# SELF STUDY REPORT

## FOR

## 3<sup>rd</sup> CYCLE OF ACCREDITATION

# JAWAHARLAL NEHRU UNIVERSITY

NEW MEHRAULI ROAD, NEW DELHI
110067
www.jnu.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July  2023**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

JNU was founded in 1969 under the Jawaharlal Nehru University Act 1966 and has a beautiful, lush green campus spread over 1,000 acres in South Delhi. As a residential university, JNU reflects India's diversity and cultural richness, with students, staff and faculty coming from all parts of the country. JNU strives for academic excellence with a strong social responsibility and commitment and pursues knowledge in diverse disciplines in a holistic and interdisciplinary environment. For over half a century, JNU has enjoyed national recognition and international acclaim for academic excellence in various rankings, including QS World Ranking, Education World India Ranking, NIRF and ARIIA.

JNU is among very few higher education institutes (HEI) in the country that focus on interdisciplinary education and research. It offers Masters and Ph.D. programme in all major Sciences, Social Sciences, Arts and Humanities; undergraduate degrees and diploma programmes in foreign languages; five-year dual degrees in B.Tech./MTech-MS; and BSc/MSc integrated course in Ayurvedic Biology. As of June 2022, nearly 10,000 students belonging to different categories and strata were registered for various academic programmes. Nearly 3,000 students join the university annually; out of them, nearly 44 percent are enrolled in Ph.D. programmes, 37 percent for Master's programmes, and the remaining for undergraduate, dual and integrated degree programmes.

Over the years, JNU has an excellent gender balance of 56:44 male-female students, and the University is committed to and strives for gender parity among its students by offering deprivation points for female students, in addition to adhering to the reservation policy as mandated by the Government of India guidelines. Due care is taken to provide space for marginalized communities with a sense of social and national responsibility.

**Vision**

JNU stands for transformation through learning and research and developing informed and responsible citizens. JNU has been attracting the best talent in different subjects as faculty members. The selection is according to the University Statutes and the UGC guidelines. The JNU faculty is widely acknowledged for their excellence in teaching and research. They have received several prestigious awards, fellowships and grants in India and abroad. They have been regularly associated with universities worldwide as visiting faculty and resource persons. The JNU faculty participate in many prestigious international/national conferences/workshops, besides organizing them. They also serve as resource persons in various academic staff colleges and other refresher and orientation courses. They are members of expert committees constituted by the Government of India, research institutions, universities and international bodies. Their reputation and innovative teaching and evaluation methods attract many students to seek admission to JNU.

JNU has been promoting research by students and faculty. Faculty members have been able to attract competitive research grants from many national and international funding agencies. Currently, more than 350 research projects are running at the University. Research grants are also received from DST, DBT, ICMR, CSIR, UGC, ICSSR, ICHR, ICCR, Ministries, European Union, European Commission, Ford Foundation, Wellcome Trust, etc. In addition to research projects, faculty members also undertake consultancy projects for

various government, non-government institutions and bodies. UGC granted special status to several Centres/Schools of the University by providing special grants such as Centre of Advanced Studies, Departmental Research Assistance, Special Assistance Programme, Departmental Assistance Programme and Departmental Special Assistance.

Interdisciplinary teaching and research framework have fostered studies in new and emerging areas. Focus is given to innovative teaching and research, and JNU has been awarded University with Potential of Excellence (UPE) status for innovative teaching and research. The contribution of JNU to various newer disciplines and knowledge domains is illustrated by the increase in its "H-index". The University has been selected for the DST-PURSE funding based on the quality of the research. More than 20 Schools/Centres have been recognized for their research and teaching activities by national and international agencies.

**Mission**

The mission of the University is social contribution through education and learning, using advanced research tools and methodologies at the highest levels of excellence matching international standards. Towards this mission, JNU strives to synergize the potential of JNU faculties and their innovative ideas and efforts to achieve the highest degree of academic excellence. JNU keeps the University at the forefront by initiating innovative, fundamental, and inter/multi/trans-disciplinary courses that meet the needs of the society by contributing to new research evidences, and by preparing new generation of scientists to address the challenges faced by the society.

JNU has 14 Schools and nine Special Centres that offer various academic programmes and conduct research. Larger ones like, the School of International Studies (SIS), School of Social Sciences (SSS) and the School of Language, Literature & Culture Studies (SLL&CS) have different functional and geographical Centres, while 11 other Schools/Special Centres are unitary in their functioning. The University's educational philosophy and vision are embedded in its broad-based and participatory institutional structures and functioning.

Admission to the University is carried out through an all-India Online Entrance Examination conducted by NTA under CUET. Candidates are selected based on their performance in the Computer Based Test (CBT) and in-person viva. The admission system incorporates deprivation points, a unique feature among higher-education institutions in the country. Deprivation points, up to a maximum of 12 points, are provided to the candidates falling under the deprivation policy of JNU to facilitate their access to higher education. Reservation in admission for the candidates belonging to SC/ST/OBC/EWS and physically challenged categories is provided as per the Government of India mandates. The success rate of the aspirants to be admitted into JNU is about two percent, a sign of high-degree of competitiveness. JNU takes special care to admit students from all parts of the country to provide a diverse and multicultural teaching and learning environment.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

- Consistently ranked #2, only next to IISc, in NIRF ranking;
- Consistently secured A++ grade in NAAC accreditation;
- Awarded first Visitor's Award for the best central University in the country in 2017;
- Highly reputed faculty who have contributed to academic excellence;

- Inclusive education: University has a long history of best practices to admit marginalized and recognized as the most-inclusive university in the country;
- Time-tested admission process to attract and admit best students from all parts of the country;
- Nominal tuition fees continue to attract students from all strata of society;
- Granting of s;
- Merit-cum-means scholarship for meritorious and needy students;
- Residential campus with lush green ambience;
- Facilities for persons with disabilities;
- Common facilities such as 24×7 Library, Convention Centre, Hostels, sports ground, indoor games facilities, Guest House, various clubs, STP, Health Centre, etc;
- Located in the n;
- Strong and rigorous academic programmes in areas of social sciences, humanities and sciences
- Research facilities with access for both those on campus as well as those from outside;
- In-house research facilities such as AIRF, CIF, HPC, animal house, Audio-visual Teaching- learning aids, etc;
- Good publication record of the faculty through research articles, books and in media;
- International and national collaborations with several MOUs and AOC's with leading foreign institutions;
- Highly accomplished alumni in academia, civil services, government, and industry;
- Equal opportunity provider, especially to the students from most backward areas;
- Opportunities for international exposure to the students and faculties;
- Women empowerment and leadership and gender equality among faculty and students, though Internal Complaints Committee (ICC);
- Presence of Human Resource Development Centre within the campus; and
- Student participation in various committees and school level Student-Faculty Committees (SFCs).


**Institutional Weakness**

- Aging Infrastructure: Several academic, hostels and residential buildings are over three decades old and require urgent renovation;
- Better Funding: Several academic programmes could not progress and keep pace with modernization due to funding deficit;
- Poor all-round maintenance and campus development;
- Negative perception of the University among the public has in recent years has adversely impacted its image;
- Number of international students and faculty are low;
- Post-doctoral fellows are also low and require better support system;
- Insufficient engagement with international faculty or institutions;
- Little support for Patent fees and application.
- Delays in filling sanctioned positions;
- Space crunch for newly recruited faculty and Buildings for new programmes;
- Space crunch for Hostels, Guesthouses;
- Inadequate financial support from the alumni;
- No dedicated computer centre/building; and
- No centralized purchase system.

**Institutional Opportunity**

- If supported adequately, bright students and renowned faculty members will result in the leapfrogging of the global ranking of JNU;
- Highly placed alumni are a rich source of engagement, if their support is accompanied by financial contributions;
- Opportunity to leverage existing credibility for governance and policy making;
- Promotion of trans-disciplinary research for the overall development of society; and
- Encouraging faculties to undertake mega research projects.

**Institutional Challenge**

- Due to funding and hostel ambience, talented students are lost to other research institutions;
- With growing number of private and public higher education institutions, funding and autonomy issues could threaten JNU's stature, if they are adequately addressed;
- Inadequate funding, faculty recruitment and modernization promises process could negatively impact JNU's performance and ranking;
- To raise more state/non-state funding through innovative approaches;
- Managing the local flora, fauna and securing them from strays;
- Developing eco-friendly waste disposal system within campus;

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

JNU offers an eclectic mix of degree programmes ranging from undergraduate to Ph.D. in various broad disciplines ranging from social science, physical sciences, humanities, international relations and languages, as well as niches areas like environmental sciences, biotechnology, molecular medicine, economic planning, regional development, social health and community medicine, women studies, science policy, policy for social inclusion, informal sector, and labour studies. There are technology-intensive courses imparting niche skills such as big data, cloud computing, computer graphics, computer networks, computer vision, databases, data mining, data warehousing, embedded systems, image processing, knowledge engineering, artificial intelligence, machine learning, MEMS, mobile networks, modelling and simulation, natural language processing, and network security. There are specialised courses on national and international cultures, languages and regions. The School of Arts and Aesthetics has produced some of the most important exhibitions, cinema, and theatre to represent India and its diverse arts to the world.

JNU follows a semester system with a grading pattern based on a 10 points scale. Within the operative inter-disciplinary framework, the students can choose some optional courses from outside their respective centres/schools in other schools/centres. An increasing number of specialised knowledge domains have generated employable skills among students. The course contents are routinely updated and enriched through a rigorous feedback mechanism. Besides, the learning experience is enriched in an informal immersive academic environment through peer group discussions, reading groups, film screenings, lectures, invited talks, seminars, workshops etc.

**Teaching-learning and Evaluation**

The University has successfully catered to the higher educational needs of students from diverse regions, cultures, and social-economic backgrounds with compassion and commitment. To assess the different skill sets of the students, an innovative pedagogy comprising class interactions, seminar and term paper presentations, group discussion, group projects etc., is deployed. The instructors/teachers also engage in one-to-one interaction during their contact hours to enable the slow learners to overcome their inhibitions and learning gaps. In pursuance of the recommendations of the UGC, the University has several remedial/bridge and language empowerment courses to enable the disadvantaged students to improve their academic skills and linguistic proficiency.

The courses and their teaching are interdisciplinary and multidisciplinary in approach and content. They promote critical thinking and research on local, national, and global issues and concerns. The research-intensive academic curriculum is guided by a mentorship system where a research supervisor is allocated for each research student. The University follows a mode of continuous evaluation that is student-centric, enabling them to develop their capabilities and overcome learning deficits. The classroom teaching is interactive, and learning is through participation in discussions and practical projects. The mode of continuous evaluation also enables course instructors to mentor and monitor students' progress. Various class assignments, term paper presentations, and mid/end semester examinations are given different weightage in the evaluation process.

**Research, Innovations and Extension**

JNU is a research-intensive university with focus on Masters and doctoral programmes and has been promoting research activities by faculty and students. It has won several awards and JNU, a premier academic institution stands for its commitment to create a holistic learning environment for students coming from various parts of the country and the world. Faculty members have been attracting competitive research grants from many national and international funding agencies including DST, DBT, ICMR, CSIR, UGC, ICSSR, ICHR, ICCR, Ministries, European Union, European Commission, Ford Foundation, Welcome-Trust, etc. Currently, over 350 research projects are active in JNU. In addition to research projects, faculty undertake consultancy projects. Several Centres/Schools of the University have received special grants from the UGC and other bodies to organise special research programmes. A dedicated International Collaboration Office and a Research & Development Cell have been promoting innovation and international collaboration. There are over 150 active collaborations, resulting in increased student and faculty exchanges, joint research, projects, high quality academic works, etc. Students and faculty members are offered travel and field trip grants to support their research endeavours.

Atal Incubation Centre-JNU Foundation for Innovation (AIC-JNUFI) was established as Section 8 'not for profit' Company under the Companies Act 2013. The University has 100% shareholding in the equity structure of the SPV.AIC-JNUFI promotes and develops a state-of-art facility for start-ups that have an impact on the core sectors of the economy like agriculture, healthcare, clean energy and sustainable technologies, education, housing, transportation, Cybersecurity, IoT, Robotics and AI, water and sanitation, etc provides tech-support and guidance.

Students are not only engaged in constant intellectual stimulation through classroom lectures and interdisciplinary research, but are also taught to be committed towards community services. JNU is engaged in welfare services through the National Service Scheme (NSS), which is a public-service program institutionalized under the Ministry of Youth Affairs and Sports. Under this, students participate in various

community services like blood donation, tree plantation, gender-empowerment, disaster management and social-defence training programmes. These programmes foster not only social-awareness but also social-responsibility and imbibe a sentiment of contributing towards the betterment of the society.

## Infrastructure and Learning Resources

The University has developed infrastructure and learning resources as per its requirements. All the classrooms are equipped with White Board, Podium, and Digi Projector (with multimedia), WiFi facility. Schools have multi-purpose rooms as well. The University has media labs for conducting classes, equipped with LCD Projector, Desktop, Amplifier, Speakers, Sound mixture with Splitters, UPS, Wi-Fi- LAN; media lab (studio) specifically for theatre and performance studies, seminar hall, committee hall, auditorium, and digital archive cum library. Various ICT tools (computers, laptops, mobile phones, tablets) are integrated to teach Flipped classrooms and blended learning approaches. To carry out literature searches, to access institute & university subscribed journals and magazines (digital), to find out the books available in the School's **library** or **central library**, the central instrumentation facility is fully equipped with state-of-the-art instruments.

The Advanced Instrumentation Research Facility (AIRF), ANIMAL HOUSE, University Science Instrumentation Center (USIC), Biosafety Level 3 Laboratory (BSL3), High-Performance Computing Clusters and Language Lab Complex are the specialized research facilities in JNU.

JNU has envisioned to optimally integrate ICT in its academic, research and administrative activities with the objectives of improving access, quality of education & research and extend the university's reach to even larger and needy sections of the society. Additionally, to exercise greater administrative controls, effective eGovernance, enhance accountability, and transparency in the functioning through an internal IT Department named as Communication and Information Services (CIS).

JNU is in the process of paperless office by integrating E-Mail, SMS, eOffice (eFile, Knowledge Based System(KMS), eServiceBook, eTour, eLeave, PIMS and eAPAR), Online Consumable Resource Management (OCRM), Asset Management System, Students Registration System, Online OPD appointments, Health Centre Inventory, Thesis Tracking System, Helpdesk System, House Allotment System, Project Management System, Salary Management Software to make effective administrative & academic functioning. The Integrated EduERP is already in the process of implementation at JNU.

JNU eLearning Management Platform for all faculty members and students of the university. Also, to promote MOOCs, LMS, eClassroom facilities to provide an amiable technical environment for effective technical service delivery academic fraternity.

## Student Support and Progression

Remedial courses were being offered to the students in various programmes, for example biology are offered to students from physical sciences stream, and students from biological stream are given courses in physical sciences and mathematics. UGC also provides JRF/SRF Fellowships and non-net fellowships to all M.Phil/Ph.D. students who qualify the national entrance test of JNU.

JNU organise summer school programme with an objective to motivate young and creative minds to pursue a career in science and research. In the School of Life Sciences, the **Summer School** includes talks by eminent

scientists in the field of modern biology and hands-on experiments. Each participant gets assigned a mentor and laboratory in School of Life Sciences to pursue research training aligned to their field of interest.

