of smart classrooms have been set up in various departments.

2.3.10 Is there a provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Every department has a Subject Association which comprises of all the students of that department. In each Subject Association, there is an Advisor who is a faculty member and he/she serves as the counselor. The Head of the Department is the President of this body, who serves like a mentor. In addition to this, in many departments, there is a separate Course Advisor for each class. Departments also invite professional counselors as and when required.

2.3.11 Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Almost all the Departments/Centres have innovative teaching practices such as power point presentations, smart class rooms (in select cases), provision of online journals, field trips and group discussions etc.

2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

Departments/Centres have brainstorming sessions, debates, discussions, film shows and community works for nurturing creativity and creating a scientific temper among the learners

2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

For most of the post graduate programs, project work is a mandatory component. However, post graduate programs in languages do not have integral project work. At UG level all professional programs have compulsory projects as part of the program.

• **Number of projects executed within the university.**

Large numbers of projects are executed and information is available with the respective academic units.

• **Names of external institutions associated with the university for student project work**

Student undertakes projects using in-house resources and also in collaboration / assistance with outside agencies, industry, institutions, professional bodies, NGO etc. Extensive academic autonomy has been provided to the departments to decide about these matters. This year engineering students have bagged first prize in car making event. Student project also results in good research papers, seminar, poster presentation, product development and extension activity. In many departments, faculty is grounded in field based practices. The engagement of field practitioners in teaching–learning activities results in enrichment of comprehensive class room learning. Detailed information is available in the ERDs of respective departments.

- **Role of faculty in facilitating such projects**

Individual faculty members take responsibility of student projects for guiding them to complete their projects by providing all necessary facilities. In some programs, project guidance is counted as part of the teaching load and sessional marks are allocated to projects.

2.3.14 Does the university have a well-qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

All the Departments / Centres of the university are well equipped to meet the curricula requirements. In case of any shortfall or specific needs, contractual, visiting and chair positions are provided to support.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?

The faculty members are conversant with computer-aided teaching and hence use all possible facilities available for example computer lab, software demo/use, power point presentations etc.

The university's A.J.K. Mass Communication Research Centre is a leading producer of e-learning materials for CEC. All necessary infrastructure required in this connection is available at the Centre and is accessible to the faculty.

Each faculty has access to high quality computing resources both at the departmental and at the Faculty level. The computer-aided teaching/ learning materials are prepared by the faculty members using these facilities. Access to high speed internet, computing and printing facilities is provided to all the faculty members to enable them to prepare computer-aided teaching/learning materials.

2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

There is no elaborate mechanism in place. However, there is a provision of appointment of two students from each course as members of Subject Association. The association meets frequently and discusses all issues related to the courses. The feedback if any is conveyed to the faculty through the Head / Director.

Informal feedback is obtained during Alumni meet and corrective actions are taken accordingly. In many programs teachers take feedback from students through forms and they analyze this feedback for improvement of the courses.

2.4 Teacher Quality

2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

University provides opportunity to its faculty to organize and participate in the seminars, conferences, workshops, orientation programmes and refresher programmes throughout the year within India and abroad.

2.4.2 Furnish details of the faculty

This information has been provided in Table 25 of the profile of the university.

2.4.3 Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Recruitment is done though a transparent, rigorous system, which promotes excellence. All vacancies are well advertised. Candidates are invited from all over India and given sufficient time to apply. Selection committees are held as per the requirement of the academic unit. Norms for selection as provided by UGC are strictly adhered to. This policy has ensured that best candidates are selected. Thus, most of the candidates selected fresh are not from the university.

2.4.4 How does the university ensure that qualified faculty is appointed for new programmes / emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

The selection criteria are mainly based on the research experience in the relevant field with knowledge of interdisciplinary applications. Detailed information is available in the respective Evaluative Report of the Departments.

How many faculty members were appointed to teach new programmes during the last four years?

During XI plan, till 2011-12, a total 247 teaching positions were sanctioned. JMI has taken special measures to fill these positions and has been able to fill most of these positions. Thus at the end of the plan 196 faculty members were in place. Similar efforts were made for non-teaching posts where only 139 posts were sanctioned and out of which 118 were in position at the end of the plan.

2.4.5   How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

On 22 April, 2013, thirty visiting professors are with JMI. They are from different parts of the world and are contributing effectively in areas where the university needs support. Their support areas are Humanities, languages, Fine arts, Biotechnology etc.

2.4.6   What policies/systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)?

The university has well laid down rules for granting study leave/ sabbatical leave to teachers, in-service training, nominating them to national/international conferences/workshops/seminars, and for organizing national/international conferences etc. The university is providing financial support to the faculty members to the extent of 100% including admissible registration fee, TA/DA for presenting paper in the national conference / seminar etc. from the travel grant of UGC under the XII Plan (merged Scheme). The university is also providing financial support of 50 % (and more) admissible for attending international conferences & seminars.

2.4.7   How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

Many faculty members have received awards, recognitions etc. This information is available in the Evaluative Report of the Departments.

2.4.8   How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

The University follows API based promotion (CAS) and selection system. Attending staff development program is important, thus, employees undergo staff development programs. The university provides duty leave and also arranges for the TA /DA to attend such programs. The details of the individual faculty are available in the Evaluative Report of the Departments.

2.4.9   What percentage of the faculty have

- **Been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies?**

- **Participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies?**

- **Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?**

- **Teaching experience in other universities / national institutions and other institutions?**

- **Industrial engagement?**

- **International experience in teaching?**

Faculty members participate and are invited as resources persons in workshops, seminars, conferences, panel discussions, extension lectures. They present papers, deliver keynote addresses, talks, etc. and engage in related academic activities. Many teachers have international teaching experience. Information is available in the Evaluative Report of the Departments.

2.4.10 **How often does the university organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?**

The Departments/Centers have the practice to update and revise their curricula from time to time, keeping in mind the needs of students, prospective employers and knowledge advancement at national and international levels. It is done on the basis of initiatives taken by the individual teachers and also in the form of workshops organized and also through the involvement of experts from the other institutions outside the university.

All the Departments and Centers organise seminars, workshops, conferences, symposia et. The University also organizes Staff Development Programmes through its Academic Staff College.

2.4.11 **Does the university have a mechanism to encourage**

- **Mobility of faculty between universities for teaching?**

- **Faculty exchange programmes with national and international bodies?**

Please see report on collaboration 3.7

- **If yes, how have these schemes helped in enriching the quality of the faculty?**

A few faculty members have got faculty exchange program through DST and other overseas funding agencies, through which they visit each other for research activities. By these schemes our faculty has been exposed to international academic development which has enhanced their teaching and research skills.

2.5 **Evaluation Process and Reforms**

2.5.1. **How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?**

Every teacher is involved in setting question papers, evaluation of answer scripts and revaluation (if any). Moreover, there is very close interaction (monitoring and supervision) for various practical components of the course. In the orientation programme for the students, the students are provided all information related to evaluation process for different components of evaluation.

2.5.2   What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

Since the academic session 2010-11 the university has implemented credit-based semester system in all postgraduate courses. This new system has also been adopted in all undergraduate courses since 2012-13. The continuous evaluation has led to improvement in learning by students and their punctuality in classes.

2.5.3   What is the average time taken by the University for Declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the University for the Publication of examination results (e.g. website, SMS, email, etc.).

The average time for declaration of examination result is 30 days after the conclusion of examination. In case of delay the evaluators/examiners are reminded to send the marks to the Office of the Controller of Examinations at the earliest. The result of the candidates is displayed on the notice board of the Examination Office, concerned Department/Dean's office and at the university website.

2.5.4   How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

Evaluation process is confidential. Coding and decoding of the answer scripts are done to ensure the maximum confidentiality. However, only the copies of internal assessment examination are shown and made available to the candidates.

2.5.5   Does the university have an integrated examination platform for the following processes?

- **Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.**
- **Examination process – Examination material management, logistics, etc.**
- **Post-examination process – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.**

Controller of Examinations office takes care for pre-examination processes, Examination and Post Examination processes effectively.

2.5.6   Has the university introduced any reforms in its Ph.D. evaluation process?

Yes, in line with the UGC's new guidelines for maintenance of minimum standard for M. Phil/PhD. Thus, admission is through a rigorous examination system. Jamia conducts one semester course work for the candidates admitted to PhD programme and they are also required to present pre-submission seminars and six monthly

progress reports In between also the Departments/Centres organize colloquium to assess the progress of the candidates. Condition of publication of one research paper has also been mandated.

2.5.7   Has the university created any provision for including the name of the college in the degree certificate?   : NA

2.5.8.   What is the mechanism for redressal of grievances with reference to examinations?

The university has laid down rules for redressal of grievances with reference to examinations in the relevant academic Ordinances 15, 15-A, 15-B, 15-C etc. It also has an Examination Committee which considers the cases of grievances pertaining to examinations.

2.5.9   What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

To streamline the university examinations, an Examination Management System has been indigenously developed and successfully implemented throughout the university. Also, in view of lack of manpower in the Office of Controller of Examinations, the examinations have been decentralized and the conduct of examinations now rests upon the Faculties/Departments/Centres of the university. However, the decoding of answer sheets, tabulation of results and declaration of results is being done by the Examinations Office.

2.6.   Student Performance and Learning Outcomes

2.6.1.   Has the university articulated its graduate attributes? If so, how does it facilitate and monitor its implementation and outcome?

The faculty works in accordance with the program objectives and outcomes are measured.

2.6.2   Does the university have clearly stated learning outcomes for its academic programmes/departments? If yes, give details on how the students and staff are made aware of these?

Each course has clearly laid down objective in the curriculum itself thus making students and staff aware of the learning outcomes after reading the particular course. The staff and faculty are aware of the learning outcomes of the courses and every one contributes towards this objective. The teaching plan and work plan for the courses are provided to all concerned at the beginning of the session to keep them aware of the deliverables.

2.6.3.   How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

It varies from departments to departments. However, by and large these are ensured through assignment, projects, group discussions, Seminars, field visits and industry visits.

Formal procedure need to be placed in order to setup this for research students.

As discussed above the strategies mentioned therein facilitate achieving the intended outcome. The latest professional equipment and infrastructure of the centre is available to students for training and developing operational skills. The courses have unique teaching-learning pedagogy which combines class room teaching, demonstrations, workshops and interaction with industry experts and media practitioners from India and abroad. For the assessment of the students learning outcome various techniques are used such as the presentation, assignments, group discussions, tests and quiz etc.

2.6.4. How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

The university has comprehensive and continuous evaluation system through which the students leaning outcomes are evaluated and remedial measures are undertaken wherever there are problems in the students learning.

2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

Students' learning is enhanced by providing the students the use of power point presentations, internet, through blended learning, online journals etc. and the feedback given by teachers after evaluations, suggestions facilitates to meet the future challenges.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

The Board of Studies (BoS) / Committee of Studies (CoS) of a Department/Centre also serve as the research committee of the respective Department/ Centres. These committees are responsible for recommending admissions of Ph.D. candidates and monitoring their progress as per the university rules. The said committee comprises of all the teachers of the departments as well as two external members from the other departments of the university and two external members from other universities/institutions. In addition there is a separate committee named Departmental Research Committee (DRC) t the department/Centre which regularly invites the research scholars and their supervisors/co-supervisors and they are asked to give a presentation/talk to apprise the committee about their progress in their respective field of research. It is the responsibility of the DRC to recommend the research proposal being submitted, evaluating the six monthly report and progress of the research scholars. The six monthly reports are then finally evaluated, approved by CoS / BoS. This is mandatory for continuation of Non-NET fellowship following UGC guidelines.

3.1.2 What is the policy of the university to promote research in its affiliated/ constituent colleges?

There are no affiliated / constituent colleges in the university.

3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/projects?

- *advance for funds on sanction letter*
- *providing seed money/facility based on innovative idea*
- *simplification of procedures related to approvals / purchases to be made by the investigators*
- *autonomy to the principal investigator/ coordinator for utilizing overhead charges*
- *timely release of grants*
- *Facilitates auditing of the project funds*
- *Preparation and submission of utilization certificate to the funding agencies*

The university has streamlined the process to facilitate the quick procurement of the research equipment and consumables. To facilitate the PI and for successful implementation and completion of the projects, the university also makes payments for the purchase of equipment, fellowships in all cases even when the second/final grants of the various ongoing research programs/projects are not released. Then the investigators are asked to settle the account by submitting the completion reports and utilization certificates for release of remaining grant as a

recoverable amount from funding agencies. University provides autonomy to the principal investigators/coordinators for utilizing the research grant as per the purchase rules of the University. The overhead charges are also released if requested by the principal investigators/coordinators of the research projects... University has also taken a step for promotion of research by providing a seed money based on the innovative idea for establishing a setup. The finance office provides all possible assistance in preparing the utilization certificates to the funding agencies along with the completion report timely, which is monitored by the development office of the University. Further, the annual financial and asset audit are regularly conducted in the university by inside and outside audit officers. The Vice Chancellor is also planning to appoint a Dean Research and Dean Administration that will further guide and provide necessary support to the researchers.

3.1.4   How is interdisciplinary research promoted in your university?

- *Between/among different departments /schools of the university and*
- *Collaboration with national/international institutes / industries.*

The faculty members are encouraged to carry out collaborative and interdisciplinary research at individual and departmental level. The Heads of the Departments and Directors of the Centre provide freedom on the field and topic of the research to be carried out at individual/group level and promote for applied and interdisciplinary research. To promote interdisciplinary research, the University has established a special Centre for Interdisciplinary Research which is one of the unique research Centres in India... The university continuously makes efforts to strengthen inter institutional ties for collaborative and interdisciplinary research.

3.1.5   Give details of workshops/ training programmes/ sensitization programmes conducted by your University to promote a research culture.

All the departments/centres of the university organize National/International seminars/ workshops/ conferences/ extension lectures regularly. Several national/ international seminars/workshops/conferences have been organized on various frontline as well as interdisciplinary areas of research, the details of which are given in the respective departmental evaluative reports. The details of these programs are regularly floated and updated on JMI website and required press releases are released in the media.

3.1.6   How does the Department facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the Department?

University has the provision to appoint researchers of eminence as adjunct, and visiting professors. There is also provision to appoint Professor Emeritus. Also there are various positions of Chair Professors in the university. The research contribution of such professors has been enormous and departments have benefited a lot with their experience, in terms of research papers, seminars and extension activities.

3.1.7 **What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.**

The university does not have a formal budget head earmarked for research. However, it facilitates research in different departments/centres by providing equipment (including research equipment, software) and maintenance grant. In addition to scholarships to the students under the JRF/SRF schemes, there is also an arrangement of providing Non-NET fellowship to all the research scholars. The university encourages its faculty to apply for research projects from funding agencies.

3.1.8 **In its budget, does the university earmark fund for promoting research in its affiliated colleges? If yes, provide details.**

There are no affiliated / constituent colleges in the university.

3.1.9 **Does the university encourage research by awarding Post-Doctoral Fellowships/Research Associate-ships? If yes, provide details like number of students registered, funding by the university and other sources.**

There is facility for granting study leave for Post-Doctoral Research to the faculty members with full salary protection.

3.1.10 **What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?**

12 Faculty members were sanctioned and availed sabbatical leave since 2008. The eligible faculties are 364. The faculty member who avails sabbatical leave submits a detail report, after joining the university as per the JMI ordinances.

3.1.11 **Provide details of national and international conferences organized by the Department highlighting the names of eminent scientists/scholars who participated in these events.**

University organizes large number of conferences, workshops, seminars, extension lecture and other academic and curricular interactions. A brief report of the same is available in the individual Evaluative Report of the Departments.

3.2 **Resource Mobilization for Research**

3.2.1 **What are the financial provisions made in the university budget for supporting students' research projects?**

Although there is no separate budget allocation for supporting student's research projects at the university level, the departments do provide all required assistance to students to carry out research projects from their own budget. Sometimes

support is also provided through sponsors and research projects. University is supporting up-to one lac rupees for research projects taken by Assistant Professors.

3.2.2   Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

University has constituted a committee to monitor, evaluate and support IPR activity. All the proposals for filing patent go through this committee and the recommended proposals are filed with assistance from University. The university encourages faculty members to file patents. List of patents filed by individual faculty members is available with the respective departments / Centre.

3.2.3   Provide the details of ongoing research projects of faculty:

The details are given in the Evaluative Report of the Departments.

3.2.4   Does the University have any projects sponsored by the industry/corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

Yes, some departments have projects sponsored by industries/corporate houses, the details of which are given in the Evaluative Report of the Departments/Centre.

3.2.5   Has your university been recognized for its research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

Yes, the university departments have been recognized for their research activities by several national/international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, AICTE, ICSSR, ICHR, ICPR, etc.). This has resulted in the establishments of several state of the art research and teaching laboratories in the university. With FIST support, The Centre for Interdisciplinary Research in Basic Sciences has setup a world class facility for purification and characterization of protein and their structure determination. Similarly other departments like Civil, Applied Sciences, have also used developed good facilities. We should write here about some other department facility with DRS-FIST support. These facilities have been also recognized by other national/international research groups. The detailed information on the facility development with these assistance can be seen in the Evaluative Report of the Departments/Centres.

3.2.6   List details of

a.   Research projects completed and grants received during the last four years (funded by National/International agencies).

JMI has an excellent research environment, during the last five years different units of the university have competed and received research grants from different

national and international bodies. Research projects worth of about rupees fifty crores have been completed by the faculty members of the university. The projects are in areas of national importance. Detailed information is available in the Evaluative Report of the respective Departments.

b. Inter-institutional collaborative projects and grants received
   i) All India collaboration
   ii) International

Faculty members have collaborated nationally and internationally for the best use of physical and knowledge resources in different areas at individual as well as university level. For detailed information please see the Evaluative Report of the Departments

3.3   Research Facilities

3.3.1   What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

The university provides basic infra-structure, including financial support in the form of research equipment, software, books and journals and space for setting up labs along with IT support.

Most of the departments/centres have their own Computer labs for students, specially the research scholars. In addition computers to individual faculty members have also been provided. The Departmental libraries have access to journals/e-journals/books. This facility is available through intranet.

The Centre for Information Technology is a state-of-the-art Centre which caters the entire university campus by providing excellent internet connection. It also offers links through the university website to various e-resources available throughout the world. The Centre also provides 24x7 facilities to faculty members as well as the research scholars in their hostels through optical fibre/an effective Wi-Fi networking.

In the emerging fields of bio-informatics, bio-technology, nanoscience and nanotechnology, green practices, etc. the university has set up special labs fully equipped with sophisticated equipment and necessary software. It has also set up a new Centre for Nanoscience and Nanotechnology for the advancement of research in the field.

University believes that compartmentalization of equipment shall resist the growth and is a need of time to establish a central facility where high-end equipment can be placed for easy access and wider utilization. With this view, university has set a Central Instrumentation Facility housing few equipment related to Basic and Life Science in the S. Ramanujan Block housed over 2100 square feet area at the Centre for Interdisciplinary Research in Basic Sciences. Equipment such as

Atomic Force Microscope, X-ray Diffractometer (with SAXS), Protein (Robotic) Crystallization System, Real Time PCR, Tensiometer, FTIR, UV-Vis and Spectrofluorimeter are at present available for use on nominal utilization charges. These equipments are also available for users outside JMI. It is the vision of the Vice Chancellor to expand this facility to a National Lab Facility.

3.3.2 **Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.**

All the departments of the university are connected through LAN; thousands of e-journals provided by INFLIBNET are available to the researchers directly from their respective departments. Besides this the Jamia website has a huge repository of information with more than 38,000 pages.

3.3.3 **Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?**

Central Instrumentation Facility at S. Ramanujan Block, Center for Interdisciplinary Research in Basic Sciences has been made functional. Until today, University has spent about Rs. 5 Crores to establish the facility. Proposals for creation of such facility have been submitted to MHRD and UGC. University is also waiting for the call for proposal to be submitted for DST-PURSE program.

3.3.4 **Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international?)**

In all the hostels of boys and girls, free internet connectivity has been provided. Also residential facilities both for short-term and long-term visitors have been provided in the university guest house along with internet facility.

3.3.5 **Does the university have a specialized research centre/workstation on-campus and off-campus to address the special challenges of research programmes?**

The special challenges of the research programme, if any, are handled suitably by the respective faculties/departments/centres.