JNU provides various **fellowships, Scholarships and Free-ships** for students.

 (http://jnu.ac.in/content/fellowshipsscholarships)

JNU extends support to students at every stage during the programme from admission to the award of degree including **counselling and placement support** to enable them make progress in their academic and professional life. JNU has implemented **Institution's Innovation Council (IIC)** seeks to be the best innovative institute among HEIs by providing the stakeholders an amenable platform to encourage inventive energy in developing ideas and creating innovative initiatives to promote **start-ups and entrepreneurship.**

Students are represented in all academic and executive bodies at the Centre,School and University level besides participating in day-to-day decision-making related to inter-hall administration.

Students elect an annual council (JNUSU) to represent them in the affairs of University. Lyngdoh Committee Report (LCR) and the Orders of the Hon'ble Supreme Court pertaining to the JNUSU or students' union elections in India are adhered to in letter and spirit. Office of the Dean of Students is the core office which facilitates election process and Dean of Students is the Chairperson of the Grievance Redressal Committee also. University encourages students to participate in **sports, cultural and extra-curricular activities** for holistic development. There are clubs for games and sports, cultural and arts and other extracurricular activities to help students pursue their interests and hobbies to complement their academic pursuits.

## Governance, Leadership and Management

JNU practices a decentralized and participatory system of decision making and governance, in all its administrative, academic, or financial functions. The Vice-Chancellor is the academic head, and the Registrar is the head of administration. The functions and decisions of   Schools/Centers and the University are made through several bodies like the Faculty Committee, Student Faculty Committee, Committee for Advanced Studies and Research, Board of Studies, Academic Council, and Executive Council, Financial Committee. There are committees in place to address the issues like House Allotment Committee, Health Advisory Committee, Campus Development Committee, Security Committee, CIS Advisor committee, Institute Innovation Council, Committee for HRDC, Admission Committee.

Court is the supreme authority of JNU and meets annually to consider Annual Report, Annual accounts, Audit Report and Budget, etc. It has powers to review the acts of the Executive Council and the Academic Council, and see their conformity with the powers conferred upon them under the Act, the Statutes, and the Ordinances of the University. Various stakeholders such as students, faculty, and staff members are represented in these committees to address their concerns and needs.

JNU has a unique system of constituting SFC, in which students' representatives are directly elected by students of the Centre. SFC engages in discussions on course curriculum, pedagogy, and evaluation pattern. Meetings of all these bodies are held regularly, minutes are circulated among all members, and their suggestions are taken and incorporated in the final document.

Accounts of the University are audited every year by the Comptroller and Auditor General of India (CAG) as stipulated under Section 20(1) of the JNU Act, 1966. Balance Sheet, Income & Expenditure Account, and Receipts & Payment Accounts of the University are prepared and placed before the Finance Committee of the University for consideration and subsequently, they documents are sent to the CAG who conducts an audit in accordance with the prescribed Central Government Rules and Auditing Standards. Audited Accounts along with the Audit Report are considered and approved by the Finance Committee, Executive Council, and University Court and are sent to the Ministry of Education for placing it before the Parliament.

**Institutional Values and Best Practices**

JNU provides utmost importance to gender equity in its academic and campus life. It ensures gender equity and sensitisation through several inbuilt institutional mechanism and periodic programmes, workshops, seminars and symposia. Centre for Women Studies contributes to disciplinary understanding of gender issues. There are specific facilities for women to promote their safety and wellbeing, like separate Yoga classes. Facilities like a day care centre for children of staff and married hostels play a vital role in promoting higher education and the pursuit of professional careers among female students and staff.

JNU has envisioned optimally integrating ICT in its Academic, Research and Administrative activities with the objectives of improving Access, Quality of Education & Research and extending the university's reach to even larger and needy sections of the society. Also to exercise greater Administrative Controls, Effective eGovernance, Enhance Accountability, and Transparency in the functioning of University through Communication and Information Services.

JNU has taken certain special measures to ensure that students from all parts of India and from other countries are able to join and benefit from teaching and research Programmes offered. Reservation in admission for candidates belonging to SC/ST/OBC and physically challenged categories is provided as per Government of India norms. **Deprivation points**, up to a maximum of 12 points, are provided to socially deprived category of candidates. This is a unique feature of JNU admission policy and is intended to provide better opportunities to socially deprived category.

JNU has provided an enabling environment and supporting facilitates for Divyan including barrier free paths for easy mobility around campus. Central Library is providing specialized services using assistive technologies. Library provides laptops, digital voice recorders, headphones, scanners, optical character recognition, Braille printers & library website with magnification facility. There are courses on Indian Sign Language for Deaf students.

The Equal Opportunity Office of University is one of its kind in the country to aid and advise the students belonging to marginalized sections including the scheduled castes, scheduled tribes, other backward communities, minority communities, persons with disabilities, etc. EOO also has a redressal mechanism against any form of discrimination, social or otherwise.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the University | |
|---|---|
| Name | JAWAHARLAL NEHRU UNIVERSITY |
| Address | New Mehrauli Road, New Delhi |
| City | NEW DELHI |
| State | Delhi |
| Pin | 110067 |
| Website | www.jnu.ac.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Vice Chancellor | Santishree Dhulipudi Pandit | 011-26704001 | 9818778315 | 011-2674258 0 | director_iqac@mail .jnu.ac.in |
| IQAC / CIQA coordinator | P R Kumaraswam y | 011-26704034 | 9818778315 | 011-2674258 0 | kumaraswamy.pr@ gmail.com |

| Nature of University | |
|---|---|
| Nature of University | Central University |

| Type of University | |
|---|---|
| Type of University | Unitary |

| Establishment Details | |
|---|---|
| Establishment Date of the University | 21-04-1969 |
| Status Prior to Establishment,If applicable | |

| Recognition Details | | |
|---|---|---|
| **Date of Recognition as a University by UGC or Any Other National Agency :** | | |
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 21-04-1969 | [View Document](#) |
| 12B of UGC | 21-04-1969 | [View Document](#) |

| University with Potential for Excellence | |
|---|---|
| Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC? | Yes |

| Location, Area and Activity of Campus | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Type** | **Address** | **Location*** | **Campus Area in Acres** | **Built up Area in sq.mts.** | **Programmes Offered** | **Date of Establishment** | **Date of Recognition by UGC/MHRD** |
| Main campus | New Mehrauli Road, New Delhi | Urban | 1019.38 | 351536 | Under graduate, Post Graduate, Dual Degree ( BTech/MS/MTech ) 5years, PhD, Certificate, Diploma, Advance diploma, Post Graduate Diploma | | |

# 2.2 ACADEMIC INFORMATION

**Affiliated Institutions to the University**

| Type of Colleges | Permanent | Temporary | Total |
|---|---|---|---|

**Furnish the Details of Colleges of University**

| Type Of Colleges | Numbers |
|---|---|
| Constituent Colleges | 0 |
| Affiliated Colleges | 0 |
| Colleges Under 2(f) | 0 |
| Colleges Under 2(f) and 12B | 0 |
| NAAC Accredited Colleges | 0 |
| Colleges with Potential for Excellence(UGC) | 0 |
| Autonomous Colleges | 0 |
| Colleges with Postgraduate Departments | 0 |
| Colleges with Research Departments | 0 |
| University Recognized Research Institutes/Centers | 23 |

| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | : Yes |
|---|---|

| SRA program | Document |
|---|---|
| AICTE | 106548_11965_1_1684987096.pdf |

## Details Of Teaching & Non-Teaching Staff Of University

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | 201 | | | | 372 | | | | 353 | | | |
| Recruited | 72 | 15 | 0 | 87 | 146 | 71 | 0 | 217 | 193 | 102 | 0 | 295 |
| Yet to Recruit | 114 | | | | 155 | | | | 58 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 1565 |
| Recruited | 657 | 151 | 0 | 808 |
| Yet to Recruit | | | | 757 |
| On Contract | 18 | 1 | 0 | 19 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned | | | | 186 |
| Recruited | 100 | 14 | 0 | 114 |
| Yet to Recruit | | | | 72 |
| On Contract | 18 | 1 | 0 | 19 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 181 | 65 | 0 | 73 | 43 | 0 | 140 | 69 | 0 | 571 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 4 | 0 | 15 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 | 0 | 11 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Distinguished Academicians Appointed As**

| | Male | Female | Others | Total |
|---|---|---|---|---|
| Emeritus Professor | 15 | 4 | 0 | 19 |
| Adjunct Professor | 12 | 3 | 0 | 15 |
| Visiting Professor | 0 | 0 | 0 | 0 |

**Chairs Instituted by the University**

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|---|---|---|---|
| 1 | School of International Studies | Jawaharlal Nehru Chair in Environment Law | Ministry of Env. and Forest GOI |
| 2 | CSSS SCHOOL OF SOCIAL SCIENCES | Dr Ambedkar Chair | Dr. Ambedkar Foundation Ministry of Justice and Empowerment GOI |
| 3 | CESP SCHOOL OF SOCIAL SCIENCES | Sukhamoy Chakravarty Chair | NITI Aayog GOI |
| 4 | School of International Studies | Rajiv Gandhi Chair for Studies in Peace and Disarnament | MHRD GOI |
| 5 | School of Language Literature and Cultural Studes | Dimitrios Galanos Chair in Classical Greek Studies | Govt. of the Hellenic Republic |
| 6 | School of Language Literature and Cultural Studies | Tamil Chair | Govt. of Tamil Nadu |
| 7 | School of International Studies | Appadorai Chair | Ministry of External Affairs GOI |
| 8 | School of Language Literature and Cultural Studies | Hebrew Chair | Govt. of Israel |
| 9 | School of Social Sciences | Shaheed Bhagat Singh Chair | Min. of Culture Govt. of India |
| 10 | School of Languate Literature and Cultural Studies | Marathi Chair | Govt. of Maharashtra |
| 11 | CESP School of Social Sciences | IPR chair | MHRD GOI |
| 12 | School of Language Literature and Cultural Studies | Kannada Language Chair | Govt. of Karnataka |
| 13 | School of Language Literature and Cultural Studies | Adikabi Sarala Das Chair of Odia Studies | Govt. of Odisha |
| 14 | School of Language | Pashto Chair | UGC GOI |

| | | |
|---|---|---|---|---|
| | Literature and Cultural Studies | | |
| 15 | Center for African Studies | Nelson Mandela Chair | ICCR Ministry of External Affairs |

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

| Programme | | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 19 | 693 | 0 | 4 | 716 |
| | Female | 46 | 441 | 0 | 6 | 493 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 78 | 1722 | 0 | 11 | 1811 |
| | Female | 176 | 1476 | 0 | 16 | 1668 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 2 | 5 | 0 | 0 | 7 |
| | Female | 1 | 1 | 0 | 0 | 2 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 106 | 2145 | 0 | 16 | 2267 |
| | Female | 261 | 1549 | 0 | 20 | 1830 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 2 | 37 | 0 | 0 | 39 |
| | Female | 0 | 10 | 0 | 0 | 10 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 12 | 122 | 0 | 0 | 134 |
| | Female | 9 | 26 | 0 | 0 | 35 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Does the University offer any Integrated Programmes? | Yes |
|---|---|

| Total Number of Integrated Programme | 3 |
|---|---|

| Integrated Programme | From the State where university is located | From other States of India | NRI students | Foreign Students | Total |
|---|---|---|---|---|---|
| Male | 16 | 444 | 0 | 1 | 461 |
| Female | 1 | 40 | 0 | 1 | 42 |
| Others | 0 | 0 | 0 | 0 | 0 |

**Details of UGC Human Resource Development Centre, If applicable**

| Year of Establishment | 24-07-1989 |
|---|---|
| Number of UGC Orientation Programmes | 4 |
| Number of UGC Refresher Course | 16 |
| Number of University's own Programmes | 3 |
| Total Number of Programmes Conducted (last five years) | 109 |

**Accreditation Details**

| Cycle Info | Accreditation | Grade | CGPA | Upload Peer Team Report |
|---|---|---|---|---|
| Cycle 1 | Accreditation | A | 3.91 | UCycle160001.pdf |
| Cycle 2 | Accreditation | A++ | 3.77 | UCycle260001.pdf |
| Cycle 3 | Accreditation | A++ | 3.62 | |

# 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
| --- | --- |
| Atal Bihari Vajpayee School Of Management And Enterpreneurship | [View Document](#) |
| Centre For African Studies Sis | [View Document](#) |
| Centre For Canadian Us And Latin American Studies Sis | [View Document](#) |
| Centre For Comparative Politics And Political Theory Sis | [View Document](#) |
| Centre For East Asian Studies Sis | [View Document](#) |
| Centre For Economic Studies And Planning Sss | [View Document](#) |
| Centre For English Studies Sllcs | [View Document](#) |
| Centre For European Studies Sis | [View Document](#) |
| Centre For Historical Studies Sss | [View Document](#) |
| Centre For Indian Languages Sllcs | [View Document](#) |
| Centre For Indo Pacific Studies Sis | [View Document](#) |
| Centre For Informal Sector And Labour Studies Sss | [View Document](#) |
| Centre For Inner Asian Studies Sis | [View Document](#) |
| Centre For International Legal Studies Sis | [View Document](#) |
| Centre For International Politics Organisation And Disarmament Sis | [View Document](#) |
| Centre For International Trade And Development Sis | [View Document](#) |
| Centre For Japanese Studies Sllcs | [View Document](#) |
| Centre For Korean Studies Sllcs | [View Document](#) |
| Centre For Linguistics Sllcs | [View Document](#) |
| Centre For Media Studies Sss | [View Document](#) |
| Centre For Philosophy Sss | [View Document](#) |
| Centre For Political Studies Sss | [View Document](#) |
| Centre For Russian And Central Asian Studies Sis | [View Document](#) |
| Centre For Social Medicine And Community Health Sss | [View Document](#) |
| Centre For South Asian Studies Sis | [View Document](#) |

| | |
|---|---|
| Centre For Studies In Science Policy Sss | [View Document](#) |
| Centre For The Study Of Regional Development Sss | [View Document](#) |
| Centre For The Study Of Social Exclusion And Inclusive Policy Sss | [View Document](#) |
| Centre For The Study Of Social Systems Sss | [View Document](#) |
| Centre For West Asian Studies Sis | [View Document](#) |
| Centre For Womens Studies Programme Sss | [View Document](#) |
| Centre Of Arabic And African Studies Sllcs | [View Document](#) |
| Centre Of Chinese And South East Asian Studies Sllcs | [View Document](#) |
| Centre Of French And Francophone Studies Sllcs | [View Document](#) |
| Centre Of German Studies Sllcs | [View Document](#) |
| Centre Of Persian And Central Asian Studies Sllcs | [View Document](#) |
| Centre Of Russian Studies Sllcs | [View Document](#) |
| Centre Of Spanish Portuguese Italian And Latin American Studies Sllcs | [View Document](#) |
| Energy Study Programme Sis | [View Document](#) |
| Group Of Adult Education Sss | [View Document](#) |
| Human Rights Programme Sis | [View Document](#) |
| School Of Arts And Aesthetics | [View Document](#) |
| School Of Biotechnology | [View Document](#) |
| School Of Computational And Integrative Sciences | [View Document](#) |
| School Of Computer And Systems Sciences | [View Document](#) |
| School Of Engineering | [View Document](#) |
| School Of Environmental Sciences | [View Document](#) |
| School Of International Studies | [View Document](#) |
| School Of Life Sciences | [View Document](#) |
| School Of Physical Sciences | [View Document](#) |
| School Of Sanskrit And Indic Studies | [View Document](#) |
| Special Centre For Disaster Research | [View Document](#) |

| | |
|---|---|
| Special Centre For Molecular Medicine | [View Document](#) |
| Special Centre For Nanoscience | [View Document](#) |
| Special Centre For Systems Medicine | [View Document](#) |
| Special Centre For The National Security Studies | [View Document](#) |
| Special Centre For The Study Of North East India | [View Document](#) |
| Speical Centre For The Study Of Law And Governance | [View Document](#) |
| Zakir Hussian Centre For Educational Studies Sss | [View Document](#) |

## Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | Jawaharlal Nehru University is committed to implement the NEP in letter and spirit. JNU has adopted interdisciplinarity and multi-disciplinarity in its academic programmes and as of 2022, nearly 100 undergraduate and post-graduate courses offered by eight different Schools are interdisciplinary in nature. The University has further adopted a trans-disciplinary approach for better teaching and learning; hence, a student pursuing MBA can opt for courses from foreign languages and a student pursuing a language programme can opt for courses in International Studies and so on. |
| 2. Academic bank of credits (ABC): | JNU follows a choice-based credit system wherein students can take optional courses from any centre or school of the University. In 2021, the University adopted the ABC system and has thus far issued over 4,000 degrees that are eligible under the programme. JNU has also adopted the National Academic Depository for providing an accessible learning and academic environment. |
| 3. Skill development: | Skill development forms the core of the academic pursuits at JNU. Many Schools/Centres offer skill-based courses. For example, the School of Engineering and Atal Bihari Vajpayee School of Management offer degree programmes in engineering and management. Likewise, the School of Languages, Literature and Cultural Studies (SLL&CS) offers degree, certificate and diploma courses in foreign languages helping students acquire unique skill sets. In addition, there are courses aimed at vocational training such as Big Data analytics, |

| | Urdu Mass Media and short-term Certificate courses in Systems medicine. Further, the School of Computational and Integrative Sciences in JNU has worked to develop and apply computational methods and techniques in different subject domains cutting across disciplines. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | JNU promotes integration of the Indian knowledge system in its academic programmes. For example, the School of Sanskrit and Indic Studies that started as a Special Centre in 2001 and transitioned into a School in 2017 offers Masters and PhD programmes in Sanskrit. Courses are also offered in Indian intellectual and cultural tradition, Vedic studies, Pali & Prakrit. The School strives towards making ancient Indian texts available in modern languages. The Centre for Indian Languages (CIL) in SLL&CS offers Masters and PhD degrees in multiple Indian languages. A Special Centre for Tamil Studies has been established and the University plans to expand the CIL into a School of Indian Languages to promote teaching and learning in Indian languages. |
| 5. Focus on Outcome based education (OBE): | In line with the recommendations of the NEP, all courses offered in JNU have identified specific outcomes and incorporated them in the course structure. For example, in the School of International Studies, courses in area studies offer insights in the foreign policy of India towards specific regions such as South Asia, West Asia etc. Other Schools too offer outcome-based courses including on social policy, environmental policy, inclusion etc. |
| 6. Distance education/online education: | JNU faculty have offered MOOC-based courses in multiple disciplines that have benefited hundreds of students in the country. Technology-based learning tools are an integral part of JNU's academic programs and curriculum such as language lab complexes, audio-visual class rooms etc. In line with the NEP, JNU plans to establish a School of E-Learning that will focus on offering online courses for the larger student community in the country. |

**Institutional Initiatives for Electoral Literacy**

| 1. Whether Electoral Literacy Club (ELC) has been | Although the Electoral Literacy Club (ELC) has not |
|---|---|

| | |
|---|---|
| set up in the College? | been set up, JNU regularly organises electoral awareness programmes for the benefit of its students, teachers and staff in association with the Office of the Chief Electoral Officer, Delhi. Accordingly, several workshops, awareness programmes, voter registration camps and National Voters' Day pledge have been organised by the Security Office in JNU, which is the nodal body for promotion of electoral awareness in the JNU campus. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | In addition, JNU has a vibrant political culture and an overwhelming majority of the students, faculty and staff in JNU participate in the electoral process. Besides national, state and municipal elections, JNU has a vibrant electoral culture for election of members of council/union for students, teachers, officers and staffs on a regular basis. The union elections are conducted entirely by the respective sections of the JNU community without any interference from JNU Administration. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The Students Union election are conducted in accordance with the UGC guidelines based on the Lyngdoh Committee report. Further, the student community participate in electoral process at multiple levels including union election (JNUSU), student-faculty committee (SFC) as well as are represented in different academic and administrative decision-making bodies of the university. The JNU students also participate in the electoral and political awareness through the National Service Scheme (NSS) and other voluntary and student organisations both inside JNU campus and in the vicinity and in far-off areas. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Several PhD students and faculty members have undertaken projects to understand, examine and analyse the electoral process, political participation, and issues relevant to electoral inclusion and vibrancy. Besides, the University community regularly organises awareness programmes for electoral participation and advancing democratic values in the campus as well as within the broader society. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible | Although, the university does not maintain any data for electoral registration among the students, being a higher education institution with majority of students enrolled in PhD/research programmes, who are both |

| students as voters. | politically aware and electorally active, most are enrolled as voters and participate in the electoral process in their respective district of domicile. |
| --- | --- |

# Extended Profile

## 1 Students

### 1.1

**Number of students on rolls year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 9737 | 8840 | 8523 | 7619 | 7938 |
| File Description | | | Document | |
| Institutional Data in prescribed format | | | View Document | |

### 1.2

**Number of final year outgoing students year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 2711 | 2538 | 2305 | 1748 | 2041 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | View Document | |

## 2 Teachers

### 2.1

**Number of full time teachers in the institution year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 640 | 658 | 616 | 602 | 617 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | View Document | |

### 2.2

**Total number of full time teachers worked/working in the institution  (without repeat count) during last five years:**

**Response: 716**

| File Description | Document |
| --- | --- |
| Institutional data in prescribed fomat | View Document |

# 3 Institution

## 3.1

**Total expenditure excluding salary year wise during the last five years   (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 11344.21 | 12943.75 | 13064.13 | 14429.89 | 15877.93 |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Design and Development

**1.1.1**

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

**Response:**

JNU follows semester system, accompanied by internal evaluation systems with credit assigned to each course. It has a 10-point scale [0-9] grading system with CGPA score. University offers 216 programmes, including 80 Ph.D. programmes, 61 M.Phil. programmes (discontinued in 2022-23, as per UGC rules), 46 postgraduate programmes, two dual degree programmes, one Integrated BSc-MSc programme, ten undergraduate programmes, one Postgraduate Diploma programme, 11 Certificate programmes, three Diploma programmes and one Advanced Diploma programmes. Teaching is organized through lectures, tutorials, seminars, field studies and surveys, quizzes, term papers, etc

The curricula are developed by its faculty with the help of cutting-edge research in their respective fields. The academic needs of students and intellectual requirements of the broader society, nation and the world at large, form the core of the academic thrust, programmes and courses offered at JNU.

There are 15 Schools and 9 special Centres of teaching. SSS, SIS and SLL&CS has different centres of studies. These have made yeomen contributions to the generation and dissemination of knowledge in respective fields. SIS predates the formation of JNU, has made pioneering contributions in promoting the study of international relations as an academic discipline in India. SSS is considered one of the foremost Schools in imparting studies in social sciences. SES focuses on issues ranging from environmental pollution, climate change, ecological and geological challenges to science and technology-based interventions. Among others, SAA has produced important exhibitions, cinemas, and theatres to represent India's cultural richness and diversity both within and outside the country.

Schools and Centres of University were founded on the mandate of national integration, knowledge generation, modern education, community upliftment, public health, and social justice. Issues and challenges pertaining to economic planning, political science, regional development, international relations, social health and community medicine, women studies, social systems, science policy, social inclusion, informal sector and labour studies feature prominently among courses offered. University has several Special Centres including for Study of North East India, Disaster Research, and E-Learning towards imparting specialised knowledge.

The basic academic units of University are interdisciplinary. Multidisciplinary Schools are visualised for the community of scholars from disciplines which are linked with each other organically in terms of subject-matter, methodology, and problem areas. The approach of University has been to evolve policies and programmes that make JNU a distinct and unique national asset among HEIs.

Technologically relevant and contemporary areas such as big data, cloud computing, computer graphics, computer network, computer vision, databases, data mining, data warehousing, embedded systems, image processing, knowledge engineering, artificial intelligence, machine learning, MEMS, mobile networks, modelling and simulation, natural language processing, network security have been the mainstay of many Schools, including Engineering, Environment and SCSS. SPS has made significant contributions to biological, agricultural,medical, and behavioural or health data, including the acquisition, storage, organization, archiving, and visualisation of data. Molecular medicine is an emerging area within biomedical sciences that aims to understand the molecular determinants of health and diseases with the ultimate goal of applying this knowledge for the prevention, diagnosis and treatment of diseases.

| File Description | Document |
|---|---|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

## 1.1.2

**The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

**Response:**

Degree programmes and courses offered at JNU are popular among students within India and outside precisely for their holistic approach towards employability, entrepreneurship and skill development and revision and upgradation of courses and syllabi form the basis of their continuous popularity.

**Curriculum Design and Development**

The University follows a semester system with a grading pattern based on a 10-point scale. Teachers conducting the courses are empowered to frame the syllabi and revise the same according to the needs dictated by and keeping in pace with the latest developments in the field. These are then discussed at the Centre level and approved by the Board of Studies at the respective Schools/Special Centres. Each course is spread over one semester and is assigned a specific number of credits with prescribed contact hours. The number of credits for a course is determined by the BoS on the recommendations of the Centre concerned. Evaluation of students' performance in a particular course is carried out by teachers offering the course in that semester whereas external experts are involved in the evaluation of doctoral thesis.

The curricula for the programmes are not air tight compartments. In addition to the main courses in the discipline concerned, students have the freedom to choose some of the optional courses offered by the Schools/Centres other than where they are registered. To qualify for the degree, students are required to obtain a minimum grade in the optional courses as well.

Teaching and research programmes are designed in such a manner that they enhance the employability of

the students admitted to various courses offered by the Schools. Keeping this in mind, the programmes offer such courses to prepare the students for jobs in research institutions, industry and public sector.

**Entrepreneurship Skills**

The Schools/Centres encourage students to develop entrepreneurship both in the formal and informal setting. The interactive and entrepreneurial environment are inculcated at all levels and students are encouraged to take initiative and imbibe leadership skills with a sense of duty towards the society and nation at large.

**Framing of Syllabi and Revision**

The individual faculty member, who offers a particular course, has the freedom to frame the syllabi. Likewise, the revision of the curriculum is also a continuous and ongoing process which is initiated by the individual faculty member[s] based on the requirements dictated by the latest developments and trends in the field of study.

**Skill Development**

As far as JNU is concerned, the programmes offered at the Schools/Centres are academic-oriented and knowledge-based. For example, the SLL&CS has utilised the Language Laboratory for skill development in Interpretation, and this has been highly successful in its results as the School has produced the finest interpreters and translators by using the state of art technologies and facilities for the benefit of all concerned. Scientific workshops are routinely conducted by different Schools and Advanced Instrumentation Research Centre for students and researchers who come from within and outside JNU. The USIC cater the demands of Scince Instrumenation Facilities.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 26.06

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 833

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without**

**repeat count) during the last five years :**

Response: 3197

| File Description | Document |
|---|---|
| Subsequent Academic Council meeting extracts endorsing the decision of BOS | [View Document](#) |
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

Education in JNU is not limited to classrooms. Apart from the dynamic courses designed, evolved and approved by the leading researchers in respective fields, the University also maintains a vibrant campus life. Regular interactions among various sections of the University community and members of the society takes place cutting across divides leading to integration and a better appreciation of professional and social ethics, human values, respect for all genders, environment and values enshrined in the SDGs and NEP, 2020.

In a formal sense, the JNU Executive Council vide its resolution no. 5.3. dated 03/09/08 approved the constitution of Institutional Ethics Review Board (IERB-JNU) to review all research proposals involving human subjects, submitted by faculty members and research students. Details of the board are available at: https://www.jnu.ac.in/ierb

Several Schools and Centres run courses that address issues related to ethics of research and responsibility towards society. The **Centre for Women's Studies** (https://www.jnu.ac.in/sss/cws) seeks to study questions of gender in an interdisciplinary and comparative framework. The **Centre for the Study of Discrimination and Exclusion** seeks to study the structures and processes of exclusion and discrimination. The **Human Rights Programme** focuses on normative framework shaping the discourses on politics, religion, law, technology and need for sustaining a peaceful co-existence of all life

forms. The **Energy Study Programme** is focused on cutting-edge research at the intersection of issues related to climate change and pollution, on the one hand, and energy politics, geopolitics and developmental needs, on the other. The **School of Environmental Studies** (https://www.jnu.ac.in/ses) offer courses covering a wide spectrum of issues pertaining to environment and sustainability while the schools of Social Sciences (https://www.jnu.ac.in/sss) and Arts & Aesthetics (https://www.jnu.ac.in/saa) offer courses covering ethics, gender, human values.

The University has an **Equal Opportunity Office** (https://www.jnu.ac.in/eoo), which was set up as the first of its kind in the country to aid and advise the students belonging to marginalized sections pursuing various programs of studies at the University.

**NEP Policy 2020**

In line with the NEP, 2020, the University has emphasised on social inclusion and entrepreneurial programmes such as:

**School of Engineering** offers a five-year dual degree programme with BTech in an Engineering discipline, and a Master's (MS/MTech) programme with specializations in Social Sciences/Humanities/Science/technology

**Atal Bihar Vajpayee School of Management and Entrepreneurship** offers four (4) courses in skilled development

**Linguistic Empowerment Cell** of JNU offers skilled based course in communicative and writing English to students coming from geographically and socially marginalised sections of the country. It also offers Hindi to those who come from non-Hindi background. This best practice facilitates different groups of students easily to mix and live and learn in a harmonious milieu

The **Centre for Indian Languages** offers one (01) Skilled Development programme in Urdu Mass Media. This is a unique course for those who look for their professional career in Urdu journalism. The Centre also offers the following optional/Diploma/Undergraduate/Post-Graduate and Research courses in the languages such as Hindi, Urdu, Odia, Tamil, Telugu, Kannada, and plans to offer more courses in various Indian languages.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**1.3.2**

**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years**

**Response:** 526

| File Description | Document |
|---|---|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| List of students and the attendance sheet for the above mentioned programs | [View Document](#) |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 87.56

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships  (without repeat count) during the last five years**

Response: 176

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 201

| File Description | Document |
|---|---|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Program and course contents having element of field projects / research projects / internships as approved by BOS | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

| File Description | Document |
| --- | --- |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Feedback analysis report submitted to appropriate committee/bodies | [View Document](#) |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | [View Document](#) |
| Action taken report on the feedback analysis and its report to appropriate committee/bodies | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 90.6

2.1.1.1 **Number of sanctioned seats year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3030    | 2728    | 2562    | 1884    | 823     |

2.1.1.2 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2769    | 2461    | 2487    | 1498    | 776     |

| File Description | Document |
|------------------|----------|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Document relating to sanction of intake as approved by competent authority | [View Document](#) |
| Admission extract signed by the competent authority (only fresh admissions to be considered) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.1.2**

**Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**

**Response:** 83.49

**2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1774    | 1565    | 1669    | 861     | 735     |

**2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2019    | 1871    | 1808    | 1235    | 977     |

| File Description | Document |
|------------------|----------|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | [View Document](#) |
| Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | [View Document](#) |

## 2.2 Catering to Student Diversity

**2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

Students admitted in JNU are from different socio-economic backgrounds and from various parts (both urban and rural areas) of the country. Some of them even come from very deprived sections of the society with limited exposure or experience while many others though being bright are not proficient in

English language. Since more than half a century, JNU has successfully catered to the learning needs of students with such diverse backgrounds and capabilities. In order to assess their different skill sets, the innovative pedagogy that comprise of class interactions, seminar and term paper presentations, group discussion, group projects etc are deployed. The instructors/teachers also engage in one-to-one interaction during there contact hours to enable slow-learners to overcome their inhibitions and learning gaps. University follows a mode of continuous evaluation that enables students to developed their capabilities and bridge learning deficits.