3.3.6 **Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.**

Yes, the university has such centres where faculty/researchers from different national and international institutions visit and make use of the facilities. The details of such centres are given in the respective evaluative reports of the departments.

3.4   Research Publications and Awards

3.4.1   Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

Yes, various research journals and magazines are being directly published by different /academic units of the university, some detail is provided below.

- Centre of Jawaharlal Lal Nehru Studies has been bringing out an interdisciplinary journal "**Contemporary Perspectives: History and Sociology of South Asia**" which was published by Cambridge University Press during 2008-2010. Since 2010 it is coming out as the "**History and Sociology of South Asia**" from Sage Publications, New Delhi.

- Faculty of Education had published an International Journal namely, **'Jamia Journal of Education - An International Bi-annual Journal'** in March, 2014 (ISSN 2348-3490).

- Four internationally reputed journals, *Islam and the Modern Age* (English), *Islam Aur Asre-e-Jadeed* (Urdu), *Islam Aur AadhunikYug* (Hindi) and *Jamia* (Urdu) are published from the Zakir Husain Institute of Islamic Studies to present a critical evaluation of and interaction between Islam and modern life and thought and a comprehensive view of Urdu scholarship, literature and culture.

- Department of Mathematics has been publishing, "**International Journal of Mathematical Sciences**", since 2011. This journal focuses on the problems and solutions arising in science and technology. It is a peer reviewed journal, maintaining the original standards of research.

- Department of Urdu, infrequently publishes "**Tadrees Nama**"

- Beside this "**Jamia Open Source Community**" has been established for sharing and publishing research. University also publishes "**Jauhar**" as a monthly magazine. Faculty of Engineering publishes "**Techtimes**" as it's an annual magazine. Besides this the faculty members are contributing effectively in editing and reviewing various international journals and magazines indirectly.

3.4.2   Give details of publications by the faculty:

S. No.	Item	Total Numbers & Remarks
1	**Number of papers published in peer reviewed journals (national / international) and equivalent work of Fine Art & Mass Communications is shown separately in the SSR.**	5486 Research Paper & Chapters in Books and 564 Books during last 6 years. More than 1745 research papers are indexed in SCOPUS in last 5 years
2	**Edited Books& Books with ISBN**	

3	**Citation Index – range / average**	Available in Annexure Publications Volume VII (a) and (b) for all Faculty, Departments and Centre. h index of the university from SCOPUS is 55 and from Web of Science is 56
4	**SNIP**	
5	**SJR**	
6	**Impact Factor – range / average**	
7	**h-index**	

A large number of research papers are published by the faculty in the journals of national/international repute. The details can be seen in the annexure Publications of the Evaluative Report of the Departments.

3.4.3 Give details of

- **faculty serving on the editorial boards of national and international journals**

Many faculty members are in the editorial board of various research journals of national and international repute. Members' contributions are very much visible with the large number of research publications. The details can be seen the Annexure Publications of Evaluative Report of the departments.

- **Faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies**

The details can be seen in the Evaluative Report of the respective departments / centres.

3.4.4   Provide details of

- **Research awards received by the faculty and students**
- **National and international recognition received by the faculty from reputed professional bodies and agencies**

Many faculty members and students have received awards and recognitions at national/international levels. The details can be seen the Evaluative Report of the departments.

3.4.5   Indicate the average number of successful M. Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in Shodhganga by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?

The university has already framed Ordinances as per the UGC notifications for submitting synopsis of Ph.D. research work under Shodhganga Program and the

soft copies of theses under the Shodhganga program for the digital repository at INFLIBNET. The process has-been adopted.

S. No.	Faculty / Centres	2010	2011	2012	2013	2014
1	Faculty of Social Science	17	23	38	36	44
2	Faculty of Natural Science	63	62	52	60	72
3	Faculty of Education	13	15	11	26	14
4	Faculty of Engineering & Technology	16	19	18	27	36
5	Faculty of Architecture	0	0	01	1	1
6	Faculty of Law	04	03	03	5	2
7	Faculty of Languages	13	19	30	64	41
8	Centres	01	08	07	26	35
	Total	127	149	160	243	245

Faculty and course wise details of Ph. D awardees are also attached. The registration of most of Ph.D. awarded students is prior to the date of M. Phil. / Ph. D Degree UGC Regulation 2009. Therefore soft copies of theses of those Ph. D awardees will only be sent who got registration after UGC regulation of 2009 for hosting them in INFLIBNET

3.4.6   What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

There is a strict policy of the university with regard to checking the malpractices and plagiarism in research. Any matter of plagiarism is taken very seriously and strict action is taken. Thus, the university has acquired anti-plagiarism software "TURNITIN", to check the contents of the books, research papers, projects, that can be accessed through intranet. All the heads/directors are provided with a departments/centers used ID and password and all the faculty members are trained online as well as offline mode on usage of this software. All the faculty members are asked to check the projects, research papers and thesis for similarity index and encouraged to keep the record of the same test.

3.4.7   Does the university promote interdisciplinary research? If yes, how many interdepartmental/interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavors?

For this, the University has established a dedicated Center for Interdisciplinary Research in Basic Sciences, which is one of the unique centers in the country. In addition to this, the faculty members collaborate at individual and departmental

level in the form of a joint project or PhD supervision. The details can be seen the Evaluative Report of the departments.

3.4.8   Has the university instituted any research awards? If yes, list the awards.

No, formal awards are instituted.

3.4.9   What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

Faculty is facilitated at various levels and even at the Academic Council meetings.

3.5   Consultancy

3.5.1   What is the official policy of the University for Structured Consultancy? List a few important consultancies undertaken by the university during the last four years.

The university encourages its faculty members to undertake consultancy projects in various fields of specialization, wherever applicable. The university has recently prepared and implemented comprehensive guidelines for consultancy projects. The details of the consultancies undertaken by the faculty can be seen the Evaluative Report of the departments.

3.5.2   Does the university have a university-industry cell? If yes, what is its scope and range of activities?

No formal University Industry Cell exists; however, industry interaction takes place at university level, department level and also at individual faculty level. University has constituted a committee for establishing and strengthening the University-Industry Linkage Program (ULIP) through which the university aims to involve industrialist for curriculum development, conducting skill development an competency programs, arranging industrial visits and training of the students, project internship at industries, organizing seminars and technical exhibitions, discussion and experience sharing of industrials, collaborative projects with industries, arranging periodic visits of leading entrepreneurs and top ranking corporate leaders.

3.5.3   What is the mode of publicizing the expertise of the University for Consultancy Services? Which are the departments from whom consultancy has been sought?

At present there is no mechanism to advertise expertise however the individual faculty members and department does at their suitable way. For example, notice inviting EOI is floated on university website. Individual visits are made for solution based consultancies. For example, the Department of Civil Engineering,

Faculty of Architecture and Ekistics and some other units have published in their brochure to publicize expertise amongst various target groups. In addition to this individual faculty members also serve as consultants in different organizations. The details are available in the Evaluative Reports of the concerned departments.

3.5.4   How does the university utilize the expertise of its faculty with regard to consultancy services?

Depending upon the needs of the university, it utilizes the services of its expert faculty, as and when required. The details are available in the Evaluative Reports of the concerned departments.

3.5.5   List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

Some of the broad areas where consultancy is being undertaken are civil engineering, architecture, environmental engineering, educational management, pollution control, systems, waste management etc. Table below shows income in lac from consultancy work belonging to Civil Engineering Department.

S. No.	Financial Year	No. of Consultancy	Amount (INR)
1.	2008-09	55	4289396
2.	2009-10	69	5641032
3.	2010-11	37	3724568
4.	2011-12	33	4347284
5.	2012-13	03	505478
6.	2013-14	323	39126653
	Total	**520**	5,76,34,411

3.6   Extension Activities and Institutional Social Responsibility (ISR)

3.6.1   How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years.

The university frequently organizes various programmes which sensitize its faculty and students on its institutional social responsibilities (ISR). The "OUTREACH PROGRAMME" of the university, started many years back, regularly organizes programmes to sensitize its faculty and students on various issues such as safety of women, human rights, and various social and cultural aspects. Information about these programs are floated through email and on university website for wider awareness and experience sharing. The Department of Social Work, among other departments, took up an initiative of developing competence `among the disabled students of the University to prepare their resume and developing skills for job-

interview situations. Faculty of Dentistry provides subsidized OPD services to all patients. More information is given in the Evaluative Report of the Departments.

3.6.2 How does the university promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?

There is a National Service Scheme whose objective is to identify the needs and problems of the community and involve them in problem solving process and develop among themselves a sense of social and civic responsibility. For which it is necessary to arouse the social conscience of the students, and to provide them an opportunity to work with the people. In addition to the above there are provisions for educating adults including via distance learning mode. Also the university has centres like Balak Mata Centre, where vocational education is provided not only to the children but also to their mothers.

3.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?

A large number of students are enrolled in the National Cadet Crops (NCC) and National Service Scheme (NSS) activities on the campus to stimulate interests and create a sense of participation in matter of national defense and orient the youth to community service. The university also provides each and every facility to its cadets which the National RD institute provides. The NCC administration of the university inspect the student and select some of the most devoted and capable one. It provides them training in regular short term camps. The training is given in several steps and it includes parade, section attack which is done by crawling on hands and feet, firefighting, quarter guard, Para jumping rappelling which other name for rock climbing and self-defense. On the eve of Foundation Day it is marked by a pompous 'Guard of Honour' followed by an interesting cultural programme.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

- JMI has established K R Narayan Centre for Dalit and Minorities study, a premier institution on Dalit and Minorities studies, the first such Centre of its kind to be introduced in a Central University This is the first Centre/Department in any university in the country to start an M.A. Programme in Social Exclusion and is engaged in the study of Dalit and Minorities as its focus area. The Centre has conducted/conducting surveys and submitted reports on the following themes:

a) Pilot study on the Status of Muslims inhabitants in peripheral localities of Zakir Nagar and Batla House of the Okhla Region of South Delhi, 2010

b) A Socio-economic Survey of Roadside Vendors of Delhi, 2010

c) The Qureshi's in India: A Study of Socio-Political Status, 2009

d) Individually /jointly conducted assessment reports for the Ministry of Social Justice and Empowerment, Government of India

The thrust area of Department of Social work as mentioned in UGC Centre of Advanced Study (CAS) include: Social Development, Human Resource Management, with special reference to Capacity Building and Women Empowerment.

JMI Barkat Ali Firaq State Resource Centre stands for academic, technical and training resource support to adult education programme in Delhi and on request in other states too. SRC has assisted the National Literacy Mission Authority in developing draft country papers. It has also produced a report of the Task Force Multiple Strategies for Mobilization, Motivation and Retention of Learners and Volunteers of Muslim Minority especially Females in Adult Education Programme'. Report recommended by the NLMA as model to agencies for compiling reports of other 20 Task forces. *Padho Aur Padhao* – a functional literacy programme designed for prison population was developed.

A step ahead JMI has established Centre for the Study of Comparative Religions and Civilizations, a unique centre with inter-disciplinary thrust. As religious Studies has a special social and cultural relevance in the Indian context. It tries to tie up with other institutions within and outside India to promote religious studies. The objective is to deepen the understanding about religion in order to create conditions for harmonious coexistence of communities and empower the weaker sections of the society.

National mainstreaming of Madarsa products is undertaken by giving them exposure to modern education in a university academic climate.

- Main focus of the Sarojini Naidu Centre for Women Studies is Capacity Building & Skill Enhancement of women in general & Muslim Women in particular. The marginalized - Dalit women, other minority section, domestic workers, sex workers, vulnerable groups like the migrant women, elderly people is sought to be addressed. The centre has also planned to develop it into South Asian Resource Centre for Minority and most marginalized women.
- The university patronizes and facilitates the working Balak Mata Centre. Apart from this many more projects / surveys are being conducted by various department of the university.

3.6.5   Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

JMI does encourage student's participation in activities that promote citizenship roles. However, no formal system of tracking them is in place.

3.6.6   Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

The extension programme of the university has some unique components to develop fully rounded humane professionals. Some of the important include Skill Laboratory training for micro skill development, a Self-Development and Management Programme for the development of managerial skills and Group Conferences to enhance the analytical and presentation skills of the students. All these are complemented by a robust field training programme of the university.

3.6.7 **How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.**

The Outreach programme of the university works with the double mandate of reaching out to the community both within the university and outside it. Thereby, it organizes programmes and events which try to reach out to the neighborhood and also to other social and cultural groups in the city. Its aim has been to make broad-ranging public interaction possible within the university premises through events such as reaching out to the victims of Haiti, or talking of Peace in Palestine, discussing livelihood issues of women and providing them with a platform to showcase their work, organizing workshops for home based workers in Jamia's neighborhood, raising scientific temper and gender consciousness through film festivals, organizing plays devoted to contemporary social issues, encouraging the spirit of sharing knowledge by donating books, exposing students to scholarships and awards available to them, among many other activities organized round the year.

3.6.8 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

JMI is an institution of repute, the faculty members have been honoured with lots of awards from national and international bodies. Two professors during service have been honoured by Padma Shree; they are Prof Mushirul Hasan and Prof Akhtarul Wasey. Former Prof Ashok Chakradhar has also been honoured by Padma Shree this year. Internationally Prof Faizan has been awarded FNAC. Nationally Prof Sami has been awarded with prestigious INSA awards. In addition to these prestigious awards, several faculty members have bagged overseas fellowships through co-lateral or bilateral programs, details of which can be found at the evaluative report of the department/center.

3.7 **Collaboration**

3.7.1 **How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?**

Jamia Millia Islamia, a central university, which is more than 90 years old, has a long history of international linkages and has enjoyed a long history of international visitors who have, as early as the 1930s, chosen to associate themselves with Jamia.

Currently, Jamia Millia Islamia has the following existing MoUs and Agreements in place with universities and institutions across the world for collaborative research work and faculty & student exchange programmes:

1. Ajou University, Korea

2. Al-Biruni Institute of Oriental Studies of Academy of Sciences of the Republic of Uzbekistan

3. Al-Imam Muhammad Ibn Saud Islamic University, Saudi Arabia

4. Al-Mustafa International University, Iran

5. Centria Consulting for Educational Consulting, Kingdom of Saudi Arabia

6. Danishgah-e-Islami-e-Iran

7. Embassy of France for French Language Tutor Programme

8. ESI Corportation, Ministry of Labour, Government of India, New Delhi

9. Ethiopian Embassy, New Delhi

10. Government College University, Faisalabad, Pakistan

11. HOPE Project, Non Government Organization (NGO), New Delhi

12. ICICI Bank Ltd. Mumbai

13. Indian Institute of Astrophysics, Bangalore

14. Institut National de Langues et Civilisations Orientales (INALCO) Paris

15. Institute for Studies in Industrial Development, New Delhi

16. Institute of Islamic Understanding Malaysia

17. ISS (India) Education Initiative Pvt. Ltd. New Delhi

18. Istanbul University, Turkey

19. Kadir Has University, Turkey

20. King Abdulaziz Foundation, The Kingdom of Saudi Arabia

21. KU Leuven-Faculty of Social Sciences and Faculty of Arts, Belgium

22. Loughborough University, UK

23. National College of Science & Technology (NCST), Salalah, Oman

24. National Tsing Hua University, Taiwan

25. Nuclear Science Centre, New Delhi

26. Politecnico di Bari, Italy

27. Power Grid Cooporation of India Ltd. New Delhi

28. Ryerson University, Toronto, Ontario, Canada

29. School of Orienatl and African Studies (SOAS), University of London

30. School of Psychology, Plymouth University, UK

31. Sciences Po Toulouse,France

32. Shenzhen University, P.R. China

33. South Asia Foundation-India

34. Telecom Sector Skill Council (TSSC)

35. The American Institute of Indian Studies, New Delhi

36. The Ecole Normale Superieure/ENS-Paris

37. The Norwegian Embassy, New Delhi

38. Universal Institute for Private Training, Kuwait

39. Universidad Pedagogica and Tecnologica of Colombia, Colombia

40. Universite Libre de Bruxelles (ULB) Belgium

41. University of Applied Sciences, Erfurt, Germany

42. University of Delhi,

43. University of Dhaka, Bangladesh

44. University of Edinburgh

45. University of Erfurt, Germany

46. University of Minnesota, USA

47. University of Regina, Canada

48. University of the Balearic Islands, Spain

49. University of Westminster, London, United Kingdom

50. Vidyanidhi-Digital Library and E-scholarship Portal, Mysore

51. York University, Toronto

52. Yunus Emre Institute, Ankara, Turkey

These collaborations have not only helped the university foster strong academic ties with universities all across the world and has resulted in faculty exchange, student exchange, sharing of research, joint publications, joint seminars/ conferences/ workshops, sharing of data & experiences, and has thereby enriched those involved, but it has also been instrumental in providing the university with international visibility and exposure which has brought a number of tangible and intangible gains for the university.

During the period, 2007 to 2012 the University received funds/ grants from the following international agencies on account of various projects:

- The Ford Foundation
- DFID: British High Commission (DFID)
- Embassy of USA
- Finland: Asia Link Project
- Finland: Peacemaking & Peace Building in Europe & South Asia
- UNIDCP
- UNESCO
- UNICEF
- UNITAR: Understanding Conflict & Conflict Analysis
- British High Commission: Capacity Building of Madarsa Teachers & Students
- The Global Fund-Round 7
- Save the Children (Sweden/Nepal)

3.7.2 Mention specific examples of how these linkages promote

- **Curriculum development**

The curricula are designed keeping pace with the developments in the various fields and also as per the requirement of the industries. This is achieved through BoS liaison with faculty of other institutes. Curriculum of the department is discussed in BoS and expert advice of members is also obtained.

- **Internship**

Students in some departments avail the opportunities to join various industries for their internship/summer trainings. Students are also placed in various institutions for field work and practice components under the collaborative linkage.

- **On-the-job training**

In Physics department the Instrumentation Course has a compulsory component of On-Job Training

- **Faculty exchange and development**

The faculty members act as resource persons and also as participants in various programmes which results in continuous professional development. This also enables to share experiences with research scholars and among the faculty members. The faculty development also takes place through updating the knowledge from the visits to other research & development institutions.

- **Research**

Exchange of ideas through joint research, sample analysis, joint publication etc. takes place. Projects are also taken up from industries on specific industrial problems.

- **Publication**

The university encourages increased academic/research based contacts with national/international researchers and industries leading to joint publications, book/chapter writing etc. Publication Funds from bodies like UGC help in publication of documents, faculty members on editorial boards sensitize students about authoring guidelines resulting in publication of papers.

- **Consultancy**

Please refer to item no. 3.5.5 above

- **Extension**

The university promotes knowledge sharing with young students and increased collaborations

- **Faculty and students expertise helps in planning activities and workshop of students in schools etc.**

The faculty regularly meet to discuss about planning activities such as workshops, seminar etc. for the benefit of the students and faculty. These activities also help to provide valuable feedback for curriculum development.

- **Student placement**

Many industries arrange for campus recruitments and offer jobs to many students from the campus itself. The university departments have linkages with Industries, NGOs, National Laboratories or Knowledge-based Industries etc. This is helpful in Placement of Students for field work, job placement, and internship.

3.7.3 Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

Yes, the university has signed a large number of MoU during the last four years and due to this provision there is a lot of scope for interaction between faculty and

students for research and other academic work. Please see item 3.7.1 above for details.

3.7.4   Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

Out of the few, SCADA lab of Electrical Engineering department has come up with industry partnership. It has been established with the partnership of ABB ltd.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 How does the University plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

JMI understands that adequate infrastructure facilities are vital for effective and efficient conduct of the educational programmes. JMI has taken adequate steps, to ensure that the growth of the infrastructure keeps pace with the academic developments in the institution. The requirements relating to infrastructure obtained from Departments of Studies/Centres/Offices etc. are scrutinized by the Planning and Development Branch of the University and finalized by a Committee constituted to work out the plan proposal of the University. Based on the quantum of grant released, the requirements are prioritized for the creation and augmentation of physical infrastructure. Efforts are made to ensure the quality and optimum utilization of infrastructure created. From planning to deliverance, the process is structured, transparent and has participation of stakeholders. Also as per the specific needs the interim proposals are prepared for seeking additional grant.

The supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra-curricular and administrative activities.

The budgetary support provided to the University for creation of infrastructure during the last 3 Plan periods is as under:

A. X Plan Period

Total Allocation	Grant for Building & Campus Development Works
Rs.11138.84 lacs	Buildings:Rs.7307.00 lacs Campus Development : Rs.526.00 lacs **Total : Rs.7833.00 lacs**

B. XI Plan Period

Total Allocation	Grant for Building & Campus Development Works
Rs.35962.00 lacs	Buildings: Rs.18611.50 lacs Campus Development :Rs.1010.00 lacs **Total : Rs.19621.50 lacs**

C. XII Plan Period

Total Allocation	Grant for Building & Campus Development Works
Rs.23200.00 lacs (20600 lacs + 2600 Lacs – Additional grant)	Buildings: Rs.8100.00 lacs Campus Development : Rs.200.00 lacs **Total : Rs.8300.00 lacs**

4.1.2 **Does the University have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.**

University as a policy always gives thrust for promotion of good teaching learning environment. In most of the Academic Departments and Centres of studies, lecture theatres/seminar and conference halls have been created. Laboratories are continuously upgraded. Computing facilities have been provided to all teaching faculty and the use of technology is encouraged in teaching-learning process. In the recent past, the following initiatives have been taken up in the university:

- Replacement of black-board by smart classrooms
- Most of the class rooms are now fitted with LCD projector
- Refurbishing of Engineering Auditorium
- Computer to all faculty members with internet facilities
- Establishment of Faculty / Department Libraries as per the need
- Digitization of Library books
- E-resources of the expensive Journals of repute
- Introduction of MIS and other IT support services for smooth functioning of the university
- Email to all teaching and non-teaching staff (up to LDC level)
- Extensive, support and improvement of laboratory and allied facilities

The Budgetary Support during X & XI Plan for consolidation of laboratories & ICT facilities is as follows

- Equipment :2947.62 Lakh
- ICT Infrastructure :1015.56 Lakh
- Smart Classrooms : 82.26 Lakh

Total: 4045.44 Lakh

In XII Plan, Equipment, ICT Infrastructure and Smart Classrooms have been provided allocation of rupees 300 Lakh, 775 Lakh and 37.35 Lakh respectively.

4.1.3 **How does the University create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?**

The University ensures to provide cubicles for each faculty member and well equipped research laboratories with computing facilities and other allied services like ICT connectivity, air-conditioning, R.O. systems etc.

4.1.4 **Has the University provided all departments with facilities like office room, common room and separate rest rooms for women, students and staff?**

Almost all the academic departments/centres of studies have been provided with facilities like office rooms, common rooms with adequate furniture and separate rest rooms for women students & staff. During XI Plan under the UGC Scheme of 'Basic Facilities for Women', University has developed 8 Girls Common rooms

with A.C. facility. An expenditure of Rs.60.00 Lakh has been incurred...University during X Plan has constructed Teachers Association Block costing Rs.160.00 Lakh.

4.1.5 How does the University ensure that the infrastructure facilities are disabled-friendly?

It is consistent effort of the University to make the University campus disabled friendly. In the recent past, the University has created facilities like ramps, disabled friendly toilets, lifts and a disabled friendly resource centre for learning. In addition, the University is implementing TEPSE (Teacher Preparation in Special Education) and HEPSN (Higher Education for Persons with Special Needs) programmes of the Govt. for the welfare of the persons with special needs.

Barrier free features & other facilities for persons with disabilities developed in JMI.

- Lifts – 9 Nos. costing Rs.117.00 Lakh
- Construction of toilets/ramps for differently-abled persons Rs. 25.00 Lakh
- Establishment of Learning Centre for disabled – 7.15 Lakh
- University is implementing TEPSE (Teacher Preparation in Special Education) and HEPSN (Higher Education for Persons with Special Needs) programmes of the Govt. for the welfare of the persons with special needs costing Rs.45 Lakh.
- JMI has made adequate changes in policy of recruitment, with reservation in jobs and admission. The percentage representation of disabled in total posts is now nearing 2%.

4.1.6 How does the University cater to the requirements of residential students? Give details of

- **Capacity of the hostels and occupancy (to be given separately for men and women).**

University has Boys and Girls hostels with details as under:

Boys Hostel:

		No. of Hostels	Capacity	Occupancy
A.	General Students	7	1197	1197
B.	Students of Residential Coaching Academy	1	152	152

Construction of one more hostel for students of Jammu & Kashmir region at an estimated cost of Rs.20.00 crore is in process.

Girls Hostel

		No. of Hostels	Capacity	Occupancy
A.	General Students	4	837	887
B.	Working Women	1	100*	59
C.	Students of Residential Coaching Academy	1	50	50

* Some of the rooms are under renovation.

During XII Plan period, one more Hostel for 400 Girls has been constructed at an estimated cost of Rs.26.00 crore. The allotment however is in process.

Recreational facilities in hostels like gymnasium, yoga centre, etc.

In both the Boys & Girls Hostels, there is a full-fledged Gymnasium, courts for outdoor games, common rooms for indoor games.

Broadband connectivity/ Wi-Fi facility in hostels.

All the hostels are provided with 24 hrs. Broadband connectivity. FTK Centre keeps pace with latest requirements. Besides, there is a cyber-café in the Girls Hostel Complex.

4.1.7 Does the University offer medical facilities for its students and teaching and non-teaching staff living on campus?

The University offer medical facilities to its all teaching, non-teaching staff and students. A dedicated Ansari Health Centre and Dental Faculty OPD provide medical treatment services. Dr. M A Ansari Health Centre is presently functioning as a primary care health centre catering to the students and employees along with their dependents of JMI. It has got four general OPDs apart from having specialised services OPDs like gynaecology, ENT, Medicine, Ophthalmology, Cardiology and Dermatology by visiting consultants. The health centre has a medical lab where most of the basic and routine investigations are done under supervision of qualified and experienced pathologists from the faculty of Dentistry. All these tests are monitored by EQAS (external quality assessment in collaboration with CMC, Vellore, and AIIMS, New Delhi. Presently the medical centre has shifted to the new building behind the sports complex, and efforts are on for transforming it into a hundred bedded general hospitals. An annual budget of rupees 400 Lakh is also earmarked for reimbursement towards medical services from referred and government hospitals. Dental OPD caters to more than 400 patients per day.

4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

The University has well established sports facilities in terms of cricket/hockey/football playgrounds and courts for badminton, tennis,

volleyball, etc. along with the qualified sports staff. Additionally, the university has established a state of the art gymnasium, which is open to all student and teachers.

Further, the university has created infrastructure for cultural events/activities in terms of Auditorium/open air theatres, etc. Cultural events are organized by several duly constituted Cultural Committees, NCC. and NSS groups, etc. Auditoriums are provided free of cost to various students forum/ chapters to conduct cultural, extracurricular programs.

Any other information regarding Infrastructure and Learning Resources which the University would like to include.

JMI has made extensive efforts in obtaining grant from other sources. A list is provided to show the major grants received from other sources during X & XI Plan period, which totalled about 4919 Lakh.

- Grant from Ministry of Social Justice & Empowerment for Const. of hostels for OBC Boys & SC Girls   :223 Lakh

- Grant from Govt. of Saudi Arabia for Const. of King Abdullah Bin Abdul Aziz Medical Centre   :225 Lakh

- Grant from Ministry of Social Justice & Empowerment for creation of facilities for differently-abled persons   :114 Lakh

- Grant from Ministry of Tourism for conducting hospitality courses
                                                                                : 200 Lakh
- Grant from Ministry of Youth Affairs & Sports for Development and renovation/ up gradation of training Venue for the CWG-2010
                                                                                :4157 Lakh

- **Total**   **:4919 Lakh**

Also during XII Plan, grant from the Government of Jammu & Kashmir for Construction of Hostel for Students of Jammu & Kashmir region has been finalized and an amount of Rs.4.81 crore released.

During XII Plan, a grant of Rs.206.00 crore has been provided to the University for General Development of the University against which Rs.150.00 crore have been released. An additional grant of Rs.26.00 crore has also been provided for construction of the Girls Hostel.

The University has proposed for introducing e-learning in a big way. It has started the introduction of interactive smart boards to establish state-of-the art teaching-learning methods, video-conferencing facilities, etc.

4.2. Library as a Learning Resource

4.2.1   Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

Jamia Millia Islamia's library was established in 1920. It is named after Dr. Zakir Husain, former President of India and also Jamia's former Vice-Chancellor. This Library is the Central Library of the Jamia Library System, which also includes the Faculty and the Centre Libraries.

The University has a Library Advisory Committee with the Vice-Chancellor as Chairman and consists of the Pro-Vice Chancellor, Registrar, Finance Officer, Deans of Faculties, DSW, one senior most professor from each faculty on rotation, Chief Proctor and the University Librarian as Convener. The Committee devises the policies, rules & regulations for the functioning and development of infrastructure and resources.

4.2.2   Provide details of the following:

- *Total area of the library (in Sq. Mts.)*
- *Total seating capacity*
- *Working hours (on working days, on holidays, before examination, during examination, during vacation)*
- *Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)*
- *Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection*

- **Total area of the library**

The new building of Dr. Zakir Husain Library was planned in 2003 and commissioned in 2009; it has covered area of 9,930 sq. metres. The new building reflects contemporary architectural design.

- **Total seating capacity**

The Library is centrally air conditioned, user friendly and provides a total seating capacity of 1275, including Reading Hall Annexe. The library has a stacks capacity of about 6 lakh books and a provision to add another floor. This should take care of the requirements of the Jamia for the next five decades.

- **Working hours (on working days, on holidays, before examination, during examination, during vacation)**

The heavily used Textbooks Section and the Reading Areas of the Library remain open till 12:00 night including Saturdays, Sundays and Holidays. The sections

remain open till 2:00 a.m. (night) during exams and till 10:00 p.m. during vacation. The other sections remain open till 7:00 p.m.

- **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

The Library building has a functional layout with most of the heavily used areas and sections easily accessible, as follow:

- **Display of Floor Plan:**

Ground floor

The ground floor has the Helpdesk, Memberships Counter, Belongings Counter, Circulation Counter, Books Reservation & Interlibrary Loans, Online Catalogue, Periodicals Section, Reference Section, Textbook Collection & Reading Hall. The Library's Centre for Differently-Abled is easily accessible on the ground floor and equipped with 10 PCs & about 1,500 e-resources for visually impaired students.

First Floor

The Library's Digital Resource Centre (DRC) is housed in the first floor and is equipped with 100 computer workstation to access e-journals, and the in-house digitized Library's resources, like manuscripts, rare books, Jamia theses, old serials and selected rare books.

The first floor also houses the Manuscripts Section, Rare/Reserved Books Section, Teachers consultation & study area, Books Acquisition & Technical Processing Sections, Orientation /Lecture room, Digitization Unit, and office of the University Librarian.

Second Floor:

The Stack Hall 1 houses the subject collection in Computer Sciences, Psychology, Religious Studies, Islamic Studies, Sociology & Social work, Political Science, Economics, Public Administration, Educational Studies, Commerce and Linguistics. The stack Hall has an associated study area for 40 persons.

The stack Hall 2 houses the subject collections of Mathematics, Physics, Chemistry, Bio-Chemistry, Biosciences, Bio-technology, Engineering, Management, Literature, and Geography and has a seating arrangement for 40 persons.

Third Floor (Hall No. 3)

The Stack Hall 3 has Urdu, Persian, Arabic and Hindi collections. The section also has 2 workstations to provide access to the computerized catalogues. This is supported by 9 volume print-out of the online catalogue of the Oriental Collection

Third Floor (Hall No. 04)

About 21,200 back volumes of periodicals, duly bound, are available for reference and consultation. This section also has 3689 bound volumes of old Urdu periodicals published before 1950 pertaining to about 466 titles.

- Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection.

- There are adequate signage and guides to designate various functional areas.

- Besides the stairs, there are two User Lifts for speedy access to the stack areas in the 3rd & 4th floor, and one Goods Lift.

- The building has a proper ramp for differently abled persons, RO enabled drinking water system, and an additional service block providing additional drinking water and toilets facilities.

4.2.3. Give details of the library holdings:

a) *Print (books, journals, back volumes and theses)*

b) *Average number of books added during the last three years*

c) *Non Print (Microfiche, AV)*

d) *Electronic (e-books, e-journals)*

e) *Special collections (e.g. text books, reference books, standard)*

f) *Book banks*

g) *Question banks*

a. Print (books, journals, back volumes and theses)

- The Library has a collection of 3.70 lakh books, including back volumes (21,200) and theses (2250).

  Besides, there are subject specific book collections in faculty libraries, which include F/o Education Library (28,500); F/o Engineering & Technology Library (38,000); F/o Law Library (7,277); F/o Fine Arts Library (3,221) and F/o Dentistry Library (2,935).

- The Research Centres also have core collection of their specializations. The major ones are: AJK Mass Communication Research Centre Library (6872); MMAJ Academy of International Studies (19,990); Centre for Jawaharlal Nehru Studies (13,720). Besides, there are small book collections available in other newly established Research Centers pertaining to their specializations (23,000).

- The AGM School Library has a collection of 28,675 books and caters to the needs of the school sector of Jamia.

  Thus the total books collection in the Jamia Library systems is about 5.40 lakh.

- The Library subscribes to 126 international print Journals specific to our research programmes and 194 Indian Journals. Library also provides 19 magazines and 27 newspapers in print. Besides, about 150 periodicals are available in other libraries.

b. Average number of books added during the last three years

On an average 7,125 books on different courses of study are added every year.

c. Non Print (Microfiche, AV)

The Library's microform collection includes 55 manuscripts (33 microfilms); back-runs of 4 old newspapers and census report pertaining to 1881-1951.

d. Electronic (e-books, e-journals)

The Library provides access to 7,000 e-journals on Sciences, Art & Humanities, Islamia Studies, Law, Engineering & Technology, Computer Science, Dentistry and other subjects through 28 major e-databases, namely American Institute of Physics, American Physical Society, American Chemical Society, Annual Reviews, American Society of Civil Engineers, American Society of Mechanical Engineers Journals, Cambridge online, Emerald, IEEExplore, Indian Journals.com, Institute of Physics, ISID Database, JSTOR, Manupatra, Oxford University Press, Project Euclid, Project Muse, Royal Society of Chemistry, Science Direct, Society for Industrial & Applied Mathematics, Springer Link Online, Taylor and Francis, Wiley Inderscience, Science online, and SCC Online

Besides, the Library provides access to 7 bibliographic/citation databases, namely, Scopus, Web of Science, Scifinder, Mathematical Reviews, Indian Citation Index, JCCC, and Open J-Gate,

e. Special collections (e.g. text books, reference books, standards, patents)

The Reference Section has about 9,000 reference sources, including, encyclopedias, geographical sources, biographical sources, statistical sources, handbooks, directories, dictionaries.

About 2,250 Jamia theses are also available for consultation.

The Textbooks Section has about 8,700 books on various courses of study.

Urdu

This has a valuable collection of about 40,000 books on life & literature, history and culture, medicine and sciences. All Urdu publications of Maktaba Jamia, Idara-Talem-o-Taraqqi, NCPUL, are available. The section has a rare collection on Hinduism, Sikhism and Jainism in Urdu; and also includes comprehensive collection on Allama Iqbal, Ghalib and medieval history.

Arabic

A collection of 7,000 books on Arabic literature as well as reference material and writings of Khalil Gibran, Taha Husain, Najib Mahfooz, and Taufiqul Hakeem is available.

Persian

A collection of 3,000 books which include widely-consulted works of Jalaluddin Rumi, Amir Khusro, Firdausi, Omar Kayyam etc.

Hindi

A collection of 20,000 books on literature and also writings of Prem Chand, Mahadevi Varma etc.

f. Question banks

Examination questions are available with the outsourced agency.

4.2.4   What tools does the library deploy to provide access to the collection?

- **OPAC**
- **Electronic Resource Management package for e-journals**
- **Federated searching tools to search articles in multiple databases**
- **Library Website**
- **In-house/remote access to e-publications**

Library Collection is computerized & the online catalogue provides bibliographic information about the holdings of the Library using Libsys-7.

OPAC provides access to an integrated database of books in English, Hindi, Urdu, Arabic & Persian.

Additional terminals are provided in Urdu, Persian, and Arabic stacks (Hall No.3) to access the online catalogue.

A 9 volume print-out of the online catalogue of Arabic, Persian & Urdu books is also made available in the Oriental Section to facilitate access.

Members can check new additions to the library collections, check details of books borrowed, reserve a book, and make suggestion for any new title to be added to the library at *www.jmi.ac.in>university library>online catalogue*.

The access to e-journals can also be made through federated search tool *Knimbus* or separately through 35 databases available for browsing.

The Library provides remote access for its e-resources so that they are available 24X7 off-campuses anywhere through access management service, *Open Athens*.

A link to the University Library on the Jamia website provides an overview and instant access to library resources and services.

The site also has contact details to approach the staff responsible for various types of services for assistance.

4.2.5   To what extent is ICT deployed in the library? Give details with regard to

- *Library automation*
- *Total number of computers for general access*
- *Total numbers of printers for general access*
- *Internet band width speed □ 2mbps □ 10 mbps □ 1 GB*
- *Institutional Repository*
- *Content management system for e-learning*
- *Participation in resource sharing networks/consortia (like INFLIBNET*

- **Library automation**

The library is fully automated and has developed an integrated database of the books in English, Hindi, Urdu, Arabic, and Persian using Unicode compliant Libsys-7. The other major libraries are also computerized and include F/o Education Library, F/o Law Library; F/o Engineering & Technology Library; F/o Fine Arts Library, all using Unicode compliant Libsys-7.

There are more than 150 workstations for student use within various sections of the library, supported by 2 network printers.

The Local Area network (LAN) in the library is a part of the campus wide network and avails an internet bandwidth speed of 1 GBPS provided through the National Knowledge Network.

The Learning Centre for Differently abled has facilities to provide access to print material, etc. for the visually impaired challenged students through the use of assistive technology for the screen reading, screen magnification, and optical recognition; requisite software like JAWS, SAFA, Vaachak, Open Book, Talking Typing Teacher and appliances like SARA, RUBY, TOPAZ, etc. are available. The centre has developed a collection of about 1,500 resources for visually impaired students.

A multi-media lab in the old library building (next to Reading Hall Annex) under the F/o Humanities and Languages is equipped with 33 workstation, and provides technology- aided learning material and mechanism to learn and improve English and other European languages. The Lab uses Smart Class Symposium client server software developed by Robotel to run language contents; and facilitates individual student support, interactive help using audio, video, text & image contents. The

teacher can work with the entire class or with any student requiring extra help –
right from his desk.

- **Digitization of Theses**

The library has digitized 800 of its theses submitted by scholars to various
department of Jamia. The project has been undertaken in collaboration with
Vidyanidhi. The users can access their full-text at *http://www.jmi.ac.in>University
Library>Digitized Jamia Theses*

- **Digitization of manuscripts, rare books and old Urdu serials**

The Library has digitized about 2000 manuscripts, 2200 rare books, and 3689 old
bound Urdu serials pertaining to 465 titles in collaboration with CDAC to facilitate
easy access for research & consultation, accessible at
http://ww.jmi.ac.in>universitylibrary>digitased manuscripts.

The Library is active member of the important resources sharing networks,
namely, DELNET, INFLIBNET. The Library's bibliographic database is regularly
added to these resource sharing networks.

4.2.6   Provide details (per month) with regard to

- *Average number of walk-ins*
- *Average number of books issued/returned*
- *Ratio of library books to students enrolled*
- *Average number of books added during the last four years*
- *Average number of login to OPAC*
- *Average number of login to e-resources*
- *Average number of e-resources downloaded/printed*
- *Number of IT (Information Technology) literacy trainings organized*

On an average 36,500 students and other users visit the library per month.

16,818 books are issued and returned per month.

19,762 persons are enrolled as members and comprise of PhD scholars (2,210), M.
Phil. Students (426), PG students (1,175), UG students (13,077), faculty and staff
(646), special members (27) and consultation tenure members from other
universities and institutions (885- last year). They all benefit from in-house
collection of 3.7 lakh books and the e-resources which are accessible from
anywhere in the Jamia campus.