In pursuance of the recommendations of the UGC and the Committee to advise the SC students, the University has started remedial/bridge courses for the benefit of the educationally disadvantaged students for improving their academic skills and linguistic proficiency.The various centres of the Uniersity also run remedial courses to bridge the gap in the learning capabilities among the students. The language proficiency is enhanced through Language empowerment Courses (LEC) run by the University. The remedial coaching has been offered in English and other subjects at the graduate and postgraduate levels. Coordinators are nominated to regularly monitor the conduct of the programmes at the Centre/School levels. Circulars are widely circulated from the respective Centres/Schools informing about the availability of remedial courses. Centre for English Studies, Mathematic empowerment cell have been offering the remedial course in English and Mathematics, whereas the remedial courses for graduate/postgraduate core courses are offered by the respective Schools/Centres. These remedial courses do not carry any credit but have helped the students to strengthen their language skills, mathematics, research methodology and subject knowledge.

The course curriculum of the various programmes in Centres/Schools of University aim to create deliverables for the industry and policy making. The course content and teaching plan are both inter-disciplinary and multi-disliplinary in approach and content. Academic courses in the various disciplines in Social Sciences, Humanities and Natural Sciences are designed with the goal of promoting critical thinking and undertake research on local, national and global issues and concerns. The peer review process involved in the preparation of the research proposals enable the slow learners to receive significant inputs from others and catch-up in the process. Eventually thus students are equipped and enabled with the skills necessary to undertake research and develop their expertise in the diverse disciplinary areas so as to undertake more complex and multifaceted approach to issues concerned. The teaching and learning ecosystem of the University is intensive with significant informal interaction among students and teachers that enable the slow-learners to be more comfortable and confidents in their learning curves. The fast-learners are encouraged to take more course including non-credit ones, led group projects and facilitate the slow-learners to learn in peer group.

| File Description | Document |
|---|---|
| Provide link for additional information | [View Document](#) |

**2.2.2**

**Student - Full time teacher ratio (Data for the latest completed academic year)**

**Response:** 15.21

| File Description | Document |
|---|---|
| List showing the number of students in each of the programs for the latest completed academic year across all semesters | [View Document](#) |
| Certified list of full time teachers along with the departmental affiliation in the latest completed academic year. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.3 Teaching- Learning Process

**2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The University practices a teaching methodology which focuses on interaction and debate in the classrooms. Learning is facilitated by ensuring that each individual student participate and develop their ability to comprehend. Internal assessments are so planned to encourage students to work independently. Various Schools are following student-centric methods for continuous enhancement of the quality of learning experience. As a practice, projects related to the subject matter of the course are assigned to the students which help them design and develop models related to the societal needs. The syllabus is regularly updated after detailed deliberations in the faculty meetings which is further taken up for the consideration and comments/suggestions at the special committee of the respective School.

Use of video instructional material developed by the teachers or collected from open-source online repositories, which provide additional in-depth look in to various topics being covered in the course. In addition, University promotes leveraging the evaluation system to foster creative thinking and enhanced communication skills by means of student seminars and group discussions. Various Schools also helps the students in getting summer internships which is very helpful in experiential learning. Students are also encouraged to enrol special courses which are available on e-learning platforms such as MOOC, SAWYAM PORTAL, NPTEL etc.

Teachers extensively use the ICT-enabled tools and online resources for effective teaching. The classes for most of the courses are managed through the google classroom application, which is used to provide study materials, assignments, continuous monitoring, and evaluate students' progress. The teachers have largely used **Google Meet** and other suitable online platforms for classroom teaching. Specific workshops were organized to help and encourage the teachers in their usage. Apart from that the teachers of the school use several online platforms and repositories for teaching and providing additional study materials via **Google Collaborator, NPTEL, e-PATHSHALA etc. E-resources** and techniques used include online teaching through Google classrooms, zoom etc.

Use of pod casts; online platforms; web-based libraries and online statistical data sets are also promoted. Various online simulation tools, open sources are used by the faculty members to conduct technical workshops. Exams were conducted using technologies like Microsoft forms, Google Forms. Coordination between School activities and decision making was done using online meetings. As a result, even during the pandemic period there was there was no major delay in conducting lectures, exams and declarations of results. **Internet and Wifi facility across the campus is made available to all the students, free of charge** including the hostels, central library and common areas. The library also provides access to cyber library and online databases and e-journals freely accessible in campus network and via remote access.

JNU has implemented Google Workspace Services under the academic free subscription. It includes all the enhanced security features and premium teaching and learning tools from Education Standard and the Teaching and Learning to transform education as a digital learning environment.

https://apps.jnu.ac.in

https://lms.jnu.ac.in

https://nptel.ac.in/

https://swayam.gov.in/

Library E-resources: http://lib.jnu.ac.in/Onilne_Databases

Language lab complex - https://jnu.ac.in/sllcs-languagelab

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide Link for Additional Information | [View Document](#) |

**2.3.2**

**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

**Response:**

The mentorship for the students are exercised at individual faculty and institutional levels. In line with the UGC Regulations 2016, all the PhD and MPhil (at present discontinued) students have been provided with a research supervisor according to their research proposals. The students periodically meet their supervisors during contact hours to seek guidance in preparation of their synopsis, development of their research and writing their theses. Since the beginning JNU has an informal interactive environment, whereby students can freely interact with faculty members anywhere in the campus, including market places, coffee shops, hostel messes or other public places. JNU is a residential University and this gives

the opportunity to students to interact with their supervisors also on non-working days and semester vacations. Highly interactive and informally engaging student-supervisor ecosystem enables a holistic understanding and appreciation of the diverse socio-economic, cultural and linguistic backgrounds of the community. The supervisors and other faculty members are sensitive and responsive to any psychological needs of students and mentor them accordingly.

The mentor-mentee relationship between supervisors and research students extends beyond the writing of the doctoral thesis and spreads to other academic and research endeavors. The faculty undertakes various book and research projects that involve students and prepare them for academic careers. The faculty members organize several national and international conferences and workshops and host eminent persons. They encourage students to engage with the resource persons and build networks to facilitate their field trips and data collection.

Each student is also put under a three-member Research Advisory Committee (RAC) , comprising the supervisor, another faculty from the concerned centre and an external member from the University. The RAC meets at least once in every six months to monitor the progress of the student in pursuing his/her theses. The findings in the RAC meetings also provide significant feedback. The RAC also advises the students on the possible sources of data collection, methodology as well as contacts of other resource persons.

Centres have a faculty designated as Students' Advisor, to whom the students can approach prior to the appointment or in the absence of supervisors. The students' advisor can be approached by the students for any other academic or personal issues as well. The Centres have student faculty committees (SFC) comprising both faculty and students which meet frequently to discuss issues that affect the academic performance of the students. It devises ways and means for continuous involvement of the students in the academic and extra- curricular activities in the spirit of teamwork.

| File Description | Document |
|---|---|
| List of Active mentors | [View Document](#) |
| Provide Link for Additional Information | [View Document](#) |

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 71

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 926 | 926 | 926 | 806 | 806 |

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts). | [View Document](#) |
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.4.2**

**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years**

**Response:** 98.6

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 706

| File Description | Document |
|---|---|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.4.3**

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 18.56

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 11876

| File Description | Document |
| --- | --- |
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:** 14

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 5 | 7 | 27 | 24 | 7 |

| File Description | Document |
| --- | --- |
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |

**2.5.2**

**Percentage of student complaints/grievances about evaluation against total number of students**

**appeared in the examinations during the last five years**

**Response:** 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6138 | 5296 | 5108 | 4005 | 3466 |

| File Description | Document |
|------------------|----------|
| List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.5.3**

**Status of automation of Examination division along with approved Examination Manual/ordinance**

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

| File Description | Document |
|---|---|
| The screenshot should reflect the HEI name and the name of the module. | [View Document](#) |
| The report on the present status of automation of examination division including screenshots of various modules of the software. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided. | [View Document](#) |
| Copies of the purchase order and bills/AMC of the software. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

**The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

The learning outcomes of courses and programmes are clearly stated in their descriptive outlines, and the same are uploaded to the website of Centres/Schools for wider dissemination. The course outlines are distributed to the students before they commence during their programme of study. The JNU prospectus also states that the aim of various courses is to develop multidisciplinary knowledge, analytical skills, and expertise in diverse fields in social sciences, humanities, languages, literature, natural sciences, engineering, and management skills. The learning outcomes of the different courses are integrated into the assessment scheme through class assignments, interactions, book reviews, presentations, and mid-semester and end semester examinations where multi-disciplinary approach, analytical and research skills, and domain knowledge are assessed and evaluated. The evaluation of the learning outcomes of the various courses are done by the course instructors.

The centers, like Centre for West Asian Studies, evaluate the learning outcomes through progress reports submitted by students in each semester. The progress of the students are assessed on the basis of their participation in the conferences, seminars, workshops, publications etc. Centres/Schools routinely organize weekly seminars where students are encouraged to participate actively. The Centre/School faculty keeps track of the students' progress in domain knowledge, analytical abilities and research skills. Every Schools/Centres have Research Advisory committees (RAC) for each student for six-

monthly assessments of their progress. The RAC further advises the students on ways for progressive learning, sources and resource persons to consult.

The learning outcomes for different programmes aim to generate domain knowledge and skills that could be deployed/utilised in various professions after students leave JNU. The University gauges the learning outcomes of various programmes through the placement of its outgoing students. The JNU alumnus are well-known to serve as senior bureaucrats, members of parliament, diplomats, scientists, Nobel laureates, and advisers to the Government of India. Several JNU alumnus function as language translators, interpreters, United National officials, members of the international and inter-governmental agencies, international financial institutions, etc., Various national and international awards are also conferred upon JNU alumnus.

| File Description | Document |
|---|---|
| Upload COs for all courses (exemplars from Glossary) | [View Document](#) |

**2.6.2**

**Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)**

**Response:** 97.38

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

Response: 2640

| File Description | Document |
|---|---|
| percentage of students of the final year (final semester) eligible for the degree program-wise / year wise | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Certified report from the Controller of Examinations indicating the pass | [View Document](#) |
| Annual report of COE highlighting the pass percentage of students | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 2.98

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

**3.1.1**

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

**Response:**

JNU is a research-intensive university and has been promoting research activities by faculty and students. Faculty members have been attracting competitive research grants from many national and international funding agencies including DST, DBT, ICMR, CSIR, UGC, ICSSR, ICHR, ICCR, Ministries, European Union, European Commission, Ford Foundation, Wellcome Trust, etc. Currently, over 350 research projects are active in JNU. In addition to research projects, faculty undertake consultancy projects. Several Centres/Schools of the University have received special grants from the UGC and other bodies to organise special research programmes. A dedicated International Collaboration Office and a Research & Development Cell have been promoting innovation and international collaboration. There are over 150 active collaborations, resulting in increased student and faculty exchanges, joint research, projects, high-quality academic works, etc. Students and faculty members are offered travel and field trip grants to support their research endeavours.

Innovative teaching and research in interdisciplinary and emerging areas are the focus. JNU has been awarded UPE status for its innovative teaching and research and has been selected for the DST-PURSE funding. Such funding has contributed to an increase in the H-Index of JNU. The Ministry of Tribal Affairs has recognised the Centre for Studies of Regional Development as a Centre of Excellence in Tribal Studies and similarly, more than 20 Schools/Centres have been recognised for their research and teaching activities by the national & international agencies.

JNU has facilities for R&D and for teaching and learning. A few major facilities include Advanced Instrumentation and Research Facility (AIRF), Central Instrumentation Facility (CIF), Animal House; Mathematical and Computational Empowerment Cell, Communication and Information Services, University Science Instrumentation Centre, modern Central Library, High-Performance Computation Facility (HPC), Audio-visual teaching-learning facility, etc.,

Lab running expenses (LRE) is provided to all Science faculties. Under the DST PURSE programme each lab in science schools gets seed money to enhance research. JNU gives autonomy to principal investigators/coordinators for utilising two-thirds of the overhead charges. Timely auditing is conducted as per the Government rules and the utilisation certificates are submitted to the funding authorities. Since June 2016, the R&D Cell has completed several research functions such as orientation programme, outreach activities, national day celebrations, special lectures, workshops, training programmes and other scholarly activities.

| File Description | Document |
|---|---|
| Upload COs for all courses (exemplars from Glossary) | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Provide links as Additional Information | [View Document](#) |

### 3.1.2

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

**Response:** 255.84

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 134.55 | 1144.66 |

| File Description | Document |
|---|---|
| Sanction letters of seed money to the teachers is mandatory | [View Document](#) |
| List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer | [View Document](#) |

### 3.1.3

**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**Response:** 31.42

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 225

| File Description | Document |
|---|---|
| List of teachers who have received the awards along with the nature of award, the awarding agency etc. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| E-copies of the award letters of the teachers. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.1.4**

**Percentage of  JRFs, SRFs  among the enrolled PhD scholars in the institution during the last five years**

**Response:** 75.82

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 5483

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 7232

| File Description | Document |
|---|---|
| List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| E copies of fellowship award letters (mandatory) | [View Document](#) |

## 3.2 Resource Mobilization for Research

**3.2.1**

**Total Grants research funding received by the institution and its faculties through Governme006Et**

**and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 36457.69

| File Description | Document |
|---|---|
| List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

| **3.2.2** |
|---|
| **Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years** |
| **Response:** 1.33 |
| 3.2.2.1 **Number of research projects  funded by government and non-government agencies during the last five years** |
| Response: 949 |

| File Description | Document |
|---|---|
| List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc. | [View Document](#) |
| Institutional data in the prescribed format (data template merged with 3.2.1) | [View Document](#) |
| E-copies of the grant award letters for research projects sponsored by government agencies. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.3 Innovation Ecosystem

**3.3.1**

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

JNU has created an ecosystem for innovation that includes AIC, IPR and IIC.

**Atal Incubation Centre**-JNU Foundation for Innovation (AIC-JNUFI) was established as Section 8 '*not for profit*' Company under the Companies Act 2013. The University has 100% shareholding in the equity structure of the SPV.

AIC-JNUFI promotes and develops a state-of-art facility for start-ups that have an impact on the core sectors of the economy like agriculture, healthcare, clean energy and sustainable technologies, education, housing, transportation, Cybersecurity, IoT, Robotics and AI, water and sanitation, etc and provides tech-support and guidance. Its major ideas are:

- To scout innovations available in a rural and urban setup
- To develop research and innovation e-network
- To promote interdisciplinary research
- To contribute to the promotion of the innovation mandate
- To develop knowledge capacity for promoting entrepreneurship
- To develop technology and knowledge transfer principles from academia to industry and *vice-versa*.
- To promote active academia-industry research collaborations
- Encourages activities like awareness workshops, training and capacity building.

**Intellectual Property Management** cell ( IPM): It assists in managing the IP, provides services for IP patenting, copyright and licensing. IPM cell helps to file patent applications in India/abroad; executes license; material transfer of agreements; enters into confidentiality and non-disclosure agreements. It handles IPR related issues such as copyright and assists the investigators on technology mapping/scanning of important projects.

Benefits received on account of technology transfer in a year shall be shared between inventor's team and the University as per Resolution No. 6.17 of EC meeting held on 16.10.2003[Notification No. Acad II/U/13(7) dated 10.02.2004] in the following manner:

1. Money received up to 30%:   No Sharing the gross salary (basic +DA+CCA)
2. Money received beyond 30%:  70:30 between the inventor's team and upto the gross salary and the University
3. Money received beyond 50%: 50:50 between the inventor's team gross salary and the University

**Institution's Innovation Council (IIC)** seeks to be the best innovative institute among HEIs by providing the stakeholders an amenable platform to encourage inventive energy in developing ideas and creating innovative initiatives to promote start-ups and entrepreneurship. In 2019, JNU started the IIC program that has several schemes such as Innovation Ambassador Programme, Impact Lecture Session,

Innovation contests, etc. The focus of IIC is to encourage and engage faculties, students and staff towards entrepreneurship and innovation. IIC-JNU model is unique and distinct as it integrates flexible calendar activities and events; scoring and reward system; decentralizing operation with division of work; and progress monitoring and incentive mechanisms in coordinated manner through a robust digital platform.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Link for Additional Informationa | [View Document](#) |

**3.3.2**

**Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years**

**Response:** 77

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| e- Copies of award letters issued by the awarding agency | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.4 Research Publications and Awards

**3.4.1**

**The institution ensures implementation of its stated Code of Ethics for research**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)
3. Plagiarism check through sofware
4. Research Advisory Committee

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of the syllabus of the research methodology course work to indicate if research ethics is included | [View Document](#) |
| Constitution of the ethics committee and its proceedings as approved by the appropriate body. | [View Document](#) |
| Constitution of research advisory committee and its proceedings as approved by the appropriate body. | [View Document](#) |
| Bills of purchase of licensed plagiarism check software in the name of the HEI. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.4.2**

**Total number of  Patents awarded during the last five years**

**Response:** 44

| File Description | Document |
|---|---|
| Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| e-copies of letter of patent grant | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.4.3**

**Number  of Ph.Ds awarded per recognized guide during the last five years**

**Response:** 5.04

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 2850

### 3.4.3.2 *Number of teachers recognized as guides during the last five years*

Response: 565

| File Description | Document |
|---|---|
| PhD Award letters to PhD students. | [View Document](#) |
| Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 3.4.4

**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

**Response:** 13.33

### 3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 9542

| File Description | Document |
|---|---|
| List and links of the papers published in journals listed in UGC CARE list and | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Link to the institutional website where the first page/full paper (with author and affiliation details) is published | [View Document](#) |
| Link re-directing to journal source-cite website in case of digital journals | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 3.4.5

**Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 4.82

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 3451

| File Description | Document |
| --- | --- |
| List of chapter/book with the links redirecting to the source website | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.4.6**

*E-content is developed by teachers :*

1. *For e-PG-Pathshala*
2. *For CEC (Under Graduate)*
3. *For SWAYAM*
4. *For other MOOCs platform*
5. *Any other Government initiative*
6. *For institutional LMS*

**Response:** A. Any 5 of the above

| File Description | Document |
|---|---|
| Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided. | |
| Institutional data in the prescribed format (data template) | |
| Give links to upload document of e-content developed showing the authorship/contribution | |
| For institution LMS a summary of the e-content developed and the links to the e-content should be provided | |
| Provide Links for any other relevant document to support the claim (if any) | |

**3.4.7**

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

**Response:** 11.46

| File Description | Document |
|---|---|
| Bibliometrics of the publications during the last five years | |

**3.4.8**

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

**Response:** 80.5

| File Description | Document |
|---|---|
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | |

## 3.5 Consultancy

**3.5.1**

**Revenue generated from consultancy and corporate training during the last five years**

**Response:** 1201.86

3.5.1.1 **Total amount generated from consultancy and corporate training  year-wise during the last five years (INR in lakhs).**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 51.69   | 17.14   | 94.92   | 923.77  | 114.34  |

| File Description | Document |
|------------------|----------|
| Letter from the corporate to whom training was imparted along with the fee paid | [View Document](#) |
| Letter from the beneficiary of the consultancy along with details of the consultancy fee. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| CA certified copy of statement of accounts as attested by head of the institution. | [View Document](#) |
| Audited statements of accounts indicating the revenue generated through and corporate training/consultancy. | [View Document](#) |

## 3.6 Extension Activities

**3.6.1**

**Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development,  and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Response:**

JNU, a premier academic institution, stands for creating a holistic learning environment for the youth coming from various parts of the country and the world. Students are not only engaged in constant intellectual exercise through classroom lectures and interdisciplinary research, but are also reminded of their commitments towards the larger community.

JNU is engaged in a host of welfare services through the National Service Scheme (NSS), a public-service programme institutionalized under the Ministry of Youth Affairs and Sports. Through this, students participate in various community services like blood donation, tree plantation, gender-sensitisation, disaster management and self-defence programmes. NSS has also adopted a Slum/Basti named Cooli Camp, JJ Basti, situated near the campus, where students volunteer in activities like

teaching, career-counselling and training in dance, music and sports activities. These programmes foster not only social-awareness but also social-responsibility and imbibe a sentiment of contributing towards the betterment of the society.

The NSS broadly aims to:

- Understand the community in which they work
- Understand themselves in relation to their community
- Identify the needs and problems of the community and involve them in the problem-solving process
- Develop among themselves a sense of social and civic responsibility
- Utilize their knowledge in finding a practical solution to individual and community problems
- Develop the competence required for group living and sharing of responsibilities
- Gain skills in mobilizing community participation
- Acquire leadership qualities and a democratic attitude
- Develop the capacity to meet emergencies and natural disasters and
- Practice national integration and social harmony.

In short, NSS aims to inculcate social service among students for the welfare of humanity, sharing their services to society without bias and to lead a life of dignity.

JNU also promotes sports and extra-curricular activities among students, staff and faculty members. Cultivating physical strength provides a foundation for inner peace, confidence, and focus and shields against the winds of diseases.

FIT-JNU is an initiative to provide a wholesome fitness routine for the community. The programme is planned to meet the mental and physical fitness goals of different age groups, people with different medical and physical conditions with minimal resources. The classes are being conducted by the personnel associated with the JNU Sports office and Yoga Kendra on diverse fitness programmes.

JanJanJNU is an initiative of JNU to showcase its research and innovation activities to general public, initiated by the current Vice Chancellor Prof Jagadesh Kumar since 2016. In the first three years of its activities so far, School Students from New Delhi at higher secondary level have participated in large numbers. JNU also organises National Science day.

Different Schools/Centres were open to Organizes summer schools. For example, SLS organizes Summer Schools on Emerging Areas in Biology and SSIS organises Sanskrit Summer School, Greek Chair Organized Summer School in Greek Language, Culture & Civilization. These programs are available to undergraduate, graduates, post-graduate, Ph.D. holders, researchers, educators and professionals. Participants of Summer School are taught by distinguished University Professors, Senior Diplomats and other professionals.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Provide the link for additional information | View Document |

**3.6.2**

**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years**

**Response:** 250

3.6.2.1 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 70 | 62 | 59 | 26 | 33 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates. | [View Document](#) |
| Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.7 Collaboration

**3.7.1**

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

**Response:** 117

| File Description | Document |
|---|---|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | [View Document](#) |
| List of year wise activities and exchange should be provided | [View Document](#) |
| List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

*The institution has adequate infrastructure facilities for*

*a. teaching - learning. viz., classrooms, laboratories,*

*b. ICT enabled facilities such as smart classes, LMS etc.*

*c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.*

**Describe the adequacy of facilities within a maximum of 500 words**

**Response:**

**a.** All the classrooms are equipped with White Board, Podium, and Digi Projector (with multimedia), WiFi facility. Schools have multi-purpose rooms as well. University has media labs for conducting classes, equipped with LCD Projector, Desktop, Amplifier, Speakers, Sound mixture with Splitters, UPS, Wi-Fi- LAN; media lab (studio) specifically for theatre and performance studies, seminar hall, committee hall, auditorium, and digital archive cum library. Various ICT tools (computers, laptops, mobile phones, tablets) are integrated to teach Flipped classrooms and blended learning approaches. To carry out literature searches, to access institute & university subscribed journals and magazines (digital), to find out the books available in the school/Centre's **library** or **central library**, the central instrumentation facility is fully equipped with state-of-the-art instruments.

The Advanced Instrumentation Research Facility **(AIRF), ANIMAL HOUSE,** University Science Instrumentation Center (**USIC**), Biosafety Level 3 Laboratory **(BSL3), High-Performance Computing Clusters** and **Language Lab Complex** are the specialized research facilities in JNU.

**b.** All Seminar and Class Rooms are connected with Wi-Fi and LAN facilities. The campus is implemented with Wi-Fi access facility across the University including all Academic Complexes and all Hostels. (map included). All the classrooms are equipped with White Board, Podium, and Digi Projector (with multimedia), WiFi facility. Schools have multi-purpose rooms as well.

Sample Geo-tagged Photographs included. Institutional LMS System ( https://lms.jnu.ac.in)

**c.** The Inter Hall Administration is geared towards providing a complex of academic and co-curricular facilities through hostels, sports facilities, health care, cultural and recreational services.
**SPORTS & GAMES FACIITY:** Various sports facilities are available in the University like multipurpose sports complex of 19,500 sq.m. is available in the campus with facilities of sports like football, athletics, cricket, volleyball, basketball hall for weight lifting & powerlifting, carom, chess, table tennis etc.  The following are the activities being performed under broad classification:

- **Para-Sports training and participation**: The University provides a special platform for para-

sports persons in which special training is being provided to the interested student in respective sport if available in the university.

- **Coaching Camps**: Coaching camps and workshops are organized in different sports for Fresher and other students to enhance their skills.
- **Fitness camps**: Fitness camps of various durations are organized for general fitness related aspects of JNU Community.

**YOGA**: JNU's Yoga Kendra established for *Promotion of Yoga Education and Practices in* the University for imparting the knowledge of ancient yogic science with a dedicated yoga hall (960 Sq.ft.)

**CULTURAL ACTIVITIES:** Cultural activities among the student community on the campus are promoted through various cultural clubs to provide avenues for the development of various personality traits and induce a sense of achievement. These include:

- Music Club
- Debating Club
- Drama Club
- Film Club
- Fine Arts Club
- Literary Club
- Fine arts Club
- Nature and WildLife
- Photography Club
- UNESCO Club
- USIC
- Health Centre
- Animal House
- AIRF
- Central Library
- CIS

In addition to the above, the University has **GYMNASIUM, STADIUM, AUDITORIUM** facilities. Additionally, different Schools and Hostels organise student-led cultural activities that helps inculcate a sense of responsibility as well as achievement.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

### 4.1.2

**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

**Response:** 13.2

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1260.98 | 2295.41 | 1056.58 | 1552.59 | 2767.46 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1**

**Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students**

**Response:**

The library is in a nine-storey building and covers a carpet area of one lakh square feet. The reading halls are Wi-Fi enabled and accommodates more than 800 students at a time. The library has a collection of 550,000 volumes; 100,000 bound journals and subscribes to 41 newspapers and 48 magazines annually. The Library also subscribes to 32 online databases besides getting access to 14 databases through **the e-SS (Electronic Shodh Sindhu: Consortium for Higher Educational E-resources**), an initiative of the Ministry of Education, Government of India. The Library is using **Virtua, integrated library management software, for housekeeping operations in different sections**. The users can check the availability of all the library resources and may download the full text of e-resources. The total number of bibliographical records in the library database is five lakhs approximately. The collection also includes **30,000 theses and dissertations which have been digitized and are available through OPAC**; some 5,000 are available through Shodhganga, https://shodhganga.inflibnet.ac.in/, a national repository of theses submitted to Indian universities. The online resources are accessible at the University IP ranges and through single sign on facility (authentication mechanism), popularly known as remote access http://ezproxy.jnu.ac.in/login. The online resources and OPAC are searchable and browseable

through EBSCO Discovery Service (EDS). The OPAC is web enabled and may be accessed anytime, anywhere through http://jnucatalogue.jnu.ac.in:8000/ The cyber-library, located on the ground floor with 144 terminals, enables access to **Online Public Access Catalogue (OPAC) and online resources**. There is a Hellen Keller unit in the library, which is equipped with assistive technologies and software like Kurzweil, JAWS, Magic to enable visually challenged and partially sighted students to access OPAC and online resources. The visually challenged students are also provided laptops, loaded with specialized software, and digital voice recorders for recording the class lectures. The University has a special library for students/faculty of economics, namely EXIM Bank Economics Library, setup in July 2000 as a part of JNU Library system. All the services like the **Online Public Access Catalogue (OPAC)**, borrowing, reference and photocopying facilities are provided by the Library to the users. The Archives on Contemporary History (ACH) is another important section located in the Central Library of JNU. This library uses **Virtua software** to make documents Machine Readable and **Koha** for Library Management Software.

Library provides **Turnitin Services** for plagiarism detection. There are currently nearly 25,000 archival documents/ collections available in the section. The materials preserved in the Archives on Contemporary History are rare and unique in nature. The documents preserved in the Archives on Contemporary History are classified into 90 sections.

The archives are a reference section and the documents preserved in the section are issued for reference within the reading room of the Archives. Archives on Contemporary History has digitized some of its collections and made them available online to the researchers. The digitized documents can be accessed from the online catalogue of Central Library.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the Paste link for additional information | [View Document](#) |

**4.2.2**

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 2.66

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 217.11 | 248.90 | 191.70 | 639.16 | 506.01 |

| File Description | Document | |
|---|---|---|
| Institutional data in the prescribed format | [View Document](#) | |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted) | [View Document](#) | |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) | |

## 4.3 IT Infrastructure

**4.3.1**

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words**

**Response:**

JNU has envisioned to optimally integrate ICT in its academic, research and administrative activities with the objectives of improving access, quality of education & research and extend the university's reach to even larger and needy sections of the society. Additionally, to exercise greater administrative controls, effective eGovernance, enhance accountability, and transparency in the functioning through **an internal IT Department named as Communication and Information Services (CIS)**.