The ratio of the library books and the students enrolled works out to 27:1

On an average of 7,215 books are added to the collection per year.

The library online catalogue is regularly used to access our English, Hindi, Urdu, Arabic & Persian Collections. The Arabic, Persian and Urdu online catalogue is further supplemented by its print versions (9 volumes) to facilitate its use by persons not comfortable with online catalogue. To facilitate use of the textbooks section, its online catalogue is supplemented by its print versions and regularly updated.

Jamia has 18th rank on an all India basis in the utilization of e-journals. The library organized 16 orientation sessions during the last one year to promote the utilization of e-resources and access of online catalogue, particularly for Urdu users.

4.2.7   Give details of specialized services provided by the library with regard to

- *Manuscripts*
- *Reference*
- *Reprography / scanning*
- *Inter-library Loan Service*
- *Information Deployment and Notification*
- *OPACS*
- *Internet Access*
- *Downloads*
- *Printouts*
- *Reading list/ Bibliography compilation*
- *In-house/remote access to e-resources*
- *User Orientation*
- *Assistance in searching Databases*
- *INFLIBNET/IUC facilities*

Specialized Collections and Services

- **Manuscripts**

The Library has a valuable collection of 2230 manuscripts in Arabic, Persian, Urdu, Pushtoo, Punjabi and Hindi languages- Brij Bhahsa. They pertain to the period 1591-1922 AD, and are on various subjects, namely, Quranic studies, Hadith, jurisprudence, Sufism, Philosophy, Logic, Unani Medicines, Mathematics, Astrology, Music, Astronomy, Chemistry, Poetry, Persian language & literature, Lexicon, History, Geography & Hindu religion. Some of them are special for their calligraphic style and illustrations. Some of the manuscripts are on the Vedas, the Upanishads, Manusmriti, Ramayana, Gita, the Mahabharata, Guru Nanak, Swami Dayanand Saraswati, and Swami Vivekananda.

The manuscripts are housed in an air-conditioned room and acetate lamination of 2000 of them was cautiously completed during the last 8 years for preservation

Arabic

The total number of Arabic manuscripts is 645, and some of the most important Arabic manuscripts are:-

- Mashariqul Anwar (Hasan Saghani) 967 AH(A-249)

- Al-Qamus al Muheet (Majdudddin Firozabadi) 1097 AH (A-297)

- Maali-ul- Hemam (Jaunaid al- Baghdadi) (A-114)

- Sharah Qasidah Banat Suad (Jamaluddin Abi Muhammad Abdullah Bin Hisham) AH 63 (A-4).

- Ihya-o-Uloom Deen (Al-Ghazali) 1100 AH(A-37)

- Ibn-al-Arabi, Mohiuddin Mohd. Bin Ali: Al-Tadbeerat- al Ilahiyah fi Islah-al mamlaKat-al- Insaniyat. 1100, A.H.

- Al Shahrastani, Abul-Fatah Mohammad Bin Abdul Karim. Kitab Al Melal Wan-nahal-Vol.2.

- Al-Bu Sairi, Abu Abdullah Sharafuddin Mohammad. Qaseedah Al Burda bit-Tarjuma Al Farsiya Al manzuma Li Haroon Al-Muttaqi. 1056, A.H.

- Qudam bin Jafar, AbulFaraj. NaqdAlsher- 1036, A.H.

- Waliullah, Al Mudaddith Al- Dehelvi Al Budural Bazigha-be Khat Shujaat Ali al Bareilvi 1340 H.

- Tarikhul Khulafa-i-Suyuti, Jalaluddin Abdur Rahaman.

Persian

- The library about 1427 Persian manuscripts. Their descriptive catalogue is available in the Library's Manuscript Section. The catalogue is part of a series about Persian manuscripts available in university libraries in India published by Persian Research Centre, Iran Culture House, New Delhi in 1999. Some of the important Persian manuscripts are:

- Raag Darpan (Tr. From Sanskrit by Faqirullah Gwaliari) AH 1076 (DI/4).

- Gulshan-e-Raz (Mehmood Shabistari) AH 720 (A-171/1)

- Shirin-wa- khusrau (Amir Khusrau Delhivi) AH 651-725 (B-420).

- Masnavi Ma'anvi (Jalaluddin Rumi) AH 657 (B-192)

Urdu

- The Library has about 158 Urdu Manuscripts, and some of the impotent ones are:-

- MaohammadImadad Ali Khan Dewan-e- Imdad.

- Ishaque Mohadis Dehalvi, Shah Mohd... Tareekh-e-Kaba.

- Rajab Ali Baig Suroor, Fasanai Ajaib.

- Goya Faquir Mohammad Khan, Dewan-e-Goya 1249 AH.

The microfilm collection of newspaper pertaining to late 19th and early 20th centuries. They include Awadh Panch (daily 1908-1932), and Madina in Urdu; Chahar-Gulshan, Akhbart-Darbar-i-Moall, Abab-ul-Malik in Persian; Comrade, published from Calcutta in English.

Rare Books

The Library has about 4200 books and other source material of rare nature published during 16th to 19the century in various languages. Some of the important ones are in Urdu and have been heavily used, such as:

- History of the Growth and Decay of the Ottoman Empire, 1300-1638, published by James John & Paul, London, 1734.

- State of the Ottoman Empire by Paul Rycaut, published by John Starkey London, 1968.

- The section has also conserved files of Urdu and English newspapers published in late 19th and early 20th centuries. Some of them are:

- Awadh Punch (1890-93; 1898-1906; 1909) Al- Hilal)1912-1914),

- Madina-Bijnor (1912-16)

- Khilafat (1920,1923);

- Al- Balagh (1912-16);

- Hamdard (1913-28); comrade (complete);

- Kohi-noor (1856-58, 1861-63), etc.

Besides, there are some special issues of Urdu journals, like Mintoo Number, Mushafi Number, Abdul Haq Number published by Nuqoosh, Nigar, Naauro's, etc.

The section also has some private papers and collected speeches of eminent national leaders including three of Jamia's founders, Maulana Mohd. Ali, Hakim Ajmal Khan and Dr. Ansari who were Presidents of Indian National Congress before independence. These archival newspapers, journals, books, private papers & speeches are some of the primary sources of information on freedom struggle, Urdu Journalism & literature.

Jamia Faculty Publications

Collection comprises of 3200 books written by people working or have worked in Jamia. Print bibliography of Jamia Authors' publications is available in the section.

Reference

The Library's reference section has 9,000 essential reference sources and comprises of encyclopedias, dictionaries, handbooks, almanacs, yearbooks, biographical sources. Some reference sources are also available online.

Reprography

The reprographic facility has been made available at the main reading hall and textbooks section on outsource basis. The services are available from 9:00 a.m. till 10:00 p.m. including Saturdays, Sundays and Holidays.

Inter-library loan Service (ILL)

The Library has institutional memberships of DELNET, INFLIBNET, British Council Library, and American Centre Library. Members are required to fill-up an ILL-Form at the Circulation Counter for obtaining requisite items or submit an online request.

The items available on ILL can be checked at the dedicated workstation in the OPAC section. The ILL services are provided free of cost to the members and take about 4-5 working days.

OPACS

The library has taken great pains to develop an integrated online catalogue of its collection. The print version of the online catalogue of Urdu, Arabic and Persian collections is also made available in the Oriental Section to facilitate the access for users who prefer to use print version rather than the online version (9 Volumes).

Internet Access

The Library's LAN is linked to the fibre-optics backbone of Jamia's campus-wide WAN.

The Library has a dedicated Digital Resources Centre with 100 workstation for students to access e-journals, and in-house digitized resources. Besides, access to internet services is also available in the Reference and Periodical sections.

Downloads

Most of our e-journals and e-database are heavily used and the university ranks 18th on the national level in the utilization of e-resources availed under UGC Infonet.

Print-out

Two network printers are provided in the Digital Resource Centre for the users who may wish to have a print-out of the articles consulted.

Reading list/ Bibliography Compilation

Assistance to compile a reading list and bibliography on specific themes on demand is a regular feature undertaken by the Reference division, Periodicals section and Assistant Professor /counselor.

Remote access to e-resources

The Library provides remote access for its e-resources so that they are available 24 X 7 off-campus anywhere through access management service, *OpenAthens*.

Federated Search

A federated search tool knimbus is available to search journal articles in multiple databases, and can be accessed at *www.jmi.ac.in>unversitylibrary>e-journals*

User Orientation

The library holds orientation sessions for the students at the commencement of the new session. The Library Sessions are also held in the departments as part of the overall campus orientations programme.

Assistance in searching databases

Interactive sessions for searching the major databases are held in coordination with the departments, service providers and incharge, user awareness programmes.

INFLIBNET/IUC facilities

The Library is an active member of the IUC / INFLIBNET, and contributes to the national bibliographic database maintained by it.

4.2.8 **Provide details of the annual library budget and the amount spent for purchasing new books and journals**

Annual Budget

Books

The essential and urgent requirements for the new books are met from the Maintenance Budget of rupees ten lakh. Department libraries have their own budget, while as the overall development of the books collection is met out of the Plan funds.

In 2012 the additional grant was 100 Lakh and in 2010 it was 198 Lakh of which major portion are also spent on e- resources.

Journals

The Library spends an amount of Rs. 50 Lakh per annum for subscription to limited number of international journals (126 at present), which are specific to our research programmes. The allocation has remained consistent.

4.2.9 What initiatives has the university taken to make the library a 'happening place' on campus?

The Library organizes various orientation sessions, cantinving education programmes and exhibitions as follows:-

Continuing Education Programmes

2008
- UGC Sponsored 2nd 3- week Refresher Course in Library & Information Science on *Advances in Library & Information Technology* from 19th Oct. to 10th Nov. 2008 in collaboration with Academic Staff College, JMI.

2010
- UGC Sponsored 3rd 3- week Refresher Course in Library & Information Science on *Library & Information Technology: Trends & Issues* from 6th Aug. to 27th Aug. 2010 in collaboration with Academic Staff College, JMI.

2012
- The Library added two software and five hardware devices to facilitate the use of learning resources for the differently abled students.
- The Library organised six orientation sessions about its resources & services benefiting about 180 student's researches in the use of e-journals.

2013
- A workshop on *Knimbus*, the federated search engine for e-journals for the research scholars.
- A workshop on *Supreme Court* Cases *(SCC Online)* on 7th April 2013 in the Library.
- An interactive programme for the research scholars on the working of *Summon,* a federated search engine on 23rd May 2013.
- Held 20 Library Orientation Sessions for newly admitted students in various courses, Sep-Oct 2013.
- Display of about 400 Jamia Faculty Publications under the aegis of Association of Indian Universities in the World Book Fair organised by National Book Trust in Pragati Maidan, New Delhi, 12-23rd September 2013

2014
- A workshop on citation database *Scopus* on 16th September. 2014 for the faculty and research scholars.
- Organised 16 Library Orientation programmes attended by 575 students from 13 departments of the University.
- A workshop on legal databases on 13th November 2014.
- An interactive session on *Britannica Academic Edition* on 14th November 2014.
- A presentation on Video Journals *(JOVE)* on 19th September 2014.

Exhibitions

2008
- An Exhibition on Persian Manuscripts and Rare Books from 1st -23rd May, 2008, inaugurated by Hon'ble Vice-President of Iran, Esfandyar Rahim Maashei.
- A Book Exhibition on *Al-e-Ahmad Saroor* on 16th Oct. 2008 on the occasion of Al-e-Ahmad Saroor Yadgari Kahutba.
- An Exhibition on *Egypt-India Eternal Friendship* from 21st October to 10th November 2008 in collaboration with Indo-Arab Cultural Centre, JMI.
- An exhibition of in-house books on Sajjad Zaheer on 4th November 2008 on the occasion of *Sajjjad Zaheer Yadgari Khutba.*
- An exhibition of in-house books *Jamia's Role in Freedom Movement* from 15th November to 14 December, 2008 inaugurated by Dr. Shakeel Ahmad, Hon'ble Minister of State for Home Affairs.

2009
- An in-house exhibition on Firaq Gorakhpuri & Kasan Kamal on 24th February, 2009 on the occasion of *Firaq Gorakhpuri Yadgari Khutba.*
- A Photo-Exhibition on *Jamia: Evolution & Growth* from 2nd October to 3rd November, 2009, inaugurated by Dr. S.A. Ali, Director, Jamia Hamdard Archives & Research Centre.
- A Photo-Exhibition Through the Camera by Abasat Bayat from November 3 – 6, 2009 in collaboration *Khana-i-Farhang-e-Jamhori Islami Iran*.

2010
- An exhibition of in-house publications on *Tassawwauf /Sufism* from 5th to 7th December 2010.

2011
- A book exhibition of the latest books on various disciplines from 2nd to 4th February 2011. The exhibition was inaugurated by the Pro-Vice-Chancellor.
- A photographic exhibition on the occasion of India-Kuwait Relations Conference held by the India Arab Cultural Centre, 28th September 2011.

2012
- An exhibition of Hindi and Urdu books from 12th to 13th January 2012 in which 12 publishers displayed their latest publications. The exhibition was inaugurated by the Pro- Vice-Chancellor.
- A one day book exhibition of National Book Trust India in collaboration with the Hindi Bhasha Cell, JMI and held in the Library on 18th September, 2012.
- A book exhibition from 27th to 29th September, 2012 in which 30 publishers displayed their latest publications. The exhibition was inaugurated by the Vice-Chancellor.
- Organised an exhibition of books written by Saddat Hasan Manto and Charles Dickens in collaboration with English Literary Association, Department of English, JMI on the occasion of the celebrations of *Saddat Hasan Manto: Hundred Years,* on 15-17th October 2012.

- A book exhibition held from 27th to 29th September, 2012 in which 30 publishers displayed their latest publications. The exhibition was inaugurated by the Vice-Chancellor.

2013
- An initiative "Read and Pass it On" for the distribution of old/unused books donated to the library in collaboration with the Outreach Program, JMI, February 11, 2013.
- Organised an exhibition of Hindi and Urdu books on various subjects from 26th to 27th February 2013 in which 25 publishers/distributors participated. The exhibition was inaugurated by Pro-Vice Chancellor.

2014
- A photographic exhibition on *Jamia: Past and Present* on the occasion of Foundation Day on 29th October 2014, inaugurated by the Vice Chancellor.
- An exhibition of the *Jamia Faculty Publications* held from 29th to October to 7th November 2014.

4.2.10 What are the strategies used by the library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?

The library welcomes online feed-back and suggestions from the users and outside visitors through a link on the library website, www.jmi.ac.in>universitylibrary>feed back.

Suggestion boxes are also in use at the entrance lobbies of the Library and the Reading Hall Annexe.

The suggestions received and the draw- backs pointed out are discussed in the staff meeting of the concerned sections every Tuesday for remedial measures.

4.2.11 List the efforts made towards the infrastructural development of the library in the last four years

Infrastructural Development Recent Snippets

2009
- Inauguration of the new library building and operation of the Reference Section, Periodicals, Manuscripts, and Rare books sections

2010
- Operation of the Stack Areas, Circulation Counter, Membership Counter, Help Desk in the new building,
- RO –based drinking water facility on all the four floors.
- Installation of Service Lifts.

2011
- Inauguration of the newly refurbished Textbooks section and Reading Hall in the new building.

- Establishment of the Centre for Differently Abled in the new library with 10 workstations and about 1,500 e-resources for visually impaired.
- Establishment of OPAC facilities with 18 workstations.
- Set-up a photocopy unit on out-source basis.

2012
- Central air-conditioning of the floors.
- Installation of Cargo Lift.
- Physical facility to set up a Digital Resource Centre in the library.

2013
- Installation of CCTV in the ground and first floor of the library.
- Provision of 9 learning devices in the Learning Centre for Differently Abled for use of visually impaired students.
- Refurnishing of the Faculty of Education Library.
- Automation of the F/o Education Library for a computerized circulation and an online database of about 20, 000 books.
- Installation of 20 Godrej reading tables with 80 chairs in the F/o Law Library.

2014
- Set-up *Life Science Library* in the Ramanujan Block with a seating capacity of 72 students.
- Inauguration of Digital Resource Centre equipped with 100 workstations, 3 servers and 2 network printers on 15th July 2014.
- Set-up *Orientation-cum-Lecture Room* with a seating capacity of 60 persons and projection system.
- Strengthening of the stack areas by providing 172 bookracks to supplement the existing ones in the reference, periodicals and oriental section.
- Addition of 16 workstation in the Periodical and Reference Sections for online access to the library resources.
- Addition of 54 reading tables and 120 chairs in the Textbook Section, Reading Hall, Periodicals Section, Reference Section and 4 steel sofas in the reception lobby.
- A dual-display system for the check-out and check-in of books at the circulation counter.

4.3   IT Infrastructure

4.3.1   Does the university have a comprehensive IT Policy with regard to?

IT Service Management	Yes
Network Security	Yes
Risk Management	Yes
Software Asset Management	Yes
Open Source Resources	Yes
Green Computing	Yes

4.3.2   Give details of the university's computing facilities i.e. Hardware and software

End User Infrastructure

Item	Quantity
PCs + Workstations + Thin Clients + Laptops	2971
Printers	941
Scanners Multifunctional Printers	154
Line Matrix Printers	06
Plotters	09
Dot Matrix Printers	05
UPS	1092

Network Infrastructure

Item	Quantity
No of Core Switches	02
No of Layer-3 Switches	07
No of Layer 2-Switches	336
No of Nodes	7,000 +
OFC Cable Utilized	34.8 km
UTP Cable Utilized	226 km
No of Buildings with Wi-Fi	10 + several Wi-Fi hotspots

ERP Infrastructure

- Oracle M4000 Servers (02 No)
- EMC Storage 5300 VNX
- Oracle 11g
- Jamia MIS & FAOIS Systems

Dedicated Computing facilities

The FTK-Centre for Information Technology offers following facilities round the clock to the users across the university:

LAN facility

The university has a Campus wide Local Area Network which connects various buildings of the University to FTK-CIT. The network comprises of 1-Gbps OFC links and leverages two Cisco's 4507 Core switches and about 340 layer-2 and layer-3 Cisco switches. The network offers ~7000 nodes across the campus. In addition, several Wi-Fi zones have been created for users. For past 8-years the network has been operational as a 24-hour service in the University. In addition to supporting data traffic, the network backbone is extensively used for several other services such as analogue telephony and surveillance.
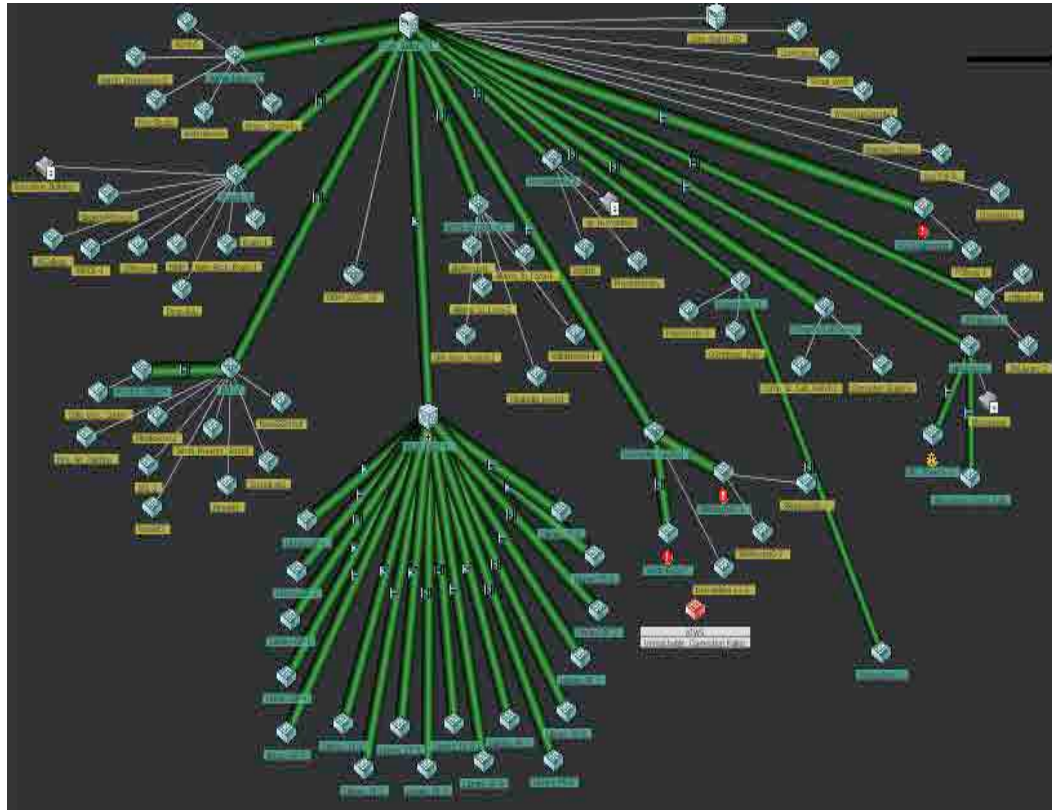
A view of Network at JMI