Following are the mandate of CIS for ICT services

- To provide internet enabled computing facilities to faculty members, students and staff over wired and wireless network across the University campus. At present, 15,000+ nodes are being connected over high speed JNU Intranet Channel, which is being served by resilient Campus Wide Network, Servers, Cloud Computing, SAN Storage, Single Sign On, Email Systems, Network Switches, Internet Routers, and Security Solutions deployed at the perimeter gateway level network and on the end user devices.
- The university has a NKN (National Knowledge Network) link of 10x2 gbps Internet bandwidth connectivity. The CIS Data Centre serves as a Point of Presence (POP) for the National Knowledge Network and other nine Academic & Research Institutes adjacent to the JNU Campus.

- To build and maintain a high speed state-of-the-art Campus-wide OFC (Optical Fibre Cable) Network with adequate Wired and WiFi facilities at the Academic Complexes, Hostels and in few residential areas of the University. At present, 1,100 Acre area of the campus is connected

through around 40 km OFC backbone network, which is implemented onto RING Mode topology.

- To develop and manage an E-Governance System that streamlines and automates the University's academic, research & administrative processes in innovative, faster ways and supports information requirements for effective decision making.

- To establish video-conferencing, webcasting and web-conferencing systems at different locations of the university for conducting remote meetings, online collaborations.

- To setup JNU eLearning Management Platform for all faculty members and students of the university. Also, to promote MOOCs, LMS, eClassroom facilities to provide an amiable technical environment for effective technical service delivery academic fraternity.

- To go paperless by integrating E-Mail, SMS, eOffice (eFile, Knowledge Based System(KMS), eServiceBook, eTour, eLeave, PIMS and eAPAR), Online Consumable Resource Management (OCRM), Asset Management System, Students Registration System, Online OPD appointments, Health Centre Inventory, Thesis Tracking System, Helpdesk System, House Allotment System, Project Management System, Salary Management Software to make effective administrative & academic functioning.

- To develop and maintain a dynamic, disabled-friendly, Content Management System (CMS) based website and adaptive (Device Independent) Web Portal, and Intranet in bilingual viz. Hindi and English.

- To establish Intranet Services for meeting local software, Central Web Portal and Data Repository requirements of the University users.

- 24x7 IP-based surveillance system in the critical locations of the Campus.

- Maintaining the Biometric Based Attendance System.

- Conducting ICT capacity development programs, Seminars, Workshops on the recent trends and emerging technologies for academic fraternity.
- UCMC provides services of Compuer Maintenance of the University.

Further details about CIS are available at https://jnu.ac.in/cis

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |

**4.3.2**

**Student - Computer ratio (Data for the latest completed academic year)**

**Response:** 4.22

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 2305

| File Description | Document |
|---|---|
| Stock register/extracts highlighting the computers issued to respective departments for student's usage | [View Document](#) |
| Purchased Bills/Copies | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**4.3.3**

**Institution has the following Facilities for e-content development and other resource development**

1. **Audio visual center, mixing equipment, editing facilities  and Media Studio**
2. **Lecture Capturing System(LCS)**
3. **Central Instrumentation Centre**
4. **Animal House**
5. **Museum**
6. **Business Lab**
7. **Research/statistical database**
8. **Moot court**
9. **Theatre**
10. **Art Gallery**
11. **Any other facility to support research**

**Response:** A. Any 7 or more of the above

| File Description | Document |
|---|---|
| Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI. | [View Document](#) |
| Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of the subscription letter for database is essential for Option Research/Statistical Databases | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 18.57

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1442.57 | 1492.45 | 2340.61 | 3335.67 | 3949.93 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**4.4.2**

**There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.**

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

JNU has established systems and procedures for maintaining and utilizing physical, academic, and support facilities. It has been maintaining the computer repairs from **UCMC** (JNU provides AMC services), and other equipment grants that have come to Schools. Periodic checks of systems and regular technical upgrades are done. Maintenance of logs regarding procurement, maintenance, and compliance is done in compliance with our audit standards. We have regulated hours for use and procedures for booking so that equipment is made available to all members including students for research, documentation, exhibitions, events, etc.

Communication and Information Services (CIS) is a central IT department of the University managing and maintaining all IT infrastructure/equipment being used across JNU for various administrative and academic activities. All critical infrastructure under CIS is managed through Annual Maintenance Contracts (AMCs) as per the standard IT practices and GFR2017..

The cleanliness of classrooms is maintained on a daily basis and teaching aids (computers, projectors, etc.) available in the classrooms are checked regularly by the competent staff for their optimum performance. Laboratories are cleaned regularly and strict waste disposal systems (chemical and biohazard materials) are in place as per norms. The building-related repair and maintenance services such as campus cleanliness, painting, plumber, and carpenter work are ensured by the housekeeping in charge.

Dedicated staff members including caretakers are responsible for the maintenance of physical and academic support facilities. Routine checkup of all equipment is carried out to ensure proper serviceability and a report is forwarded to concerned personnel. The serviceability of classrooms is

checked once a week and a report is sent to the concerned civil and technical team for necessary compliance.

Technical services are managed by the Technical Superintendent. Routine checkup of panels, pump motors, DG, audio visual systems, telecommunication systems, etc. is carried out to ensure proper serviceability, and a report is forwarded to all concerned. Similarly, preventive maintenance of critical equipment like HT/LT Panels, transformers, centralized UPS, etc. is carried out every six months.

The Inter-Hall Administration is geared towards providing academic and co-curricular facilities through hostels, sports facilities, health care, and cultural and recreational services. The hostels are kept with hygiene and regular required maintenance of the facility, mess, gyms, etc. Various committees are in place to look after distinctive matters on a different level from IHA to Mess Committees etc. All games-associated pieces of equipment are maintained and checked periodically with all safeguards.

The Central Library is in a nine-storey building and covers a carpet area of one lakh square feet. It preserves the books and other resources with utmost care. Maintenance of all databases and online resources are done periodically. The Library has a proper system in place for its regular maintenance and management.

The University Laboratory facilities are well equipped, where students/researchers can do their research work.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

**Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

**Response:** 62.36

5.1.1.1 *Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5870    | 5636    | 5742    | 4765    | 4588    |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (in English). | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.1.2**

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

JNU Placement Cell (JNUPC) was established in 2008 and since then it has been consistent in efforts to provide a platform for mutual interaction between the students and recruiters. JNUPC endorses respectful job opportunities for students while undertaking various efforts towards conducting soft-skills training and workshops to prepare them for the job market. JNUPC endeavors to place students who are seeking

an opportunity to get engaged in reputed government institutions, non-government institutions, corporates and other organizations.

The JNUPC endeavours to serve as a holistic platform to bridge the gap between potential candidates and employers. JNU harbours the best of intellectual minds in the country, mentored by the experienced and acclaimed faculty members. The liberal space at JNU fosters an environment that aids in the holistic development of future generations of community leaders. With dedication and perseverance, JNU alumni are serving as top government officials, corporate leaders, artists and authors and have made an impact on the world of academia.

The JNUPC welcomes all the recruiters and looks forward to building a long-lasting relationship based on merit, quality and commitments that the University provides to future leaders of the society. JNU attracts students from across the country and beyond, who come to pursue Bachelors, Masters, and Ph.D. program(s) in various courses, which prepare them to pursue professional careers in various fields.

The scope of learning in JNU is not restricted to classroom teaching. The students are nurtured in a holistic learning environment that moulds them into responsible citizens of India and prepares them to tackle challenges efficiently. Many of our alumni are already placed in coveted positions and have time and again brought laurels to the institution.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

## 5.1.3

**Following capacity development and skills enhancement activities are organised for improving students' capability**

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report with photographs on soft skills enhancement programs | [View Document](#) |
| Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs | [View Document](#) |
| Report with photographs on Language & communication skills enhancement programs | [View Document](#) |
| Report with photographs on ICT/computing skills enhancement programs | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 5.1.4

**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report of Organisation wide awareness and undertakings on policies with zero tolerance | [View Document](#) |
| Proof related to Mechanisms for submission of online/offline students' grievances | [View Document](#) |
| Proof for Implementation of guidelines of statutory/regulatory bodies | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | [View Document](#) |
| Annual report of the committee monitoring the activities and number of grievances | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

**Percentage of placement of outgoing students during the last five years**

**Response:** 9.51

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 107 | 136 | 117 | 128 | 25 |

| File Description | Document |
|---|---|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website) | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |

06-01-2025 03:25:06

**5.2.2**

**Percentage of graduated students who have progressed to higher education year-wise during last five years**

**Response:** 54.92

5.2.2.1 **Number of outgoing students progressing to higher education**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1350 | 1280 | 1285 | 953 | 1080 |

| File Description | Document |
|------------------|----------|
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website) | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |

**5.2.3**

**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

**(eg: NET/SLET/ Civil Services/State government examinations etc.)**

**Response:** 9.98

5.2.3.1 *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Response: 1132

| File Description | Document |
|------------------|----------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 38

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13      | 4       | 1       | 2       | 18      |

| File Description | Document |
|------------------|----------|
| Provide the relevant information in institutional website as part of public disclosure | [View Document](#) |
| list and links to e-copies of award letters and certificates | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 5.3.2

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

**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

**Response:**

**JNUSU**

**Jawaharlal Nehru University Students' Union** or JNUSU is an elected students' body. Elections are held within 6-8 weeks after the commencement of Monsoon Semester each year. Lyngdoh Committee Report and the Orders of the Hon'ble Supreme Court pertaining to JNUSU or students' union elections

are adhered to in letter and spirit. Office of the Dean of Students facilitates the election process and the Dean of Students is also the Chairperson of the Grievance Redressal Committee.

**Academic Council**

Academic Council includes seven representatives from students, one each to be elected by the students enrolled in respective groups of Schools/Centres and in each programme as detailed below:

1. SLL&CS,SA&A, CSS -  BA – 1;
2. SLL&CS, SA&A, CSS -  MA/M.Phil/Ph.D.-1;
3. SSS,CSL&G – MA – 1;
4. SSS, CSL&G – MPH/M.Phil/Ph.D. – 1;
5. SIS – MA/M.Phil/Ph.D.1;
6. SLS, SES, SC&SS, SPS, SIT, SBT, SCMM – M.Sc/MCA – 1;
7. SLS, SES, SC&SS, SPS, SIT, SBT, SCMM – M.Phil/M.Tech/Ph.D. – 1

Students must fulfill the eligibility conditions as laid down in the Statute. Elections for the AC members shall be conducted by the same Election Committee that conducts JNUSU elections. An observer appointed by the Vice-Chancellor to ensure that students' representatives are elected as laid down in the eligibility provisions and operational norms.

**Hostel Level Committees**

Inter-Hostel Committee considers**,** decides/recommends to the Vice Chancellor/University, on all matters relating to Inter-Hall Administration, students discipline, general health and their well-being etc., Student representatives are members of the IHA Committee.

Composition of IHA Committee is:

1. Dean of Students, Chairperson
2. All Associate Dean of Students Members
3. All Provosts, Members
4. All Sr. Wardens, Members
5. All Hostel Presidents, Members
6. Representative  JNUSU, Member
7. Representative JNUTA  Member
8. Representative of JNUOA/JNUSA Members
9. JNU karmachari Association  Member
10. JNUSU- IHA, Convenor  Member
11. J.R/D.R/A.R(IHA),  Member-Secretary

To manage their day-to-day functioning, hostels have an elected body called **Hostel Committee** which is elected by all residents of hostel concerned. The residents also elect **Mess Committee** and **Recreation Committee**; the former is responsible for the preparation, finalization and adherence to hostel menu on a monthly basis and latter looks after the extra-curricular activities and games and sports. These bodies function with the active support and guidance of warden and provosts.

Each Centre/School has **Student-Faculty Committee** an elected body that discusses matters pertaining

to all academic activities except issues like recruitments, academic assessment, service conditions etc., They function as an interface between students and faculty members of Centres/Schools concerned.

**Campus Development Committee** is responsible for the overall maintenance of the campus and wellbeing and comprises of representatives of students, faculty members and staff.

**Security Advisory Committee** reviews security conditions in the campus from time-to-time and lays down steps to be taken by the security department. It works out a broad plan including staffing patterns for maintaining safety and security of the residents in the Campus and includes members from the Students Association.

**Standing Committee on Admissions,** composed of senior administrative officials, deals with all matters related to admission, including the framing of policy and procedure.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

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### 5.3.3

**The institution conducts / organizes following activities:**

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

**Response:** A. All four of the above

| File Description | Document |
|---|---|
| Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise. | [View Document](#) |
| Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise. | [View Document](#) |
| Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise. | [View Document](#) |
| Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise. | [View Document](#) |
| List of students participated in different events year wise signed by the head of the Institution. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of circular/brochure indicating such kind of activities | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

**Alumni contribution during the last five years to the University through registered Alumni Association**

**Response:** 0

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

**5.4.2**

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

**JNU Alumni**

JNU is proud to have as its alumni a growing number of eminent social scientists, scientists, civil servants, literary critics, media experts, foreign language experts, journalists, political leaders, social activists, technologists, managers, academicians and entrepreneurs.

JNU aims to foster strong bonds between its alumni and the University community and recognizes the alumni as important stakeholders in enhancing its resources for high quality education. It realizes the enormous benefits that come from engagements with and support of its alumni who have considerable expertise and influence in many areas, which can help identify strategic directions for JNU in the 21st century. Towards this end, JNU is reaching out to the alumni through the Connect to Alumni initiative and several programmes and events have been held through the years.

The alumni can provide opportunities for community service, act as goodwill ambassadors, serve as effective interlocutors, provide advice and support to the university, suggest frontline research areas, offer career advice and provide financial assistance. There can also be academic and technical collaboration in research and projects.

The Office of Alumni Affairs is the nodal point of these activities. It has established the Alumni Association of JNU (AAJ) through elections. It links JNU alumni and several JNU alumni associations in different parts of India and abroad.

The University has established a Standing committee for Alumni Relations and International Linkages (SCRAIL) under the chairmanship of the Vice-Chancellor in 2003. It aims to foster stronger relations between its alumni and others connected with the University. JNU recognizes its alumni as important stakeholders in its continuing quest to provide excellent education.

**Renowned of JNU Alumina -**

1.Nirmala Sitharaman - Minister of State (Independent Charge) for Ministry of Commerce & Industry

2.Dr. Subrahmanyam Jaishankar - Foreign Secretary of India

3.Dr. Arvind Gupta - Former Deputy National Security Advisor

4.Harun Rashid Khan - Former Deputy Governor of RBI

5.Venu Rajamony - Former Press Secretary to the President of India

6.Syed Asif Ibrahim - Prime Minister's Former envoy on Countering Terrorism & Extremism

7.Amitabh Rajan - Former Additional Chief Secretary (Home) of Maharashtra

8.Amitabh Kant - CEO of NITI Ayog

9.Abhay Kumar Former IFS officer and award winning poet

10.Talat Ahmad - Former Vice-Chancellor, Jamia Millia Islamia

11.Abhijit Banerjee, Nobel laureate

12.Ranjit Nayak - Former Senior staff member at World Bank

| File Description | Document |
| --- | --- |
| Provide the link for additional information | [View Document]() |

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# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**

**Response:**

JNU has always been led by renowned scholars with a strong vision for excellence in teaching and research,towards attracting students from all parts of the country,particularly from the marginalised and deprived sections of the society. Vision and mission of the University are stated in the Jawaharlal Nehru University Act, 1966. Vision of JNU is to "promote the study of the principles for which Jawaharlal Nehru worked during his lifetime, national integration, social justice,secularism,democratic way of life,international understanding and scientific approach to the problems of society".

To achieve its vision,JNU is committed to:

(i) foster the composite culture of India and establish such departments or institutions as may be required for the study and development of the languages, arts and culture of India;

(ii) take special measures to facilitate students and teachers from all over India to join the University and participate in its academic programmes;

(iii) promote in the students and teachers an awareness and understanding of the social needs of the country and prepare them for fulfilling such needs;

(iv) make special provisions for integrated courses in humanities, science and technology in the educational programmes of the University;

(v) take appropriate measures for promoting interdisciplinary studies in the University;

(vi) establish such departments or institutions as may be necessary for the study of languages, literature and life of foreign countries with a view to inculcate in the students a world perspective and international understanding;

(vii) provide facilities for students and teachers from other countries to participate in the academic programmes and life of the University.

In keeping with its mission, JNU has always strived  for excellence with social responsibility and commitment through its interdisciplinary research and teaching. In its 54-year existence JNU has acclaimed international recognition.

Mission of University is to develop social contribution through education and learning, using advanced

research tools and methodologies of excellence matching international standards. Towards this mission, JNU strives to:

- Synergize the potential, innovative ideas and efforts of JNU faculties to achieve academic excellence;
- Keep the University at forefront by initiating innovative, fundamental and inter/multi/trans-disciplinary courses that meet the needs of society by contributing to new research evidences and preparing new generation of scientists to address the challenges faced by the society;

JNU practices a decentralized and participative system in decision-making and governance, whether it is administrative, academic or financial. The Vice-Chancellor is the Academic head and the Registrar heads the administration.

Starting from Centre/School levels, several bodies like Faculty Committee, Student Faculty Committee, Committee for Advanced Studies and Research, Board of Studies, Academic Council, Executive Council, JNU Court enable and facilitate the achievement of the vision of university. Other committee for governance includes Financial-Committee,Campus-Development-Committee,Security-Committee,Hostel-Mess-Committee etc. to support and enhance the performance. Students, faculty and staff are represented in these committees to make more representative and accountable. JNU has a unique system of constituting SFC, in which students of the Centre directly elect students' representatives. Academic matters are discussed/debated in these committees and sent their recommendations to Academic Council for approval.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

**The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

**Response:**

**University Court** is the supreme authority in JNU, which meets annually to consider Annual Report, Annual Accounts, Audit Report and Budget, etc. It has powers to review the actions of Executive Council and Academic Council, oversee if these authorities have acted in accordance with the powers conferred upon them under the Act, the Statutes and Ordinances of University. The Court usually comprises about 170 members both internal and external to JNU. Some of its members are nominated by the Visitor, here the President of India.

**Executive Council,** a statutory body, is the highest and the key executive body of the University. It is in-charge of the general management and administration and it is chaired by the ViceChancellor. The Registrar is its Secretary. Committee meets as often as may be necessary but not less than four times a year.

**Academic Council** is the main academic authority of the University. It has powers *inter alia* to set up departments, colleges, institutions of higher learning, to recognize and promote research, to recognize diplomas/degrees of other institutions,to establish their equivalence with JNU's diplomas/degrees,to appoint different committees for admission to the University,and to make arrangements for instructions and examination of students according to rules prescribed. Some of its recommendations need approval of Executive Council. AC meetings are chaired by the ViceChancellor. The Registrar is its Secretary. Committee meets as often as and not less than twice a semester.

**Finance Committee** is a statutory Body of the University. It considers the budget and expenditure proposal,all proposals for new additional posts,accounts of the University,Audit Report and other Financial and Accounting matters. Its recommendations are submitted for approval to the Executive Council. FC meetings are chaired by the Vice-Chancellor. Finance Officer is its Secretary. Committee normally meets twice a year.

**Boards of Studies/Special Committees:** School has a Board of Studies and the powers and functions of BOS include:to coordinate teaching and research work in Centres,to appoint committees to organize teaching and research,to approve courses of study,recommend names of the examiners to Academic Council,to submit proposals for creation and abolition of teaching posts,to frame general rules for evaluation of sessional work,to approve recommendations of CASR for the award of research degrees,etc. Special Committees of Science Schools/Special Centres exercise all such powers as laid down in the ordinances relating to a Centre, Board of Studies of School and Committee for Advanced Studies and Research.

**Committee for Advanced Studies and Research** appoints supervisors/advisors for PhD students, recommends examiners for research degrees,considers reports of examiners appointed for research work submitted by students for research degrees,etc. Meetings of the CASR are chaired by the Dean of the School concerned,and meet as often as required.

**Centre Level Committee** recommends to the Board names of the Examiners and Moderators, recommend for admission of candidates to research degree and names of teachers to be appointed as supervisors to,approve the pattern and schedule of sessional evaluation for courses offered by the Centre,allocate teaching work and frame timetable,and recommend courses of studies to the Board,etc.

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Strategic Plan and deployment documents on the website | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.2.2**

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module reflecting the name of the HEI | [View Document](#) |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) | |

## 6.3 Faculty Empowerment Strategies

**6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

**APAR**: JNU has a regular performance appraisal system for all its teaching and non-teaching staff. In every calendar year, they are required to fill up the Annual Performance Appraisal Report and these reports are verified and approved by their controlling officers/Chairperson and Dean at the Centre/School level and finally, these reports are verified by IQAC.

**Departmental Promotions and Modified Advance Career Progression:** JNU from time-to-time conducts meetings of the Departmental Promotion Committee to provide promotion and career

advancement to non-teaching and other staff of the University. To provide motivation and financial security to all non-teaching staff, they are given time-bound career progression three times in their entire career under the Modified Assured Career Progression Scheme as per the Government of India's guidelines.

**Career Advancement Scheme (CAS):** Teaching and other academic staff are given career advancement under the Career Advancement Scheme as per the UGC rules and regulations issued from time to time. To evaluate the performance of teaching faculty and other academic staff, every calendar year they are required to fill up Annual Performance Appraisal Reports which are verified by IQAC.

**Appointment on Compassionate Grounds:** JNU has adopted a humane approach to provide relief and welfare to JNU staff who die in service by giving employment to a member of his/her family on compassionate grounds. In the last five years four staff were appointed on compassionate grounds. As a welfare measure, free accommodation for two years was given to staff who died in service (including the employees who died due to COVID-19).

**Opportunity for Higher Education:** To provide opportunities to pursue higher education in the University, JNU has reserved five seats at the undergraduate level and three seats at the Master's level for the Wards of JNU employees (Groups B, C and D).

**Civic facilities:** JNU establishes various facilities across the campus for the students and campus residents, such as Health Centre, Community Centre, Coffee House, Students Activities Centre, cafeterias, housing welfare, post office, bank and ATM facilities, PNG Connection, 24x7 Emergency Health Services, 24x7 Security Services, Faculty Club, Staff Club, and Officers Association. Funds are allocated to run the facilities such as the Creche for Children and KV School. From time-to-time non-teaching staff are given training on various aspects.

**Sports and Yoga Facilities**: JNU has good sports facilities for the students, teachers and staff to keep them fit and healthy. It has both indoor and outdoor sports facilities and a stadium for regular practice. Regular Yoga classes are held to promote holistic health and well-being of the JNU Community.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.3.2**

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

**Response:** 11.01

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 7 | 30 | 129 | 175 |

| File Description | Document |
|------------------|----------|
| Policy document on providing financial support to teachers | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head | [View Document](#) |
| Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies. | [View Document](#) |

**6.3.3**

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 10.69

6.3.3.1 **Total number of  teachers  who have undergone online/ face-to-face  Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 104 | 65 | 54 | 57 | 55 |

| File Description | Document |
|---|---|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| E-copy of the certificates of the program attended by teachers. | [View Document](#) |
| Annual reports highlighting the programmes undertaken by the teachers | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

JNU has been active in mobilising resources for infrastructure development in the campus. It has approached different ministries and departments, non-government organisations and philanthropists for support for the construction of hostels, laboratories, data centre, Innovation cluster, and improvement of library and sports facilities in the University. JNU has been supportive in providing easy accessibility to academic buildings, library and hostel to differently-abled students (Divyang) by constructing suitable ramps, lifts and providing assistive devices (e.g., Braille display boards in the academic buildings and Central Library).

In 2018 the North Eastern Council, Ministry of Development of North Eastern Region (DoNER) provided Rs 28.30 crore for construction of a 224 rooms hostel for accommodation of 424 students; 24 out of 224 rooms would be assigned for Divyang students.

JNU has a systematic strategy for collecting 5-20% Overhead Charges from the sanctioned projects. Other income generating avenues are consultancy projects, renting of infrastructure to outsiders, utilizing auditoriums by the outsiders, Guest houses facilities to outsiders and other occupants on paid basis, and endowment funds from different sources. JNU Advanced Instrumentation Research Facility (AIRF) got a Rs.6 crore grant for improvement of infrastructure and technical facilities.

JNU shares institutional resources and research facilities with external researchers and end-users. The

auditoriums and conference halls in the Convention Centre and different Schools can be hired for hosting academic events for a fee. Instruments and facilities available with the AIRF and University Science Instrumentation Centre (USIC) can be utilized by the external researchers and innovators after paying a specified user charge. Rooms and halls of JNU Guest Houses are rented out to visitors/non-official guests of the University. All these help JNU to mobilise additional funds and the optimal utilisation of its resources, procured through the public exchequers.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |

## 6.4.2

**Funds / Grants received from government bodies/non government  and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V )**

**Response:** 32461.75

6.4.2.1 **Total Grants received from government and non-government  bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in *Lakhs*)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 6854 | 6128.76 | 5860.24 | 5842.86 | 7775.89 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure | [View Document](#) |
| Annual audited statements of accounts highlighting the grants received. | [View Document](#) |

## 6.4.3

**Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years**

**with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

The Accounts of the University are audited every year by the Comptroller and Auditor General of India (CAG) as stipulated under Section 20(1) of the JNU Act, 1966. The Balance Sheet, Income & Expenditure Account, and Receipts & Payment Accounts of the University are prepared and placed before the Finance Committee of the University for consideration and subsequently, they documents are sent to the CAG who conducts an audit in accordance with the prescribed Central Government Rules and Auditing Standards. The Audited Accounts along with the Audit Report are considered and approved by the Finance Committee, Executive Council, and University Court and are sent to the Ministry of Education for placing it before the Parliament. JNU Annual Accounts include the Balance Sheet, Income & Expenditure Account, Receipts & Payment Accounts, GPF/CPF and NPS Accounts, Audit Report on the Account, and Comments of the University on Separate Audit Report. These are available in the public domain, and can be downloaded from JNU website.

JNU's Financial Audit provides assurance that the financial statements properly present the financial situation. Financial and compliance auditing are performed together where the Audit team also gives an assurance that funds have been spent in accordance with the laws and regulations, in addition to a true and fair view of the financial statements. The essence of Compliance Audit in JNU is in assessing the extent to which laws and regulations (authorities) have been respected.

The University has its own Internal Audit wing which conducts audits of various Departments, Schools, Centres and Units on a regular basis so as to ensure compliance of prescribed procedure, rules and regulations, etc. The physical verification of fixed assets, stationary, and consumables are also conducted annually.

The purchases and procurements by JNU are made following the General Financial Rules 2017 (GFR) issued by the Ministry of Finance, Government of India. JNU maintains a Sustainable Procurement and Purchasing Policy to deal with procurement of physical resources, instruments, equipment, and services, utilizing the Government e-Marketplace (GeM) Portal, eProcurement Portals of Government of India, besides others.

JNU also conducts the Performance Audit, which is focused on improving good performance in JNU administration by examining whether JNU programmes and services achieve the principles of economy, efficiency and effectiveness and identifying conditions or practices that hamper performance and enable the audit team to make suitable recommendations.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

JNU has established an Internal Quality Assurance Cell in 2011 as per UGC guidelines, to implement quality improvement strategies, incorporate self and external evaluation, quality promotion/sustenance/awareness initiatives. Since then it has taken numerous steps for assessing and enhancing the quality of teaching,learning,research and governance. IQAC has brought significant improvements to achieve excellence which is reflected in national and international ranking of the University.

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

1. **Implementation of UGC Regulation:** To adopt the UGC Gazettes; (i) Issued on July 18, 2018 to maintain the "Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2018." and (ii) The Gazette issued on July 31st, 2018 "Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions".

(i) IQAC has devised and developed a new **application form for teacher's promotion under CAS** at various levels among Assistant Professor, Associate Professor and Professor.

(ii) Prepared and processed the format of **Annual Performance Appraisal Report (APAR)** on the basis of UGC Regulations 2018. The APAR form was duly circulated among all faculty, opinions were sought then discussed at length in the Academic Council and finally implemented after the approval of the Executive Council. All JNU faculty members and other academic staff are required to fill APAR which are approved by their chairpersons and deans and finally verified by the IQAC.

2. **Devised an Online Application Form for Teacher Recruitment:** IQAC has devised and developed an online application form in line with UGC Regulations 2018 for teachers' recruitment. The software features on the dashboard ensures that candidates, unless they complete the minimum essential qualification prescribed by UGC,will not be able to access or complete the application form for the

advertised post. This has enormously reduced incomplete and inaccurate applications being included during the online screening procedure. This also facilitates a numerical summary of various fields for calculating academic/research scores.

**3. JNUs Digital Tracking System :** Fully automated in-house software is prepared for the evaluation of M.Phil.&Ph.D. thesis. The software uses a multi-step workflow ensuring speedy evaluation by both external and internal referees. The software also helps segregate tasks in **three** categories.

4. **Transparency in Research Publication and Evaluation:** JNU assures unanimity and transparency while research is carried out either in the laboratory or in the field. Mandatory use of TURNITIN software at all steps to avoid redundancy in research publication.

5. **IQAC regularly conducts online and face-to-face workshops.** In 2022 JNU-IQAC organized an Online Workshop on Programme and Course Learning Outcomes for the faculty of the School of International Studies. Prof. Amiya Kumar Rath, Adviser, NAAC was invited to the workshop as a keynote speaker.

**File Description  Document**

- IQAC Committee Constitution is provided as Annexure 6.5.1(a)
- IQAC organized a workshop on Programme Outcomes & Course Learning Outcomes for the for the faculty members of School of International Studies, brief report of workshop is provided in Annexure 6.5.2(b)

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

**6.5.2**

**Institution  has adopted the following for  Quality assurance***:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period. | [View Document](#) |
| List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents | [View Document](#) |
| List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date. | [View Document](#) |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**6.5.3**

**Incremental improvements made for the preceding five years with regard to quality  (in case of first cycle NAAC A/A)**

**Post accreditation quality initiatives  (second and subsequent cycles of NAAC A/A)**

**Response:**

**Digital Campus Initiatives:**

JNU streamlined campus wide implementation of e-office and other eGovernnace applications in an integrated manner under its digital campus initiatives.