Wi-Fi Services

The University has setup Wi-Fi services in certain areas in the campus. The facility is used extensively by students, faculty members and guests of the University. The most of the APs comply to 802.11 g/n standards. In view of its importance in the future, the university has procured the equipment for offering campus-wide Wi-Fi facility. This facility shall be functional across the campus in next 2-months.
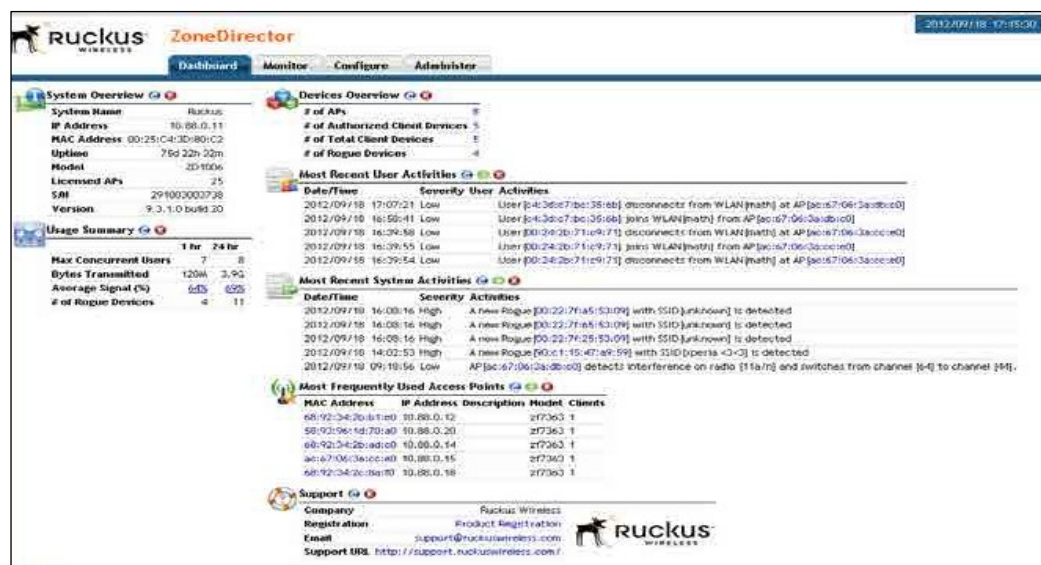
University MIS (ERP) Services

The Jamia –MIS is a fully integrated 18-module ERP system. It 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 etc. Ever since implementation of Jamia MIS in 2003-2004, the FTK-Centre for Information Technology is constantly working to evolve the system further by developing new features to enhance transparency and efficiency in the system. In the World Education Summit - 2011, the Jamia Millia Islamia got the Best Jury Award for the "Best ICT Enabled Institution of Higher Learning" for the 'File Tracking System' utility developed by the FTK-Centre for Information Technology.
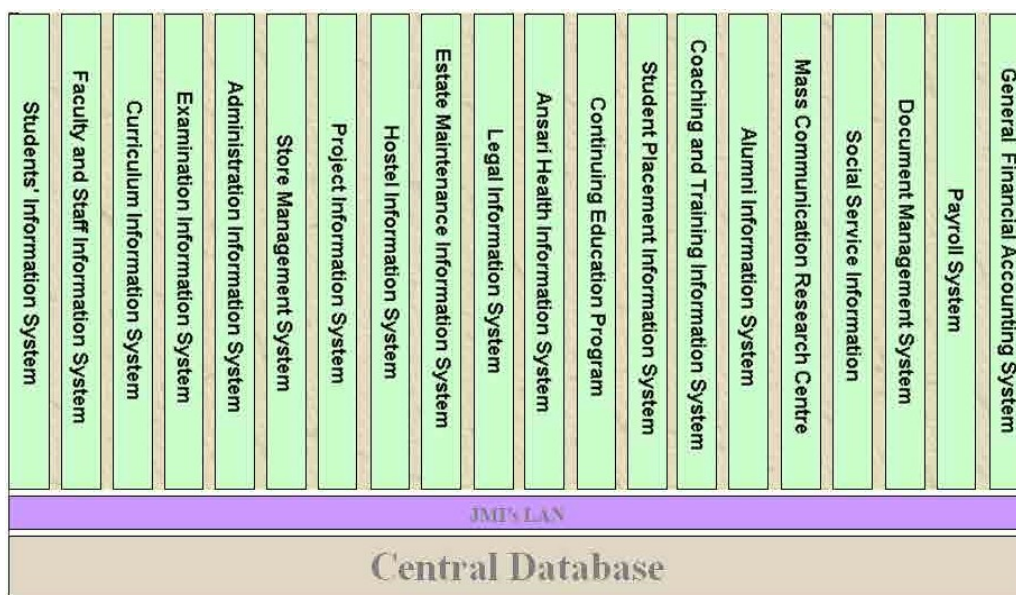
Internet services

Internet is a 24x7 facility available to all users across the University. The university has provisioned the following 4-links for Internet access:

- Through National Knowledge Network   (1-Gbps)
- Through STPI, NOIDA   (21 Mbps x2 1:1)

Internet Bandwidth Growth
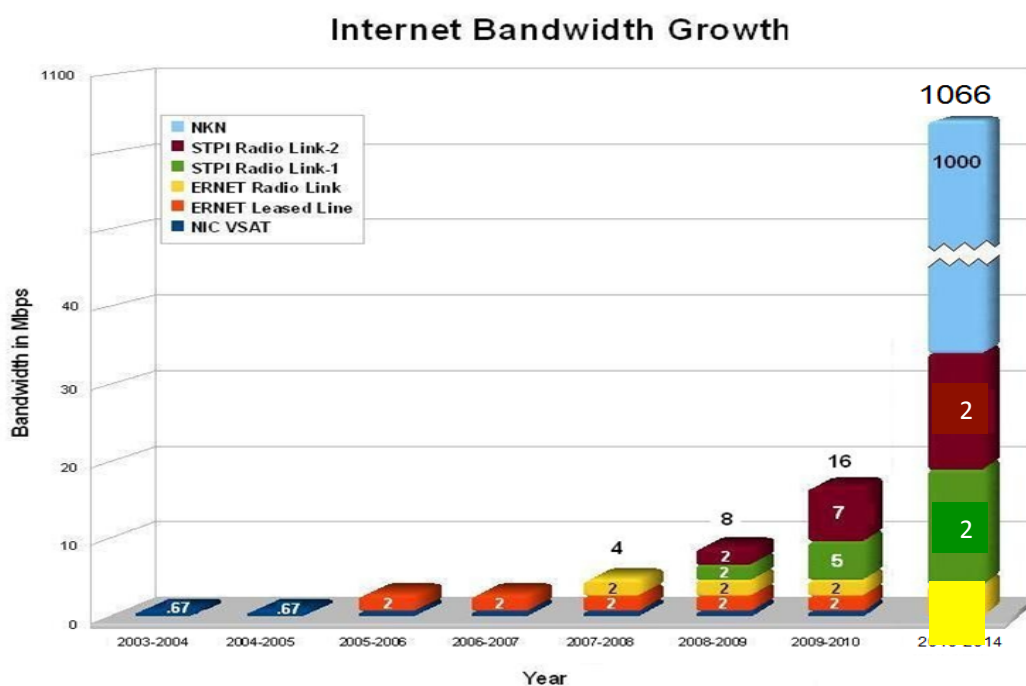
Figure showing internet Bandwidth growth in the University

University Portal

The Jamia Portal has now become an integral part of the University's administrative and academic functioning. JMI uses its website as a tool for achieving transparency, providing access to the information and maximizing reach. It is very information rich and contains information generally sought by students, faculty members, administrators, prospective students, their parents and other government and non-government organizations. A brief profile of the site is given below:

- The portal can be access at http://jmi.ac.in.
- Initially launched in the year 2000 with 900 static pages
- During the year 2014, the statistics shows that JMI's website was accessed in 195-countries.
- (Ref: http://www.histats.com/viewstats/?SID=1460641)
- During the period April 2011 – Dec. 14, the site has been viewed 47+ million times by about ~10 million users.
- It is updated approximately 20-times a day.
- University website also facilitates online payment of student's fees.
- The university website provides useful links to vast educational resources available nationally as well as internationally, such as NPTEL, SAKSHAT, MIT Open Courseware, EdeX, Khan Academy, educational Videos from Yale University etc. The university website is very informative and also provides Jamia E-content Management System (JEMS).

Email services for Employees and students

- Implemented Google Apps
- Has 1846 users including teaching & non-teaching staff
- University provides email id to staff up to the level of LDC
- Other employees (contractual) are also provided with email id on explicit recommendations of the Heads of Departments.
- Last year about 12,000+ email accounts were created for JMI students
- This year's registrations are going on.
- Effort has been initiated to create Group of Alumni Students. The group is being tapped for obtaining feedback from alumni students.
- Anti Plagiarism Service
- A web based Anti-Plagiarism Service has been setup for faculty members and research students

Intranet Services

The university provides following Intranet services to the users:
- Anti-virus Services Knowledge Gate Services (Adobe Connect)
- FTP
- DHCP

- IT Helpdesk Call Logging

Internet Lab for Researchers

The Internet lab is meant for the research scholars and faculty members of the University. It is equipped with thirty-six HP Thin-clients terminals served by a Dual processor Xeon server running Windows-2003. In addition, six PCs have also been provided for facilitating the desktop oriented work. Some commonly used software such as Photoshop, Adobe Breeze, Dreamweaver etc. have been installed.

Training Lab

The Training Lab is equipped with 30 Internet enabled PCs and is meant for conducting interactive training on computer awareness, IT skill development and short-term modular courses in the field of ICT for the faculty members, staff and students of the University. All the PCs in the lab are equipped with the general purpose software and also provide access to other network resources.

Software Library
A software library has also been setup to archive commonly used software in the University.

Other Services:

Self Service for Employees
Provides useful information to employees concerning their personal records, salary, GPF/CPF, accounts status, loans, Form 16 etc.

File Tracking System (FTS)
Enable employees to track status of their files in the University

Jamia Millia Islamia, New Delhi
File Movement Details

Run Date: 19/09/2012
File ID: [____] Subject: [_____]

S.No.	Sending Department	Addressed To FTS User, Receiving Department	Remarks	Date of Despatch	Peon Book No.	Received Date	Action Taken	Action Date
1	[_____]	MEHTAB_KHAN, Vice - Chancellor'S Office (VCO)	See Comment	30/03/2012		02/04/2012	Forwarded	03/04/2012
2	Vice - Chancellor'S Office (VCO)	Registrar'S Secretariat (REG1_FTS)		03/04/2012		03/04/2012	Forwarded	03/04/2012
3	Registrar'S Secretariat (REG1_FTS)	Establishment Branch (EST_LET)	OS D 03/04/12	03/04/2012		03/04/2012	Forwarded	04/04/2012
4	Establishment Branch (EST_LET)	Establishment Branch (EST)		04/04/2012		18/04/2012	Forwarded	18/04/2012
5	Establishment Branch (EST)	Registrar'S Secretariat (REG2FTS)		18/04/2012		18/04/2012	Forwarded	19/04/2012
6	Registrar'S Secretariat (REG2FTS)	Vice - Chancellor'S Office (VCO-2)		19/04/2012	C O N C E A L E D	19/04/2012	Forwarded	20/04/2012
7	Vice - Chancellor'S Office (VCO-2)	Registrar'S Secretariat (REG2FTS)		20/04/2012		20/04/2012	Forwarded	20/04/2012
8	Registrar'S Secretariat (REG2FTS)	Establishment Branch (EST)		20/04/2012		20/04/2012	Forwarded	18/05/2012
9	Establishment Branch (EST)	Registrar'S Secretariat (REG2FTS)		18/05/2012		18/05/2012	Forwarded	21/05/2012
10	Registrar'S Secretariat (REG2FTS)	Vice - Chancellor'S Office (VCO-2)		21/05/2012		21/05/2012	Forwarded	22/05/2012
11	Vice - Chancellor'S Office (VCO-2)	Registrar'S Secretariat (REG2FTS)		22/05/2012		22/05/2012	Forwarded	24/05/2012
12	Registrar'S Secretariat (REG2FTS)	Establishment Branch (EST)		24/05/2012		24/05/2012	Forwarded	08/06/2012
13	Establishment Branch (EST)	A & C Branch (ACB)	AR(A&C)	08/06/2012		08/06/2012	Forwarded	13/06/2012
14	A & C Branch (ACB)	Establishment Branch (EST)	OSD 13\06\12	13/06/2012		20/06/2012	In-Process	

A sample report from FTS showing File Movement in different Offices

4.3.3 What are the institutional p l a n s and strategies f o r d e p l o y i n g a n d upgrading the IT infrastructure and associated facilities?

Realising the importance of ICT as a tool for modern teaching and research, JMI has been striving for more than a decade to provide latest ICT infrastructure to students and staff of the university. The university has built a network of ~7000 nodes with ~3000 PCs on the network. The network is fully complemented by 24x7 Internet and Intranet based services.

During past decade the University has made conscious decisions to provide latest configuration of end user computing infrastructure to users. The PCs are used for a minimum period of 5-years during which university arranges for maintenance of the machines. Some of such PCs are upgraded as per the users' requirements. The servers and active network devices are replaced/ upgraded based on the load and performance aspects.

4.3.4 Give details on access to online teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

The university has been providing Internet access to the users in the University since 1995. Thus all teaching, learning and research resources on Internet are accessible to the users for quite some time now. In addition, Zakir Husain Library has subscribed to various online journals which are accessible throughout the University's LAN. The University is connected to NKN which has made it easier for faculty members, students and researchers to find and use quality learning resources.

4.3.5 How does University address issues such as authenticity and copyright with regard to online resources that lie outside the University?

Faculty members and research scholars have been provided with an anti plagiarism software service which is very helpful in identifying the sources of the textual references in research papers and thus enable them put proper citations or manage copyright issues.

4.3.6 What are the new technologies deployed by the University in enhancing student learning and evaluation during the last four years and do they meet new/future challenges?

In the last four years, the University, through the FTK-Centre for Information Technology has made vigorous attempts to educate the teachers and students about innovations in teaching. It is reflected in the number of programs conducted by the FTK-CIT during last few years. Few of them are listed below:

	Name of the Conference / Seminar / Workshop	Year
1	Turntin Training- Anti Plagiarism Tool	Sep 21, 2014
2	Training Programme on "Using UNICODE for tying in Hindi"	Sep 10, 2014
3	Online Training on Turnitin - Anti Plagiarism Tool	Sep 09, 2014
4	Online Training on Usage of MIS	Sep 09, 2014
5	Extension Lecture on "Urdu in Digital Era and Urdu Web"	Nov. 08, 2013
6	Two days training program on Using SPSS in Research organised by FTK-Centre for Information Technology on August 30, 31, 2013	August 30,31, 2013
7	Talk by Dr. Hashima Hasan, Program Scientist, James Webb Space Telescope (JWST) and Education and Public Outreach Lead for Astrophysics, at National Aeronautics and Space Administration (NASA). on NASA Flight Mission: JWST	31 Jan, 2013
8	Workshop on Modernisation of Learning Environments in Higher Education	Jan, 18, 19 2013
9	3rd One Week Professional Development Programme For Sr. Faculty Members in collaboration with Academic Staff College, JMI.	Nov 05 – Nov 10, 2012
10.	National Conference on "Emerging Trends in Open Source Application and Cloud Computing"	March 15,
11.	Two days "ERP Mission" Workshop	Sept 17, 2011

	Name of the Conference / Seminar / Workshop	Year
12.	Workshop on "Emerging Trends in ICT-based Learning"; Organized jointly by FTK-Centre for Information Technology and Department of Computer Engineering, JMI, New Delhi.	21 March 2011
13.	Conference on "Sustainable Development and Management of Information Technology in Universities & Colleges" (SUDMIT –2009)	26-27 March 2009
14.	32nd Indian Social Science Congress (Computer Science/IT Component)	2008
15.	Workshop on "Web 2.0 in Education"	04 Nov 2008
16.	Workshop on "Multimedia in Education" (conducted by Mr. Azyz Sharafy, Washburn University, USA.)	15 Jan 2008
17.	Workshop on "IT For All", Sponsored by M/s Cisco Systems India Pvt Ltd.	31 Oct - 01 Nov 2007
18.	Seminar on "Emerging Technologies for Governance and Empowerment"	26 March

Apart from the above, the staffs of FTK-Centre for Information Technology have delivered several lectures on theme of Use of ICT in Teaching & learning in Academic Staff College, JMI and other places within and outside the University.

To enable teachers to actively participate in this initiative, the University has now made "Moodle" CMS a part of the University portal. The teachers and students can now access it from anywhere to put and access the learning contents. The University has also procured Adobe Connect software which can help teachers in conducting online classes.

Both tools possess the potential to bring flexibility, convenience, efficiency and quality improvement in the teaching process. The Moodle CMS can easily help learners even beyond our University to access quality teaching contents.

The University also has access to Adobe Connect. This is also a CMS but also enables the teachers to conduct classes online. The FTK-CIT has been effectively using this for training faculty members in their respective offices. This can be significant for country like India which is challenged by its vast population.

4.3.7 What are the IT facilities available to individual teachers for effective teaching and quality research?

The University provides all necessary computing facilities to the teachers including the following resources:

Hardware: PC, Printer, UPS system etc.

Software: Operating System, Antivirus, Office Suite

Online Resources: Internet access, Google Apps Account (for mail and collaboration), access to Online Journals and other e- resources through university website.

In addition, LCD projectors are available at departmental level which can be used by individual faculty members.

The University has also provided Smart Classroom infrastructure at Faculty level and few Centres.

4.3.8 Give details of ICT enabled classrooms/learning spaces within the University. How are they utilised for enhancing the quality of teaching and learning?

The University has recently provided equipment for Smart Classrooms in all its faculties and few Centres. Some of the departments/centres viz. Department of Economics, FTK-Centre for Information Technology, Academic Staff College already have this facility. The university plans to extend this facility in other departments based on the assessment of its effectiveness and actual usage.

An addition to above, the University has several classrooms which are fitted with LCD Projectors, PC, and Internet connection. The FTK-CIT has been using its Training Lab which is equipped with 30 multimedia PCs with Internet access for conducting various ICT training programmes for teachers and students in the University.

4.3.9 How are the faculty assisted in preparing computer-aided teaching-learning material? What are the facilities available in the university for such initiatives?

The FTK-CIT has conducted numerous programs for faculty members of the University to enable them use common applications for preparing teaching contents. As a result, most of the teachers are now well trained to create their own teaching contents. For any further help the FTK-CIT extends its resources to help teachers in preparation of such contents.

4.3.10 How are the computers and their accessories maintained?

The University signs an Annual Maintenance Contract with private service providers for PCs, peripherals and other ICT equipment. Presently, the university has engaged a private service provider to maintain all ICT infrastructure based on SLA model.

4.3.11 Does the University avail of the National Knowledge Network Resources? If so what are the services availed of?

Yes, the University has access to National Knowledge Network. At present the University is making use of Internet, Intranet and DNS services from NKN. In addition, the university connects to NKN for participating in the Video Conference addresses of the President of India and other MHRD officials.

4.3.12 Does the University avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

All information resources on the Internet including those referred to above can be freely accessed and utilised by faculty members in their academic and research work across the campus.

4.3.13 Provide details on the provisions made in the annual budget for the update, deployment and maintenance of computers in the university.

a. Budget Allocation for FTK-CIT which is responsible for management of central ICT services: Rs. 1,65,55,000/
b. Central Budget Allocation for ICT: Rs 1,67,00,000 approx (for AMC of PCs, peripherals, & UPS Systems). This does not include consumables.

4.3.14 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?
The university has taken the following steps in this direction:

Launch of Arjun Singh Centre for Distance and Open Learning
In 2002, the University started the Arjun Singh Centre for Distance and Open Learning to provide opportunities for higher education to those who are not able to draw benefits from formal system of education. Since then, the University is imparting quality education to thousands of such aspirants through Open environment. The mode of transaction is through self-learning print material, supplemented by audio and video programmes. It has further scope of students accessing material through internet and various other media.

Getting connectivity through NKN
With availability of NKN link, the educational contents created by other Indian institutions are easily available to our students and faculty members. This in a way has opened the confines of premium institutions such as IITs, IISc etc. to students of our University. The students now have variety of contents to choose from.

Participation in Meta-University Program:
JMI is also collaborating with University of Delhi in delivering Master of Mathematics Education under Meta University Concept.

Developing MOOC Courses

JMI is one of the few institutes who are developing MOOC courses under Swayam project initiated by IIT Bombay. The objective of these courses is to take the expertise available within university to masses. In addition, AJK-MCRC of JMI has been developing educational content in form of videos for several years for CEC.

Motivating Faculty members to produce their own teaching contents:

The University is keen to have teaching contents of its own available online. Adequate ICT infrastructure is now in place for teachers to make use of.

Any other information regarding Infrastructure and Learning Resources which the University would like to include.

The University proposed for e-learning & replacement of blackboard by interactive smart boards to establish state-of-the art teaching-learning methods, video-conferencing facilities, etc. during XII Plan period

4.4 Maintenance of Campus Facilities

4.4.1 Does the University have an estate office/designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

The University has an Estate Officer, who is mainly responsible for the upkeep of university land. The University's Building & Construction Department is mainly responsible for maintenance & repair of buildings, classrooms and laboratories. Need based policy has been adopted along with periodic maintenance of facilities?

This unit undertakes work through a dedicated team of Superintendent, Executive, assistant, junior engineers along with dedicated workforce. The dept. has more than 13 Crore of annual budget for upkeep of infrastructure. The University has taken care to enhance the aesthetic of the campus by way of landscaping, beautification, development of lawns/gardens, footpaths and electrification of the campus, etc.

4.4.2 How are the infrastructure facilities, services and equipment maintained? Give details.

JMI has sufficient resources allocated for regular upkeep of the infrastructure, facilities and services. There are effective mechanisms for the effective upkeep of the infrastructure facilities and promote the optimum use of the same. The upkeep of infrastructure is done in the following manner:

a) The repair & maintenance works are done by the Building & Construction Department of the University.

b) The sanitation and hygiene is being maintained by Sanitation Department of the University through decentralized system by putting staff at the disposal of concerned Deans of Faculties/HODs. It has more than 140 permanent employees with sufficient budgets.   The total area covered is more than 2.60 Lac sq. metres. To make it more effective certain faculties such as Dentistry and University Library have been outsourced for day to day upkeep and maintenance. It has two sub units Scavenging and Malaria/ Dengue. A senior officer at the level of Dy. Registrar is over-all in charge of Sanitation Department.

c) Lawns/Gardens are maintained by the Horticulture Department with senior well qualified supervising staff as Horticulturist and Garden Superintendent.   It has sufficient budget and staff at its disposal. They receive additional allocation for new projects and developments.

d) The Department has well maintained nursery for propagation of new plants, cutting of ornamental plants, potting, repotting etc. As per university policy in different JMI functions potted plants and samplings are given to external guests instead of Bocce. More than 25 varieties are being provided. JMI has planted more than 10,000 plant saplings in 2011-12. This is to improve the oxygen level, ambience, reduce noise pollution etc. It also provides rich biodiversity.

e) JMI also maintains a biological park which is also looked by this department. The unit provides extensive landscape gardening.

f)   General equipment like Computers & peripherals, AC etc. are maintained by the Purchase & Inventory Control Office (PICO) of the university. Departments are also provided with budgetary support for maintaining equipment. Annual Maintenance Contracts for sophisticated equipment are also undertaken through PICO. University ensures that all equipment are well used and maintained and obsolete equipment are condemned also.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

I. The Dean of Students' Welfare in the University looks after the general welfare of the students, as also provides appropriate encouragement for sound and fruitful relationship between the intellectual and social life of the students and for those aspects of the University life outside the classroom, which contribute to their growth and development as mature and responsible human beings.

II. The Dean of Students' Welfare arranges for the guidance of and advise to the students of the University in matters relating to:

- Organization and development of students' bodies

- Counselling and students' guidance facilities

- Promotion of students' participation in co-curricular and social activities

- Financial aid to students

- Students-Teacher and Student-Administration relationships

- Provide student amenities / sports facilities to Boys and Girls Hostels

- Residential life of the students

- Disbursement of Scholarships of Merit and Central Scholarship of Jamia Millia Islamia, Merit-cum Means and Post Matric Scholarships of different States for SC/ST/OBC/Minorities as well as other privately sponsored scholarships

- Facilities for differently-abled students

- All grievances including those pertaining to sexual harassment

Further, students are provided facilitating mechanisms like the University Counselling and Guidance Centre, the Centre for Coaching and Career Planning, and the University Placement Cell. The institution has a well-structured, organized guidance and counselling system in place. The university has a robust system of student support and mentoring in some of the premier departments and centres. In different departments, students are placed under the intense supervision and mentoring of a member of the

faculty. In some departments / centres, there is a provision for a class in charge that takes care of all aspects of students' requirements.

In all departments there is a subject association which acts as a conduit to provide the students with the support they need in their learning and career. The Subject Associations:

1. Organize academic oriented activities such as students' seminars, extension lecture, debating competitions and various other co-curricular activities in the Departments / Centres.

2. Encourage all students to participate in academic and co-curricular activities when these are organized by the University from time to time.

3. Endeavour towards associating themselves with the community development works as it may be undertaken by a concerned Department or the University as such and also a senior member of the Faculty/ Department/ Centre acts as an Advisor to the subject association and is responsible for guiding and supervising the activities of the Subject Association. For resident students a system of Provost, Wardens and Senior Wardens is in operation that takes care of the resident students' requirements.

University Counselling and Guidance Centre (UCGC) was established in the year 2005 with the aim of holistic development of the students, to help them achieve their fullest potential in academic and professional pursuits, to excel in life, and to prepare them to effectively meet future challenges in life. Since 2007, the centre has diversified its activities to remediation, rehabilitation, prevention and management of psychological needs. A wide range of services are provided to assist students in acquiring and developing positive attitude, insight and understanding about self and surrounding environment.

The Centre organizes various lectures and seminars on topics such as: Resume writing, Facing interviews and Group discussions, Preparation for non-campus recruitment, Improving Managerial skills, Improving Presentation skills, etc. (List of activities provided in Annexure I).

The Centre for Coaching and Career Planning (CCCP) is assigned with the role of preparing aspirants to join a variety of services and help them choose a career for themselves. It is geared to provide students with full academic support and mentoring in order to meet their objectives. The Centre regularly organizes classes, lectures, and interactions with experts on important national and international issues. It also conducts mock interviews and personality development programmes to enable students to face selection boards. (Details of the CCCP, list of its objectives, budget and staff and student's achievements are provided in Evaluative reports of the departments.)

University Placement Cell: The University has a full-fledged centralized Placement Cell headed by Professor Grade Training and Placement Officer. The Placement Cell is equipped with all the facilities for projection, internet connectivity, computers and conference halls, group discussion rooms, interview rooms and the placement activities rooms for students with latest infrastructure. It has two offices located at two places to reach out to the students. One of its offices is located in the Faculty of Engineering and Technology for technical courses and the other in the main campus (Noam Chomsky Complex) for other professional courses. There is an institutionalized mechanism for the training and placement of students. There are a total of 42 teachers (Six (6) Professors, Eight (8) Associate Professors and Twenty Eight (28) Assistant Professors) involved as placement coordinators from various faculties, centres and departments across the university. There is a provision of one faculty teacher coordinator in each faculty and one department teacher coordinator in each department. Students' placement committees work for campus placement activities. Regular meetings are organized with the coordinators to discuss the progress and strategy for betterment of campus placement. The student coordinators in consultation with teachers prepare brochures and send invitations to companies under the guidance of Training and Placement Office and the companies are in constant follow up till they visit the campus for recruitment. Placement cell organizes various sessions on career development, resume writing, pre-placement training and on generic issues for the overall development of students. Teacher coordinators motivate students for developing the activities and mentor them individually too.

This year, the University Placement Cell has launched a Web Management System for placements which is in Pilot stage to make the placement mechanism online for placement registrations, recommendation letters, assessment tests, knowledge sharing, Industrial mentoring and job matching. Details of various activities conducted by the University Placement Cell are given in evaluative report and with the reports of placement cell.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Academic mentoring, beyond the classroom interaction, is operationalized through the activities of the Subject Associations and various Clubs of the Jamia Cultural Committee which give students the opportunity to maximize their learning experience by facilitating faculty and student interaction and enhancing academic, cultural and social activities within and outside the campus. Students are engaged as learners and feel connected with their peers both through competitive environment and other platforms offered in the university. The Departments / Centres regularly organize a large number of extension lectures, seminars, symposia and workshops etc. wherein students get an opportunity to listen to the experts in their chosen field and enhance their academic competence.

5.1.3 Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

Office of the Training and Placement Officer, University Counselling and Guidance Centre & the Centre for Coaching and Career Planning are working in tandem to provide career counselling, soft skills development, career path identification etc. to all students.

The Centre for Coaching and Career Planning provides career counselling to the students of the university as well as from outside and encourages them to write various competitive examinations. The Centre organizes special classes in English language, both written and spoken. The Centre regularly conducts classes to improve IQ of the aspirants of different competitive examination through General Mental Ability, Quantitative Aptitude, Reasoning, Data Interpretation and Decision Making classes. Details are available in the report of the centre.

5.1.4 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

The university publishes its updated Prospectus and Students' Handbook annually. The Prospectus contains important information like the genesis of the university, various faculties, centres and departments, general guidelines, the various courses offered, eligibility, number of seats per course, rules and regulations for admission, attendance, discipline, special provisions like relaxation in admission on account of NCC and NSS, sports quota, reservation of seats, hostel accommodation for students, etc. The prospectus is also available online on the Jamia website. Besides, the university also publishes a student handbook that is distributed to all students that are admitted each year. This student handbook contains all important information for the students including the academic calendar, constitution of the subject associations, fellowships, scholarships and gold medals, cultural activities, special amenities for differently-abled students, facilities and amenities for students on campus, all rules and regulations regarding attendance, examination rules, disciplinary issues, help lines, contact points etc.

5.1.5 Specify the type and number of university scholarships / free ships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M. Phil./Ph.D./Diploma/others (please specify).

The university offers the following scholarships to students:

S. No.	Name of Scholarship	Year	Number of student beneficiaries
1	Central Scholarship	2008-09 2009-10 2010-11 2011-12 2012-13 2013-14	337 387 365 405 401 415
2	Merit Scholarship	2008-09 2009-10 2010-11 2011-12 2012-13 2013-14	392 408 414 402 411 438
3	Sponsored Scholarships	2008-09 2009-10 2010-11 2011-12 2012-13 2013-14	38 25 29 33 21 37
4	M. Phil./Ph.D. UGC NET Junior Research Fellowship, Rajiv Gandhi National Fellowship for SC/ST Candidates and the Maulana Azad National Fellowship for Minority Students		In Jamia Millia Islamia, these Fellowship are being implemented directly through the office of the Deans of Faculties / Directors of Centres;
5	Other scholarships		Students are recommended and facilitated through respective HOD / DOC/ Deans

5.1.6 What percentage of students receives financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

Departments facilitate these scholarships, but no specific records are maintained.

5.1.7 Does the university have an International Student Cell to attract foreign students and cater to their needs?

The University has an office of the Foreign Students' Advisor that takes care of all foreign students. At present 214 foreign students are registered in Jamia in different courses.

The Foreign Student Advisor's Office assists foreign students during their stay and study in Jamia in:

- Establishing equivalence of certificates/ foreign degrees

- Processing admission applications to various faculties/department/Centres

- Documentation and assistance with police verification

- Maintaining records of all foreign students

- Facilitating residential accommodation - especially girls in Jamia's Hall of Girls' Residence, and Ph.D. and Post-graduate male students at International Boys Hostel.

- Running a special English language course to meet academic requirements through the English for Academic Purposes (EAP) which is funded by the Indian Council for Cultural Relations (ICCR)

- Expediting degrees/certifications both before and after the departure of the foreign student to his/her country

Jamia has foreign students from following 33 countries:

Afghanistan, Bangladesh, Bhutan, Cambodia, Congo, Fiji, France, Holland, Indonesia, Iran, Iraq, Italy, Japan, Kazakhstan, Kyrgyzstan, Laos PDR, Libya, Mauritius, Nepal, Nigeria, Palestine, Russia, Saudi Arabia, South Korea, Syria, Tajikistan, Tanzania, Thailand, Tibet, Turkey, Turkmenistan, USA, Uzbekistan, Yemen.

Break-up of NRI students is as follows:

There are 93 students in under-graduate courses and 8 students in post-graduate courses.

5.1.8 What types of support services are available for?
a)   Overseas students:

Please see section 5.1.7

b)   Physically challenged / differently-abled students

An IT based Learning Centre for differently-abled students is situated in the Central Library that provides services to the differently-abled students. The Centres' computer lab has 15 computers with special software – JAWS & Talking typing software, Topaz Desktop Video Magnifier, Braille book etc. The Centre has a CD collection of 600 with talking type PCs.

Efforts are continuously undertaken to make the campus barrier-free facilitating easy movement for all. All classrooms for use of the differently abled students have been allotted on the ground floor. Lift and ramp facilities have been provided in some locations of the University for differently-abled students. Western toilets have been constructed in almost all Departments/ Centres for differently-abled students.

Awareness and sensitization workshops are organized from time to time to create a more inclusive environment in the University.

The Centre for Coaching and Career Planning provides regular coaching and guidance to differently abled students.

c) SC/ST, OBC and economically weaker sections

Scholarships to students belonging to SC/ST categories are awarded by the State Government of their respective States which the students belong to. Such students are given support to apply for the scholarships by the SC/ST Cell and the DSW office.

A Students' Aid Fund is available for helping students from the economically weaker sections of the society.

The Centre for Coaching and Career Planning provides free regular coaching and guidance to SC/ST, Minorities and Women candidates for civil services and other competitive examinations. 20% of admitted students also get scholarship @ Rs... 2000/ per month on the basis of merit cum means. Free hostel facility is provided to them. A rich library and conducive environment for studies help them substantially to achieve their goals.

d) students participating in various competitions/conferences in India and abroad

Office of the Dean Students' Welfare facilitates the participation of students who represent the University in various competitions in cultural and extracurricular activities within the country.

e) Health centre, health insurance etc.

There is a University Health Centre called the M.A. Ansari Health Centre where all students, staff and employees of the University are given free treatment. Good medical and dental facilities are available along with referral services.

f)   Skill development (spoken English, computer literacy, etc.)

Information is available with the Evaluative Report of Department of English and CIT. Further, Centre for Coaching and Career Planning has hired the services of professionals to improve the English Speaking ability of students through latest software and technology.

g)   performance enhancement for slow learners

Jamia is in the process of institutionalizing mechanism to address the needs of slow learners for performance enhancement.

h)   Exposure of students to other institutions of higher learning/ corporate /business houses, etc. – tours etc.

The Subject Association of the Centre for Management Studies and other departments encourages and facilitates participation of its students in events organized by other B-Schools. The Faculties of Architecture, Engineering and Technology, Natural Sciences, and the Department of Social Work, amongst others, undertake activities to provide exposure to students through student-exchange programmes etc.

i)   Publication of student magazines-

Some Departments publish student magazines. At Jamia level, a regular student magazine "Tehzeeb" was published until 2008. Since 2009, the University publishes "Jauhar" highlighting the achievements of students and faculty members of Jamia.

5.1.9 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defense Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

The Centre for Coaching and Career Planning organizes regular coaching classes for students appearing for Civil Services, Defense Services, NET/SET and other competitive examinations. The university also has a Residential coaching Academy that runs free coaching programme for students belonging to minorities, SC / ST and women aspirants.

5.1.10 Mention the policies of the University for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

a. Additional academic support and academic flexibility in examinations: The University has 5% quota in admission in all professional & non-professional courses barring four courses i.e. Faculty of Architecture, Faculty of Engineering, Faculty of Dentistry and Centre for Physiotherapy, reserved for outstanding sports persons. The sports persons who are admitted under sports category in the university receive 5% relaxation in the minimum eligibility

criteria. They are also provided relaxation in attendance as per the following criteria:

i) Students who represent university teams in Inter-University Tournaments are allowed to appear for examinations provided they have obtained 25% attendance.

ii) Students who represent state and national teams in national & international tournaments are allowed to appear for examinations irrespective of their attendance.

iii) Students participating in the National Cadet Corps

iv) Students participating in the National Service Scheme

b. Special dietary requirements, sports uniform and materials: The sports persons receive refreshment during practice and participation in Inter University and other tournaments. Besides, each sports person receives a consolidated kit comprising two practice kits and one playing kit, track suit, sports shoes, socks and sports material/items of his/her game during practice and participation in the above mentioned tournaments.

c. Any other: The sports persons also receive TA/DA for participation in Inter University, State and National level tournaments. Conveyance is also given for participation in local tournaments. Those who practice outside the campus in games for which facilities are not available in the University like shooting, swimming etc. receive conveyance to and fro to the venues.

5.1.11 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare them for interview, and develop entrepreneurship skills?

The university has a training and placement cell headed by a University Training and Placement Officer. This office is in direct touch with all departments / centres through faculty teacher coordinator in each faculty and one department teacher coordinator in each department. Students' placement committees work for campus placement activities for various courses. Regular meetings are being organised with the coordinators to discuss the progress and strategy for betterment of campus placement. The student coordinators in consultation with teachers prepare brochures and send invitations to companies under the guidance of Training and Placement Office and the companies are in constant follow up till they visits the campus. Placement cell organizes various sessions on career development, resume writing, pre placement training and on generic issues for the overall development of students.

In 2012, an Entrepreneurship Club has been formed by the Dean, Students' Welfare as part of the Jamia Cultural Committee, where students and faculty members take the initiative in creating awareness for entrepreneurship opportunities for students.

5.1.12. Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

Proper training and placement office functions to facilitate the student placements. In professional courses good placement takes place. Respective information is available in departmental reports.

5.1.13 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

The University has an Alumni Association known as Jamia Old Boys Association which is an active body contributing to the academic, social and cultural development of the University.

5.1.14 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

The office of the Dean, Students' Welfare is mandated to redress all student grievances. The nature of grievances relate mostly to attendance and examination issues, entitlements to various facilities etc.

Students also approach the respective Heads of the Departments/ Directors of Centres for any grievances they may have. Serious disciplinary issues are also dealt by the Proctor of the University. Students have direct access to the Vice Chancellor of the University through email and open door. The Vice Chancellor also addresses and talks to students at the beginning of the session when new students are admitted as well as during the course of the academic year.

5.1.15 Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

The University had created a cell called "Sensitization, Prevention and Redressal of Sexual Harassment (SPARSH)" to promote a gender-sensitive environment and to deal with issues related to sexual harassment. SPARSH involved a permanent mechanism for prevention and redressal of gender-based discrimination, sexual harassment and other acts of gender-based violence. SPARSH comprised of the Apex Body of SPARSH (ABS) and the University Complaints Committee which dealt with specific issues related to sexual harassment. Punitive measures were initiated in accordance with the law of the land.

In November 2013, as per the new "Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, the University created necessary mechanisms to deal with issues related to sexual harassment in consonance with the new Act superseding the earlier body, i.e. SPARSH.

Various departments and centres conduct gender related programmes. The Sarojini Naidu Centre for Women Studies specially conducts workshops to sensitize students, faculty members and the staff of the University.

5.1.16 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Anti-Ragging Squads are constituted in the university and school sector to prevent any incident of ragging as well as to make surprise visits in various parts of the campus. The Anti-Ragging Squads function under the supervision of the Proctor and his team. The Provosts and Wardens are also involved in ensuring the prevention of ragging in the hostels. Through putting up of banners and effectively monitoring the campus, no instances of ragging have been reported during the last four years.

5.1.17 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

The various academic / administrative bodies of the University such as the faculty committees, the Board of Studies, the Committee of Studies, the Board of Management, the Academic Council, the Executive Council, the University Court, and the respective Subject Associations are the appropriate platforms for all the stake-holders to engage to ensure the overall development of the students.

5.1.18 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

Admission under sports category in the University is open to all boys and girls sports persons. Girls' teams represent the University in different games in Inter University & other tournaments. Moreover, girls enthusiastically participate in Inter/Intra Faculty, Inter/Intra Department tournaments in different games within the University. Sports competitions are also held within the Hall of Residence for Boys and Girls respectively.

Women students of the University have actively participated in several intra- and inter-institutional sports competitions and cultural activities.

5.2   Student Progression

5.2.1 What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

This information has been provided in the profile of the university and further analysis has been shown in criteria 2.Individual department wise information is provided in Evaluative Report of the Department.

5.2.2 What is the programme-wise completion rate during the time span stipulated by the university?

Student complete program during the stipulated time period. In few cases, when they are not able to complete, university ordinance are strictly complied.

5.2.3 What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.?

A large number of students appear and qualify different examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL Some information is available in respective department evaluative reports.

5.2.4 Provide category-wise details regarding the number of Ph.D. /D.Litt. /D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

A strong process of research monitoring has reduced the rejection of thesis to very few. Each thesis is evaluated by three examiners and well laid out norms are in place and are complied with. However, modifications as required by the examiners are being made in such thesis as routine. Few students are also doing D Lit. New Departments and Centres are being established and the research admission and monitoring process has been streamlined.

5.3   Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

Sports: The Sports Department each year organizes the Inter Faculty Tournaments in Badminton, Basketball, Cricket, Football, Volleyball and Table Tennis besides an Annual Athletics Meet. The tournaments are hugely popular among students and are represented by almost all faculties of the University. Various Inter-Departmental & Intra-Departmental tournaments are also organized by the concerned faculties/departments. Besides, every student is allowed to join the practice along with the University team in each game and, if selected, may also represent the team in Inter University

Tournaments. University sports teams also participate in local tournaments organized by various Universities such as Delhi University, Amity University and IIT Delhi etc... University also hosts various regional, state level and national level events. In the process it has produced several national icons like Mr., Virendra Sehwag.

Cultural and Extracurricular Activities: The Dean Students' Welfare constitutes the Jamia Cultural Committee every year which comprises of several Clubs such as the Debating Club, the Drama Club, the Literary Club, the Entrepreneurship Club, the Music and Fine Art Club and the Social Service Club. Students are members of these clubs. All these clubs organize cultural activities and competitions throughout the year which generate a vibrant cultural environment and give a platform to students to showcase their talent.

Some of the cultural and extracurricular activities in which students participate each year are as follows:

Debating Club -

- Open Jamia Tri-Lingual debate competition (English, Hindi and Urdu)
- Annual Sat Paul Mittal debate competition
- National Tri-Lingual debate competition (English, Hindi and Urdu) organized by the Debating Club in 2012 and 2013.
- North Zone Cultural Youth Festival organized by the Association of Indian Universities every year
- All India Sir Syed Memorial debate competition organized by Aligarh Muslim University every year.
- University Debate/Elocution Competition to celebrate International Women's Day.
- "Dr. D. R. Singh Memorial British Parliamentary Debate", Season V in February 2013 and students won the First Prize with cash award of Rs. 1 lakh.

Drama Club

- Organize Theatre Workshop for students every year
- Participate in North Zone Cultural Youth Festival in all Theatre Events, organized by Association of Indian Universities
- Organize One Act Play, Skit, Mime
- Organize Play Writing Workshop
- Organize one full length Play every year with students

Literary Club

- Essay Writing Competition
- On the Spot Short Story Writing Competition
- One Act Play Writing Competition

- Recitation Cum Reading Competition
- Film Review Writing Competition
- Educational Tour to World Book Fair

Music Club -

- Prepare Jamia Tarana to present it in all Jamia functions
- North Zone Cultural Youth Festival in all music events
- Sham-e-Ghazal by students
- Organize Talent Hunt (Singing, Dance, Mimicry and Instrumental
- Organize Mehfil - e - Qawwali

Social Services Club -

- Observing Communal Harmony Day
- Training and Sensitization of Volunteers as well as follow up on Palliative Care.
- Observe International Human Right Day
- Environment Awareness and Plantation Drive
- Arrangement for Remedial and Value Education
- Distribution of Winter Cloth to Homeless
- Arranging remedial and value education for the children of construction workers

Entrepreneurship Club

The Entrepreneurship Club (E – Club) formally launched on November 27, 2012, has been formed to undertake training and capacity building activities for the students, to enable them to take entrepreneurship as a career and become job creators rather than job seekers.

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

Student's achievements in co-curricular extracurricular and cultural Activities at Zonal Level:

2009 - 10 Participated in North Zone Inter-University Cultural Youth Festival at Kurukshetra University, Kurukshetra, Haryana, and won Prizes in the following events:
1. On the Spot Painting Competition First Position
2. Spot Photography First Position

2010 – 11 Participated in North Zone Inter-University Cultural Festival at Bundelkhand University, Jhansi Uttar Pradesh and won prizes in the following events:
1. Quiz Competition First Position
2. On the Spot Painting Competition First Position

3. Elocution   Third Position

2011 – 12   Participated in North Zone Inter-University Cultural Festival at Lovely Professional University, Phagwara, Punjab, and won prizes in the following events:

1) Quiz Competition   Second Position

2012-13   Participated in the North Zone Inter-University Cultural Festival at Guru Nanak Dev University, Amritsar, Punjab, and won the prize in the following events:

1. Installation   First Position
2. Spot Photography First Position
3. Quiz Competition   First Position

5.3.2 Achievement of Students at National Level:

2009 – 10   Participated in National Youth Festival at Maharshi Dayanand University, Rohtak, Haryana, in the following events:

1. On the Spot Painting Competition
2. Spot Photography

Participated in All India Sir Syed Memorial Debate Competition at Aligarh Muslim University, Aligarh Uttar Pradesh and won the First Prize in English and Urdu Language category.

2010 – 11   Participated in National Youth Festival at Sri Venkateswara University, Tirupati, Andhra Pradesh, in the following events:

1. Quiz Competition
2. On the Spot Painting Competition

Participated in All India Sir Syed Memorial Debate Competition at Aligarh Muslim University, Aligarh Uttar Pradesh and won the First Prize in English & Urdu Language category and Second prize in Hindi Language category.

2011- 12   Participated in National Youth Festival at R T M Nagpur University, Nagpur, Maharashtra in the following event:

1. Quiz Competition

Participated in All India Sir Syed Memorial Debate Competition at Aligarh Muslim University, Aligarh Uttar Pradesh and won the First Prizes in English & Hindi Language category and Second prize in Urdu Language category.

2012-13

Participated in the National Inter-University Cultural Festival at Kalyani University, Kalyani, West Bengal and won prizes in the following events:

1.   Spot Photography
         First Position
2.   Installation
         Fourth Prize

Participated in "Dr. D. R. Singh Memorial British Parliamentary Debate" Season V in February 2013 and won the First Prize with a cash award of Rs. 1.00 lakh.

The Jamia Cultural Committee organized the first National Inter-University Cultural Festival **'MIRAAS 2013'** in which students from 50 Universities/ Colleges/ Institutions from across the country participated. (February 26-28, 2013)

2013-2014

The second edition of the National Inter-University Cultural Festival **'MIRAAS 2014'** was organised by the Jamia Cultural Committee in which students from more than 50 Universities/ Colleges/ Institutions from across the country participated. (February 24-26, 2014)

As part of MIRAAS 2014, the Debating Society organised **the 3rd National Inter-University Trilingual Debate Competition** on the topic "This House Believes That Social Media Has Brought about Social Change". Over 50 colleges and institutions from across India participated in the debate competition in the three languages.

The Drama Club performed "Hum Ek Hain" which was selected for the renowned Atelier Campus Theatre Festival 2014, which is Asia's_biggest Campus Theatre Festival among 35 other teams from all over India. The students of the Drama Club performed "Hum Ek Hain" in the prestigious Sri Ram Center, New Delhi on February 8, 2014.

The Drama Club for the first time organized a national level Inter- University Theatre competition titled **JOSH VIHANGAM** from March 7-9, 2014. It was one of the first initiatives of theatre competitions at the inter-university level. Teams from prominent universities of Maharashtra, Chhattisgarh, and NCR performed with full eagerness and fervour. The first position was bagged by the team from Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha, Maharashtra. The second position was nailed by Atma Ram Sanatan Dharam College, Delhi University. Indira Kala Sangeet Vishwavidyalaya, Chattisgarh bagged the third position.

In the National Inter-College Declamation Contest organised by **J. R. Media Institute (Punjab Kesari Group) Delhi** on February 6, 2014, on the topic - "Religion and Crime," Jamia Millia was represented by Omar Shah and Jaikaran Singh Bhadauriya. The First prize was secured by Jaikaran Singh Bhadauriya.

In the *All India Sir Syed Memorial Debate Competition* organised by **Aligarh Muslim University, Aligarh,** on February 17-18, 2014, on the topic "Proportional Representation Will Lead to Inclusive Democracy", the Urdu team consisting of Ishtiaq Ahmed and Faisal Nazir won the First Prize and Ishtiaque Ahmed was also adjudged the Best Speaker.

On March 7, 2014, **Shaheed Bhagat Singh College (Evening) Delhi University** organised the Shaheed Bhagat Singh Memorial Inter University Debate Competition on the topic "Emergence of Aam Aadmi Party as a New Phenomena in Politics Is Unsustainable in the Long Run." Jamia was represented by Prateek Sharma and Syed Mohd. Hamdan, B Arch I Year. Prateek Sharma won the First Prize in the competition.

At the **National Debate organised by the Law College Dehradun, Uttranchal University,** on April 5-6, 2014, on the topic "Consolidation of Regional Parties will Strengthen Indian Federal Structure" the Hindi team of Jamia comprising of Sabir Haque and Saheba Khan won the Second Prize

5.3.2 Achievement of Students at International Level:

Two students of Jamia Millia Islamia were selected by the British High Commission as winners of the Essay Writing Competition that was conducted by the British High Commission and coordinated by the Dean, Students' Welfare on November 21, 2011. As part of the award, the two students travelled to the UK from February 12-20, 2012 on a study tour sponsored fully by the Foreign & Commonwealth Office, British High Commission to India. The study tour included visits to historic sites, cultural events, interaction with experts on diversity issues and academic lectures.

In August 2014, Daud Arif, a student pursuing B.A. (Hons) Sociology Semester V, in Jamia Millia Islamia, was selected for the Near East South Asian Under-Graduate Scholarship sponsored by the U.S Department of State and has been placed at the Wayne State University for a one year non degree diploma program in Communication discipline. The course extends from August 17, 2014 to May 6, 2015.

5.3.3 Does the university have a mechanism to gather data and feedback from its graduates and employers and use them for the growth and development of the institution?

Yes, feedback is taken informally and formally through the Centre for Coaching and Career Planning, University Placement Cell, Old boys association and respective academic units.

5.3.4 Does the university conduct special drives / campaigns for its faculty and students to promote heritage consciousness?

There is an Eco Club which conducts activities for students to promote environment and heritage consciousness.

5.3.5 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

Some departments and centres have their in-house wall magazines set up by students. 'Tehzeeb' – A trilingual student magazine published till 2008. 'Jauhar' is published from 2009 onwards.

5.3.6 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

The University provides for a platform called Subject Association for all Departments, Centres and Faculties with single disciplines like the Faculty of Law, Faculty of Architecture and the Faculty of Dentistry. Subject Association is a body of elected as well as nominated student's representatives to initiate various academic and extension activities. The details of constitution, activities and funding of Subject Association are available in the JMI website. Regular elections are also held and programs are organized by this body.

5.3.7 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

Sexual Harassment Committee (SPARSH) –student representatives were members of the Apex body of SPARSH as well in the University Complaints Committee.

Students have active chapters of professional bodies like SAE, ASME, CSI, IEEE etc.

Hostel / Mess Committees – There are students on the Hostel and Mess Committees which are actively involved in the supervision of hostel messes and in carrying out responsibilities with respect to student activities/ amenities/discipline in the Halls of residence.

Students are also actively involved in helping with organizing University Functions / Convocation / Talimi Mela/ National Cultural Festivals/Debate Competitions, curricular and extra-curricular activities, Placement Committees, Subject Associations, etc.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and the mission of the university

Jamia Millia Islamia, originally established at Aligarh in United Provinces, India in 1920 became a Central University by an act of the Indian Parliament in 1988. The story of its growth, from a small institution in pre-independence India to a central university located in New Delhi—offering integrated education from pre-primary to postdoctoral education in specialized areas—is a saga of dedication, conviction and vision of a people who worked against all odds and saw it growing step by step. Jamia Millia Islamia, a product of the National movement, is committed to freedom of thought and expression. It fosters questioning spirit and rigorous interface between teaching, scholarship, and research. It is also devoted to the ideal of promoting diversity and inclusiveness in the academic community.

Jamia Millia Islamia has repositioned itself as a national institute of higher learning in the country. It combines its commitment to catering to a wide cross section of the Muslim community while strongly holding on to its secular character. It especially caters to first generation learners and thereby fulfills an important national mandate, which is borne out by the great diversity in its student body.

6.1.2 Does the mission statement define the institution's distinctive characteristic in terms of addressing the needs of society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes, it caters to the spirit of promoting diversity and inclusiveness in its student body. Jamia is committed to bringing more and more of those deprived into the fold of formal and higher education. It is in keeping with Jamia's historic mandate. Jamia is committed to providing a healthy blend of tradition and modernity in its curricula and looks for innovative pedagogy in teaching, research and extension activities keeping these ideals in mind. It especially caters to first generation learners and thereby fulfills an important national mandate.

6.1.3 How is the leadership involved?

In spite of there being statutory bodies in the university, there is also a very healthy practice of invisible leadership. The university follows a bottom-up approach and often lower bodies report to higher bodies, thereby ensuring accountability.

In ensuring the organization's management system development, implementation and continuous improvement?

The leadership closely monitors and reviews the performance of the university wings and has well developed mechanisms to do so such as the management information system. There is continuous assessment and evaluation at all levels. The administration, from time to time, introduces newer innovations in managements systems and monitors its successful and effective implementation.

In interacting with its stakeholders?

The leadership has evolved regular and continuous interaction with all its stakeholders through well-articulated bodies which work both horizontally and vertically through various formal committees of the universities to informal fora of interaction with students.

In reinforcing a culture of excellence?

The leadership encourages merit by principle of recognition and reward. It remains committed to achieving excellence in all spheres.

In identifying organizational needs and striving to fulfill them?

The leadership reviews the needs of the university from time to time and has well developed mechanisms to do so. There is continuous assessment and evaluation of such requirements. The management also monitors its implementation at all stages.

6.1.4 Where any of the top leadership positions of the university vacant for more than a year? If so, state reasons.

None

6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes, the university ensures that all the statutory positions are filled well in time and meetings are held frequently for proper and smooth functioning of the university management.

6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

The university has a rich culture of participative management. It draws members from all levels to serve in these committees: from representation of students in university level bodies such as SPARSH to having Assistant Professors in the highest body of the university such as the Executive Council. Besides, there are various committees, boards, and councils etc. in the university with a wide representation of all sections. There is also a

student-teacher body where both by election and nomination a student body called the subject association is formed.

There are regular and follow-up meetings such as the Board or Committee of Studies at the Department/Centre level and EC and AC at the university level. Besides, there is invariably formation of various committees to review and formulate various policies at the department and the university level.

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

Not applicable

6.1.8 Have any provisions been incorporated/ introduced in the University Act and Statues to provide for conferment of degrees by autonomous colleges?

Not applicable

6.1.9 How does the university groom leadership at various levels? Give details.

By incorporating the members of the university in committees, boards, councils and making them part of decision-making and providing them with leadership roles. For example for developing such skills in students, the university runs a youth parliament and moot courts etc. to groom their leadership potential. There is also a student-teacher body where both by election and nomination a student body called the subject association is formed. Young faculty members are made in-charge in various programmes, examination committees etc. to evolve strong leadership quality, knowledge dissemination, capacity building.

6.1.10. Has the university evolved a knowledge management strategy? If yes, give details

It has done so. For example, the university has over the years displayed great foresight. It established the first ever centre for mass communications research centre in the 80s which groomed those who went on to become part of the media boom of the 90s.

6.1.11 How are the following values reflected the functioning of the university?
Contributing to national development

Jamia Millia Islamia is committed to fostering a close inter-relationship between teaching, scholarship, and research. It is devoted to providing the best intellectual capital towards nation building. It also remains committed to the principle of promoting excellence while being inclusive. It also fulfils its social responsibilities of mainstreaming those who are on the margins of

society by providing them the best of education in a conducive learning environment. It also has a progressive admission policy.

Fostering global competencies among students

By keeping its curricula in tune with global standards and providing international exposure to university members from time to time. By also interacting with international visitors at the university and conducting the following:

Regular skill laboratories,

Extension lectures by professionals, consultants and academia

Building corporate relations for better placements

Inculcating a sound value system among students

It does so through a number of curricular and extra-curricular programmes it organizes to provide a sound value system to its student body as also through debates and discussions that it holds from time to time.

Teaches formally/informally ethics and Jamia's education follows the models of a value based education

It focuses on holistic development of the students

Promoting use of technology

The university encourages and readily provides free and ready access to latest technology be it in laboratories or in the libraries. Thus, university promotes technology for access, equity and improving quality of education.

Quest for excellence

By rewarding and recognizing excellence in all spheres.

6.2 Strategy Development and Deployment

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

Vision and mission

The university's vision of achieving excellence in research and teaching is reflected in the steps that it takes to keep itself abreast with the latest innovations in curricula and research. It has over the years developed expertise in a number of cutting edge disciplines such as nano-science and nanotechnology as also areas such as peace and conflict resolution, among many others. Besides, in order to make university education accessible to

many, it has adopted a progressive admission policy of providing reservation to Muslims, including Muslim STs, Muslim OBCS and Muslim girls.

Teaching and Learning

The university strategizes to achieve excellence in teaching and learning by adopting the best practices being followed the world over albeit by tweaking them to suit local needs. It continuously updates its curricula and reinvents pedagogic methods to suit the need of the hour.

Research and Development

The university assesses research potential of its departments and centres and supports innovative projects by developing infrastructure, providing grants and other administrative support. It is committed to innovation and achieving excellence in R&D project, which is evident by the number of PhDs awarded and grants which the faculty have earned from various national and international funding agencies.

Community engagement

The university has a number of wings which are exclusively dedicated to community service such as NSS, NCC, State Resource Centre, Outreach Programme, Department of Social Work, Balak Mata Centres, Department of Adult and Continuing Education, among others and the university supports all their initiatives. University Vice Chancellor is ex-officio President of the Society which consist of Child Guidance Centre for mentally challenged, condensed course for women who have dropped out at different stages of education, a crafts centre for women and a nursery school for community children

Human resource planning and development

- Rewards Merit and holds fair selection at teaching and non-teaching levels
- Regular induction programmes for new teaching and non-teaching staff
- Mentoring by senior faculty and alumni
- Conduct of regular orientation programmes, refresher courses, staff development programmes, short term capacity building workshops.

Industry interaction

The university has an active university level placement cell which facilitates interaction with the industry. Moreover, many departments, which have an interface with the industry, draw upon their expertise from time to time.

Regular concurrent fieldwork, block fieldwork and summer placements are part of university life. Student undertake industry training programs in

different professional courses. There are regular observational visits to corporate and NGOs

Internationalisation

The university has an office of international relations which facilitates MoUs and Agreements with universities abroad. There are a number of active MoUs in which the university is currently engaged. There is also a foreign students' advisor office which actively facilitates admission of foreign students to Jamia. Jamia has also launched an International Summer School.

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

See attached document – Annexure A. Besides, refer to Jamia's Acts and Statutes and the amendments.

6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

There is an internal quality assurance cell which is headed by a senior professor. Besides, there is constant monitoring through bodies such as Board of Studies, Faculty Committee, Academic Council, Executive Council, Court etc.

6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

It does encourage autonomous functioning. However, there are bodies where decisions of departments are reported. For instance decisions taken by departments in their Board of Studies are reported in a Faculty level body, namely the Faculty Committee. Similarly Faculty level decisions are taken to a university level body.

6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

University has legal cell to address issues being considered by honourable courts.

6.2.6 How does the university ensure that grievances/ complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

There are a number of redressal mechanisms and bodies which specifically look at complaints, for example those pertaining to students (proctor), related to sexual harassment (SPARSH), administrative matters (Vice Chancellor and Registrar) etc. They work within a reasonable time frame while ensuring that

justice is meted out in a fair manner. Often reflection on these complaints leads to adoption of policies by the university too.

6.2.7 Does the university have a mechanism for analysing student feedback on institutional performance? If yes what was the institutional response?

There is a process of gathering informal feedback from students which makes the university assess these and then adopt measures too. The university is working towards formalizing it.

6.2.8 Does the university conduct performance audit of the various departments?

Yes, it does so, on a fairly regular basis.

6.2.9 What mechanisms have been evolved by the university to identity the development needs of its affiliated institutions?

Not applicable.

6.2.10 Does the university have a vibrant College Development Council (CDC)/ Board at college and University Development (BCUD)? If yes, detail is structure, functions and achievements.

The university does not have affiliated colleges.

6.3 Faculty Empowerment Strategies

The university offers all its support to promote research and publications of its faculty members; it provides financial support for participating in national/international conferences among other things. The university also runs short term programmes for enhancing the skills/expertise of its faculty members.

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

The university runs short term programmes for enhancing the skills/expertise of its teaching and non-teaching members such as capacity building programmes, workshops on fresh application of technology and management systems, workshops on RTIs etc.

6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

The university has statutory bodies in place for appraisal of its functioning and growth.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

They get health benefits, low interest loans, travel allowances etc. A number of employees have availed of these facilities.

They also avail of publication grant, grants for organizing conferences, get financial support to attend/present papers in international and national conferences They also avail of Study leave/Sabbatical to conduct their own research.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

It gives advanced increments to attract faculty members. Plus it appoints eminent faculty members as Chair Professors. It also invites a number of eminent people from all across the globe for short term tenures. It also provides the following:

- Housing facility
- Housing loan facility
- PF loan
- Health facility
- Medical Reimbursement facility
- LTC etc.

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

It does so from time to time.

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

Yes, it does on a fairly regular basis for students, teachers and non-teaching staff.

6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

It runs a number of orientation and refresher courses which greatly benefit the teaching staff. Besides, it runs short term courses for researchers and non-teaching staff too. It draws upon the expertise of the best in the field to do so.

6.4   Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

Budgeting is the most significant tool through which the effective and efficient use of financial resources in the university is monitored.

Section 24(7) and 24(6) of Jamia Millia Islamia Act 1988 provide that the Finance Committee of the university shall fix a limit to the total recurring and

non –recurring annual expenditure, based on the income and resources of the University and expenditure shall not exceed the limits so fixed. This limit is further restricted to the budgetary ceiling fixed by the University Grants Commission (UGC). No expenditure other than that provided for in the budget shall be incurred by the university without approval of the Finance Committee.

The University is following a performance budget system under which annual budget proposal are invited from the Department &Centres. Budget Estimate (BE) of different Departments and Centers is allocated on the basis of their requirements, priority and performance during previous year. After six months an interim review is taken up and on the basis of six months performance the BE is revised and approved by the Finance Committee.

All departments and centers maintain budget control register and monitor their expenditure vis-a-vis allotment.

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

Under statute 6 of the University; there is a provision of an Internal Audit Office. Accordingly, Internal Audit Office has been set up to ensure both accuracy and efficiency in the operation of the account set up. Jamia Millia Islamia also has Inspection Manual of Internal Audit in place, which describes scope and nature of Internal Audit. The scope and functions of the Internal Audit Office depend on the work, the number of Faculties/ Departments/ Centers/ Schools and the strength of the establishment. The Internal Audit Office is headed by an Internal Audit Officer who works directly under the overall supervision of the Finance Officer. The Internal Audit Officer will chalk out a quarterly programme of internal audit of various units of the university. The frequency of depends upon the number of units under its jurisdiction, amount of expenditure made by a department/ centres, nature of transactions, general health of accounts of faculty/centers/department etc. also determine frequency of Internal audit, however, its desirable to aim for internal audit of all important faculties/departments/centers/ offices once a year and smaller faculties/ departments/centers/offices once in a two year. During current year 13 departments/centeres were audited and 13 inspection reports were issued. During next three months of current financial year 4 more departments will be audited.

According to the same act the annual accounts and balance sheet of the university shall be prepared under the directions of the Majlis-i-Muntazimah (Executive Council) and shall, once at least every year and at intervals of not more than fifteen months, be audited by the Comptroller and Auditor General of India or by such persons as he may authorize in this behalf. CAG conducts transactional and certification audit of accounts of the university. Annual

Accounts of the university, duly certified by the UGC is placed before the Parliament through Ministry of Human Resource Development (MoHRD).

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

As elaborated under point no 6.4.2 the accounts of the University have been audited regularly by the CAG. The audited annual accounts after having been laid before the Parliament, published in the Gazette of India. The Accounts of financial year 2013-14 has been sent to Ministry of HRD for placing it before Parliament.

The audit objections were generally procedural which were complied with by improving upon the procedure on the desired lines. If university feels that all procedure have been followed and audit objection needs to be contested then appropriate reply is submitted to CAG for dropping the Audit Para.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

As desired copies of Income & Expenditure of the University for last four years are available at the University website. The academic and administrative activities however are beyond the scope of Income & Expenditure account

6.4.5 Narrate the efforts taken by the University for Resource Mobilization.

In the wake of resources crunch in the early 90's the Govt. had encouraged various institutions to raise their internal income by various means such as by starting self-financing programmes and taking up the consultancies etc.. The govt. has also offered incentives in the form of matching grants against additional resources mobilized by the university. As such the following initiatives were taken up by the university to mobilize the additional resources:

- Running of Self finance programs , the university is now maintaining more than thirty self-finance programs
- Creation of University Development fund
- During the XI plan the University claimed matching grants from the UGC under the XI plan scheme of Incentive for mobilization of additional resources
- University also generates revenue through its service facilities like guest house, Sports & gymnasium & sports complex and Community Center etc.
- University has taken step to get accreditation from reputed & recognised agencies which will help university in getting new research projects and financial assistance from different funding agencies.

6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.

The University is already maintaining variety of corpus funds including those established with Government Grants and private contributions or both. The total Corpus of the University as on 01-04-2014 built up through internal resources as well as Grants and Donation stood at Rs.44.95 Crores. The figures aslo include general corpus for development of infrastructure of the university as well as specific corpus maintenance of chairs and disbursement of scholarship.

6.5 Internal Quality Assurance System

6.5.1 Does the university conduct an academic audit of its departments? If yes, give details.

The institution has mechanisms for academic auditing. All Departments (/Centres) hold departmental meetings regularly and as per the directive they are required to hold this once every month. Then, Board of Studies (/ CoS) meetings are also held regularly and all academic and allied decisions are taken through this body. Faculty Committee (FC) is also held to approve the minutes of BoS/CoS and also to take up matters related to all departments of the Faculty. Then Academic Council (AC) meetings are held regularly to take up the minutes of Faculty Committee and other important meetings. Then Executive Council (EC) and University Court meetings are also held regularly. The minutes of AC /EC, are also put on the official website. Thus JMI has a strong system for Quality Assessment, Assurance & Improvement, with an overall goal of Excellence in Academic.

All statutory bodies are self-regulated with proper ordinances in place.

JMI took an initiative of holding its Academic Audit in 2012. Workshops were organized for all the Heads / Deans / Directors and were involved in this process. As part of the outcome SWOC analysis of all the academic units was undertaken. This was approved by the respective BoS /CoS. Based on this the departments charted out the future plan. This has helped departments in understanding where they are. They have identified what to be done in future? Lot of introspection has taken place.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

SWOC exercises were conducted with the involvement of various stakeholders in all the respective departments/ centres. The deliberations were further approved by the BoS/CoS of the respective Department/ Centre. This exercise has helped department in identifying the areas of improvements. Action plan is an obvious outcome. No doubt, it has acted as catalyst towards

academic excellence. Now department know themselves much better and higher level of participation of all stakeholders is being observed.

6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The institution adopts a participatory approach in managing its provisions. Teaching learning process is reviewed through various controlling parameters. Department meeting takes care of the course completion and related academic involvement of teachers and students. Student attendance is regularly displayed on notice boards. For students having low attendance than 75%, letters are also sent to parents. Periodic review of teaching process is also done by HOD / COD / Dean. Up gradation /revision of syllabus is continuous process, almost all academic units revise respective syllabus once in every three years. The internal quality assurance systems are self-regulated and are aimed at continuous improvement of quality and achieving academic excellence.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

In the very start, a committee was set up to identify the areas which need improvement. Then, strategy was discussed for improving the overall quality of the system. The report was discussed in the meeting. The Vice chancellor himself took many decisions and extensive improvements are been observed.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?

Statutory authorities of the university are themselves the members of IQAC; Vice Chancellor himself chairs the IQAC meetings. All relevant issues are decided by the Vice Chancellor himself.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

IQAC has external members. They have provided documentation for improving compliance. They have also given formats for feedback.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Incremental academic growth of students from disadvantaged sections of society has been agenda items in Deans meeting. The university has observed that it has been able to cater to the disadvantaged section of the society and has been successful. The AC and EC have approved reservation for such section. Presently as per Sachar Committee report, the condition of Muslim minority is even below the SC/ ST. Jamia has taken steps in reserving its student admission appropriately.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

The institution adopts quality management strategies in all academic and administrative aspects. University has strong, effective, well developed systems and processes. The best part is that this system is complied for all matters. Any need to accommodate innovations is taken care by different statutory bodies and if there is strong need and then appropriate changes can also be made in JMI ordinances. Minutes of the meeting of Academic Council, Executive council, University Court, Finance Committee, etc. are available on JMI website. Also the annual report and statistical fact sheet is also provided on the website.

CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1   Environment Consciousness

7.1.1 Does the university conduct a Green Audit of its campus?

University management is very much conscious about the environmental issues at Jamia campus. Building and Construction Department of the University is practicing environment friendly measures for making University a green campus. Jamia Millia Islamia has one of greenest campuses among the Central Universities of India. Regular drive for plantation is being effectively implemented. Energy audit of large buildings of the campus such as Faculty of Engineering & Technology was made by the Department of Electrical Engineering. Accordingly measures have been taken to reduce the electricity consumption. Similar measures are also being adopted in other buildings. University is in process of submitting a proposal to Ministry of Non-Conventional Energy for installation of 150 KW Solar Photo-Voltaic (SPV) power plants on the top of roof of building of Faculty of Engineering and Technology. The proposed smart Grid is expected to provide 2, 25,000 units of electricity per year.

Composting of agriculture waste is also being practiced. The compost prepared is used as manure for horticulture purposes. Jamia has not hired services of independent Green Auditor but University management regularly monitors various operational activities and tries to bring down the carbon foot print of the University. This work is being undertaken through the internal resources.

7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?
- *Energy conservation*
- *Use of renewable energy*
- *Water harvesting*
- *Check dam construction*
- *Efforts for Carbon neutrality*
- *Plantation*
- *Hazardous waste management*
- *E-waste management*
- *Any other (please specify)*

JMI has taken and is taking extensive measures in making this campus eco-friendly. Some of the major initiatives taken are given below

Energy Conservation

Lighting consumes about 40 % of sanctioned load. With the usage of energy saving lamp, such as Fluorescent Lamp, LED Lamps, Metal Halide Lamp etc., university saves about 90% of lighting load. It also saves electricity through installation of energy efficient air-conditioners and other power devices. After making calculations we understand about 70 % energy is being saved through various energy conservation measures and use of solar energy. We would have lost this much percentage of total load of 6.5 MW if no such measures were adopted.

Use of Renewable Energy

(a) In JMI about 80KW/day of solar energy is used for street lighting purposes.
(b) In JMI, about 2570 KW of electricity per year is being saved with the effective usage of solar heating system.

Water Harvesting

The university has around 1.1 Lakh meter2 of roof top area. Almost 90% of this roof top area has been provided with harvesting facility. It is estimated that around 48.3 million litre of water is annually harvested with the help of 21 nos. of Rain Water Harvesting systems spread over different location in the campus. On an average we are harvesting annual water requirement of about 1300 person.

Check Dam Construction

Topography of university campus is not suitable for construction of check dam. Therefore, surface runoff water cannot be harvested. However, almost 90% roof top run off is harvested.

Efforts for Carbon Neutrality

The Carbon Equivalency for energy saved through different conservation measures adopted by the university comes out to be more than 454 Metric Tons (equivalent CO_2) per year. This is achieved through usage of solar lighting, solar heating, and energy efficient products with star rating. EER. Buildings are also being designed to maximize the usage of natural lighting. Campus uses minimum light at night. Instruction are also given to switch off all light/ACs where not required in campus/class room. Use of ELCC to switch of circuits in case of leakage to avoid flow of electricity also helps in energy savings.

Plantation

Extensive plantation has been made and efforts are also made to see that they survive. Horticulture unit of the university is active and effective. Details

about plantations are available in infrastructure maintenance part of this report.

Hazardous Waste Management

University has arrangement of buy-back system for old batteries. The suppliers of new batteries are bound to take back used battery.

Bio-waste generated by Ansari Health Centre and Faculty of Dentistry is segregated into 4 different categories as per national norms and is handed over to "Synergy Waste Management", a registered Bio-waste management organization with Delhi Pollution Control Board for safe disposal of Bio-waste.

E-Waste Management

All different types of e-waste such as obsolete printers, monitors, computers, laptops, CFLs etc. are taken by "Altero Recycling Pvt. Ltd." an authorized agency for disposing of e-waste.

Others

In addition to the above, Jamia Millia Islamia has taken following eco-friendly steps in construction and maintenance of building.

Instead of wood frame, using the metal stud frames.

Instead of plywood, JMI is using fibre cement board-which is technologically advance and is green material. This is the best substitute to natural wood based products because it is made from 40% recycled content. This contemporary green building material is suitable for both the modern and conventional buildings, and contributes towards earning LEED and GRIHA points. This has been used in newly constructed hall in the Administrative Block

Using of MGO-Dream board in false ceiling which does not contain, asbestos, polymers and other kinds of toxins but are eco-friendly with heating insulation, termite proof, and chemically inactive.

We are also using hollow fly ash brick in partition walls.

Pre-coated green sheet is also being used which, are environmental friendly.

Push/ sensor taps are being used in water supply work for reducing consumption of water.

MDF eco–friendly boards are used in cupboards, furniture and laboratories set up.

Treated water available from Dental College, STP is being used for horticulture work.

Covering of open spaces with eco-friendly interlocking tile which allows water to seep in, but controls dust pollution. Around 90% of non-build-up area of Jamia is covered, by plantation and grass to effectively control the dust pollution.

Use of eco-friendly earth is used in roof of buildings to keep it cool.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the University.

Under the Meta University concept, Jamia has started a course in M.A. (Mathematics Education) in collaboration with the University of Delhi. Meta University, as a new model for a 21st Century University, involves two or more institutions pooling together their resources to offer a collaborative and multidisciplinary learning experience to students. Jamia is in the process of establishing innovation clubs.

In addition to this, the university has introduced a number of Inter-disciplinary programs, such as M. Tech. in "Control and Instrumentation System", P.G. Diploma in Journalism (Print, Radio, TV, Media), M.F.A. in Art History and M. Phil. in Art History. Some of the major Programmes in emerging areas are M.F.A. in Graphic Art, M. Tech. in Earthquake Engineering & Master of Physiotherapy (Sports). AJK Mass Communication and Research Centre is going to introduce Practice based Ph.D. programme with the help of the University of Westminster, UK from the academic session 2013-2014

Since 2010, the university has successfully implemented the credit-based semester system at postgraduate level and has introduced credit transfer in some of its programmes. In 2012, all undergraduate programmes have been brought under the umbrella of semester system.

Implementation of ERP for bringing efficiency and transparency in the functioning of the university has been a major achievement. E-Governance has been implemented in certain specific areas which have made the life of the student, faculty and staff comfortable.

Besides, the introduction of file tracking system has added transparency and efficiency in day to day running of the university. A strong system of monitoring attendance has improved overall attendance of students.

The university is very much conscious about the environmental issues and monitors operational activities to bring down carbon footprint of university. Energy conservation is practiced and renewable energy is being used for

street lighting and other purposes. The university has an established system for e-waste and bio-waste management.

7.3   Best Practices (any two)

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the university

The following are some of the best practices followed in the Jamia Millia Islamia:

Practice No.1: File Tracking System

1.   Goal

The aim is to provide a transparent IT based system solution where the movement of letters, files, dak etc. can be monitored and analysed by different stakeholders. .

2.   The Context

In the university a large number of files and papers move from one office to another. To know the status of the files one had to move from one office to another. Often the sender does not know where his/her paper is being delayed.

3.   The Practice

In the earlier system, different sets of peon books were maintained by different units of the university. Offices received the dak through these peon books. No past records were readily available. Also, it was difficult to track the internal movements of papers.

4.   Evidence of Success

The biggest evidence of success is the fact that the functioning of different offices has become efficient and swift. Now one can allocate fixed time to different offices to complete its job. The concerned officer now knows as to where the files are being delayed or which official is efficiently disposing off the files.   This gives a holistic solution; where one can analyse office functioning, determine the workload etc. and thus it helps in decision making. The average processing time of a request can also be determined. Now users know, that once the letter has been moved through the FTS system, it has unique identity, it is traceable and if in case of any delay / bottleneck he/she can approach the higher administration or concerned person for the solution.

5.   Problems Encountered and Resources Required

The University has used its indigenous resources. The FTS module was developed at the FTK CIT, which organized training on use of FTS for all office assistants in the university. All units of the university were asked to make use of the MIS and create identity of each document through this system. This has made the office administration responsible and efficient and has increased the faith of stakeholders in the system. The infrastructure and support system is being maintained in-house by FTK CIT.

Practice No.2 : Subject Association

6.   Goal

The aim is to provide a model of leadership where academically best students are also provided a platform to become leaders of the future form their own association at the department level, under which they organize academic activities such as lectures, quizzes, debate competitions etc. The association undertakes steps towards developing academic atmosphere and to generate creative activities in the department and thus develop management skills.

7.   The Context

In universities, the student leadership generally goes to students who have affiliations with one or the other political party. The university wanted to provide leadership to students who are good performers in academics and are given an opportunity as also adequate support to organize academic, extracurricular and co-curricular activities, thus giving them leadership roles.

8.   The Practice

No such platform was available where class representative (CR) is made on the basis of rank in the year end examinations. Two CR represent every class, one through the class election other through his/her performance in the examination. Election and selection is done under the supervision of student advisors, in each class. The Head of the Department is the Ex-Officio President of a Subject Association. Accordingly, Vice-President, General Secretary and Joint Secretary and this elected and selected representative of a program select the office bearers.

9.   Evidence of Success

The biggest evidence of success is that the forum of subject association acts as a conduit to provide the students with an opportunity to organize academic activities   such   as   students' seminars,   extension   lectures,   debating competitions and various other co-curricular activities in the Departments / Centres. / Faculty. They also organize such activities which may be necessary and incidental to achieving the aforesaid aims and objectives. Endeavour towards associating themselves with community development may be undertaken by a concerned unit or the University as such. It is being observed

that subject association is active in all departments and the money allocations are well utilized.

10. Problems Encountered and Resources Required

A senior member of the Faculty/ Department/ Centre acts as an Advisor to the subject association and is responsible for guiding and supervising the activities of the Subject Association. A nominal fee is charged and is returned back to the students. Constitution of subject association is well formulated and is provided on the website. Certain budget is also provided to this end. In the beginning teachers and students were reluctant but now elections are being held regularly.