**JNU has started online thesis defense viva-voce:**

This practice has brought positive influence and expedited scheduling a viva-voce examination. Examiners log in through an online interactive platform and conduct the viva-voce that normally begins with a short presentation by the candidate followed by questions from the external examiners.. The viva-voce is witnessed by an audience primarily composed of students and faculty of the Centre/School where the thesis has been completed and this makes it an open viva-voce examination. It helps in avoiding unnecessary delays and costs in scheduling vivas due to time and travel constraints . (**Sample online viva notice:** https://www.jnu.ac.in/ses-viva-notices)

**UGC CARE Journal Task**: JNU has been identified as the North region Nodal University to prepare a list of authentic journals by the UGC. The UGC CARE Journal Portal is open and the Director IQAC has been identified as the Nodal Officer for the same. The JNU IQAC has constituted two Committees for smooth processing of CARE journal task. The Unit also looks upon various foreign language journals for the entire country. (https://ugccare.unipune.ac.in/Apps1/User/Web/Contact,http://jnu.ac.in/iqac-ugcjournals)

**IQAC has also conducted following workshops:**

· **Two Days Training Workshop on "Fundamentals of MOOC for e-Content Development":** In collaboration, IQAC and Special Center for E-Learning (SCEL) conducted two-day training workshop on "**Fundamentals of MOOC for e-Content Development" on 4-5 April 2019 (02:15 to 05:30 pm)** to sensitize the faculty on modality and know-how on how to use MOOC in routine teaching practice .

**One day National Workshop on "Academic Integrity Awareness":** On 22 **August 2019** one-day National Workshop on **Academic Integrity Awareness** towards quality improvement that was specified by UGC was conducted by JNU Unit. This programme received more than 157 participants from various eight states, spanning all North India states and an Union territory.

(https://www.jnu.ac.in/content/iqac-organises-one-day-national-workshop-%E2%80%9Cacademic-integrity-awareness)

**Two-day training workshop on "Criterions for NAAC Ranking":** A two-day training workshop was organized by IQAC on 17-18 June 2022 for all members of various Committees constituted by the University for the third Cycle of Accreditation by National Assessment and Accreditation Council (NAAC). Two external experts from NAAC, Bengaluru namely Prof. Amiya Kumar Rath, Adviser, and Dr. Ruchi Tripathi, Assistant Adviser were invited for the better understanding of NAAC framework for Assessment and Accreditation and to gain insights into all the seven criterion, data collection templates, standard operating procedure (SOP) data validation and verification for online filing of Self Study Report of JNU.

**Online Workshop on "Programme Outcomes and Course Learning Outcomes for the faculty members of SIS, JNU":**The IQAC organized an online Workshop on Programme and Course Learning Outcomes for the faculty of the School of International Studies.  Prof. Amiya Kumar Rath, Adviser, National Assessment & Accreditation Council (NAAC) was invited for the workshop. A sizeable number of faculties of the School actively participated in the workshop .

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

**Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

**Response:**

One outstanding feature of the academic environment and campus life in JNU is the concern for and understanding of gender equity and its promotion in all walks of life. JNU is a residential university, has an in-built institutional mechanism for fostering gender sensitization and achieving gender equity. Additionally, JNU organized several programmes, workshops, seminars and symposia to sensitize and promote gender equity on campus. To study gender and women related issues, the University established the "Centre for Women Studies" in the School of Social Sciences.

**Safety and security:** The most prominent and effective institutional mechanism in this regard is the range of activities carried out by the ICC (Internal Complaints Committee) throughout the year (Appendix-I). These activities include Defense Training Programmes, poster making, essay and poetry competitions, lectures, conferences, and workshops, besides redressal and effective resolution of grievances filed before the ICC.

For continuous monitoring to ensure safety and security, all academic and residential areas and streets are well-lit and equipped with CCTVs to deter any unacceptable conduct. The community of students and faculty remain alert to ensure safety on campus. The University community maintains a high-level of gender sensitization.

**Counselling**: Counselling is provided by the two professionally-qualified counsellors at the University Health Centre to help the students to cope with stress and emotional instability. In addition, teachers, research supervisors, and hostel wardens who reside in the hostels are available for interactions–individually and at the community level–to address students' concerns and guide them.

**Common rooms:** There are common room facilities both in the administrative block and school buildings. Almost all the Centres have the facilities for the students studying together. All the hostels have common room facilities apart from visitors' rooms.

**Day Care Centre:** A Day Care Centre, Nursery School and Kendriya Vidyalaya along with its primary section are located within the campus.

**Any other information:**

The University inculcates gender sensitization among the student community and has put in place adequate safeguards for the security of the female students and for the entire community. With reference

to the hostel facilities, there are three unique initiatives, (i) the married research scholar hostel which allows the married research students to stay with their family members while pursuing research, (ii) Yamuna hostel which accommodates female students who take up jobs while studying; and (iii) Co-ed hostels, where boys and girl share the common dining space while staying at two different wings in the same hostel.

The University conducts Yoga classes every day at the stadium exclusively for the female students in addition to other Yoga activities which are organized regularly. International Women's Day is commemorated by the NSS. In terms of infrastructure and facilities, the University has a Gymnasium, Beauty Parlour and two Pharmacies to cater to the health and wellbeing of the University community.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Provide the link for additional information | [View Document](#) |

### 7.1.2

*The Institution has facilities for alternate sources of energy and energy conservation measures*
**1. Solar energy**
**2. Biogas plant**
**3. Wheeling to the Grid**
**4. Sensor-based energy conservation**
**5. Use of LED bulbs/ power efficient equipment**
**6. Wind mill or any other clean green energy**

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Permission document for connecting to the grid from the Government/ Electricity authority. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Geo-tagged photographs of the facilities. | [View Document](#) |
| Bills for the purchase of equipment's for the facilities created under this metric | [View Document](#) |

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste  management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

The University manages different types of degradable and non-degradable waste, i.e. solid waste, liquid waste, biomedical waste, e-waste, waste recycling, hazardous chemicals and radioactive waste.

**Solid Waste Management**: On average, around 6-7 tons of garbage is generated daily from residential buildings. Solid waste management was outsourced to a service providing agency during 2017-22. The agency employed a door-to-door garbage collection system from residential buildings including teacher and staff dwellings and student hostels and from dustbins installed at various places in the campus. The service provider, after proper segregation,  disposes of the waste at the nearest MCD designated site on a daily basis, making the campus a zero-waste area. The routine solid waste is taken care of by the safai karamcharis employed by the University. They collect the waste every day from each room and dispose of it at a centrally assigned place in the University.

**Liquid Waste Management**: All Schools with laboratories are equipped with a dedicated washing area for the lab and glassware. Proper care is taken to avoid the release of any hazardous agent into the environment. Labwares used for biochemical research are treated with bleach before sending them into the common washing area. The washing area for the lab and glassware are separate from the lab area. Buffers for performing the experiments for e.g. TAE are filtered through charcoal columns for entrapping possible EtBr residues to avoid its release into the environment.

**Biomedical Waste Management**:The medical needs of the students, retired employees and their dependents are taken care of by the Health Centre. Beside this, faculty and staff on the campus can also avail its services for consultation and investigation purposes as per rules. Others are given first-aid and referred to hospitals. JNU Health Centre complies with the Biomedical waste management Rule, 2016, notified by the Government of India, Ministry of Environment, Forest & Climate Change Notification dated 28.03.2016. Delhi Pollution Control Committee (DPCC) has granted authorization to JNU Health Centre under the said Rule for handling of Biomedical waste for a period of five years w.e.f. 28.01.2019. Accordingly, an agreement has been reached with M/S Biotic Waste Solution Pvt. Ltd., an authorized service provider by DPCC. The Biomedical waste of the Health Centre is handed over to the collection van of the assigned firm with bar coding on waste bags with its weight and this enables tracking of waste through a mobile app.

Special Centre for Nano Sciences and Special Centre for Molecular Medicine have different processes to manage biomedical waste. Similarly, JNU has different processes for e-waste management, waste recycling system, hazardous chemicals and radioactive waste management in all the relevant Schools/Centres. Details of all the degradable and non-degradable waste are uploaded as evidence.

| File Description | Document |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | [View Document](#) |
| Geo-tagged photographs of the facilities | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.1.4

**Water conservation facilities available in the Institution:**

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Green audit reports on water conservation by recognised bodies | [View Document](#) |
| Geo-tagged photographs of the facilities. | [View Document](#) |
| Bills for the purchase of equipment's for the facilities created under this metric. | [View Document](#) |

## 7.1.5

**Green campus initiatives include**

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

The JNU Campus is spread over 1,019 acres with about 70 percent land area under green cover including 369 acres notified as such by Central Empowered Committee recommendation. The University is sensitive to environmental concerns and ensures that its rich flora and fauna are preserved. Accordingly, the following initiatives are notable:

## 1. Restricted Entry of Automobiles

The University campus has six entry/exit gates and only two are open for the public. Campus residents are given vehicle stickers for identification and only vehicles with JNU Stickers have free access from all gates. Without stickers, vehicles have restricted entry from only two gates after proper authorization and maintenance of record. The University also has a round the clock security presence at all entry/exit points in all academic, residential and administrative complexes and in public places. Guards are deployed in vulnerable areas to patrol on foot, two wheelers and four-wheelers.

## 2. Use of Bicycles/Battery-powered Vehicles

Cycling is traditionally considered a student's mode of conveyance. In JNU, it is becoming increasingly popular among younger generations to use this environment- and health-friendly mode of conveyance. In JNU, most buildings have Bicycle Stands for the benefit of students, staff and faculty members. E-Rickshaw services were made available in the JNU campus on the designated routes w.e.f. 17.04.2018 for students, faculty members, staff members and visitors to maintain a clean and pollution free environment. With the use of electric vehicles, JNU looks forward to going one step ahead in line with the Government of India that is working on promotion of new and renewable fuel sources. The campus has introduced e-rickshaws as a means of transportation and it is an environment-friendly mode of commute within the campus.

## 3. Pedestrian-friendly Pathways

Inside the JNU campus the pedestrian paths are well connected to Schools, Library and Hostels and common services like shopping complex, cafeterias, ATM's, Canteen's, Bank, Post Office, Bus stands, Auto stand. The Campus has well-maintained pedestrian-friendly pathways connecting Schools and Hostels with each other and with the Administrative Block with enough space to comfortably walk around the campus. The University provides a barrier-free environment for people with disabilities to move freely and safely.

## 4. Ban on Use of Plastic

The University stopped single-use plastics as notified by the Union Environment Ministry in August 2021. JNU is following this norm from 2018. To create awareness among the shopkeepers and residents, notices to discourage the use of single use plastic are circulated from time to time. Many students and faculty members have taken an initiative for design posters and displayed on the notice boards to generate awareness on not using plastic.

| File Description | Document |
|---|---|
| Policy document on the green campus/plastic free campus. | [View Document](#) |
| Geo-tagged photographs/videos of the facilities. | [View Document](#) |
| Circulars and report of activities for the implementation of the initiatives document | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**7.1.6**

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

**The institutional environment and energy initiatives are confirmed through the following**

  1. **Green audit / Environmental audit**
  2. **Energy audit**
  3. **Clean and green campus recognitions/awards**
  4. **Beyond the campus environmental promotion and sustainability activities**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date | [View Document](#) |
| Policy document on environment and energy usage Certificate from the auditing agency. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Green audit report of all the years from recognized bodies | [View Document](#) |
| Certificates of the awards received from recognized agency (if any). | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**7.1.7**

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:**

JNU has a significant proportion of the student community admitted under the people with disabilities (PwD) category or *divyangjans*. A significant proportion of visually-challenged students pursuing various programmes suffer from total blindness. JNU has a sprawling campus located on a rocky terrain which requires special efforts and facilities to make the learning environment *divyang* friendly and the campus barrier free.

**Infrastructure**: JNU strives for providing an enabling environment and infrastructure for all members of the community. The effort manifests in various spheres of activities and facilities. In hostels, *divyangs* are given a priority in allocation of the rooms. While each hostel is provided with *divyang*-friendly facilities, Kaveri Hostel is customized as it is nearest to the academic complex and the hostel is equipped with ramps and lifts. All academic and administrative buildings have ramp and lift facilities. All the buildings have *divyang* friendly washrooms on all the floors.

The walking pathways in the campus are all *divyang*-friendly. An Access Audit of the University campus was carried out to assess the efficacy of the measures adopted for a barrier-free and accessible campus, especially for wheel-chair users and visually-challenged individuals. The University has been identified as a model higher education institution by the Department of Disability Affairs, Implementation of Persons with Disabilities Act. Certain measures like putting special ramps, speech-enabled lifts, disabled-friendly toilets, etc. were already in place before the period under assessment to facilitate free movement of persons with disabilities.

Some major steps taken during the last five years include, installation of ramps at entrances to the hostels for physically challenged students. The ramps are provided with tactile paving to help *divyangjan* to navigate not only in Academic Complex but also in School buildings and common areas like market complex, ATMs etc.

**Policy measures**: Special measure has been taken to provide adequate lights in the toilets in Schools and Library to assist the students with low vision. State Bank of India's touted as the first 'real' disabled-friendly two ATMs in the campus. Most of the ATMs are Ramp enabled. Wheelchairs are provided by the Equal Opportunity Office to meet the requirements of *divyang* students. As visually-challenged students typically use blind-sticks for their mobility on the campus and in negotiating their way outside the campus, the EOO purchased fifty good quality blind-sticks and distributed them to the needy *divyang* students. Further, the EOO purchased 90 laptops with customized software for the visually-

impaired students of JNU. Dr. B. R. Ambedkar Central Library is one of its kind in terms of facilities that are provided to *divyang* students. Helen Keller Unit provides an advanced technology to meet the special needs of the visually-challenged students. This unit located on the ground floor, equipped with 20 desktops equipped with screen reading software, Braille Printer & Book Rack. Locker facilities are available to all visually/physically challenged students.

Sports office took special initiative to impart training to the *divyang* students who won many prizes in the national and international competition.

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |

## 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

**Response:**

Diversity is a hallmark of JNU with students, faculty and non-teaching staff coming from different parts of the country and belonging to varied socio-economic, cultural, ethnic, linguistic and religious backgrounds. This diversity is nurtured and nourished through various efforts undertaken by the university administration, schools and centres and the Inter-Hall Administration (IHA).

JNU being a residential university, the students residing in the hostel constitute a significant proportion of the total number of registered students. Room allocation across the hostels and within the hostels irrespective social categories and religion play an important role in inculcating tolerance, harmony, regional and cultural sensitization and necessary understanding for building up an inclusive environment. The religious and regional festivals are celebrated in JNU across hostels. This creates an opportunity to appreciate and immerse in the different cultures of this country with ease and joyfulness.

The Equal Opportunity Office (EOO) of the University is one of its kind in the country to aid and advise the students belonging to marginalised sections, including the scheduled castes, scheduled tribes, other backward communities, minority communities, persons with disabilities, etc. in pursuing various programmes and to ensure equal opportunities. The activities undertaken by the EOO are of three kinds, to conduct programmes; to provide for necessary facilities and to address complaints and act as a grievance redressal mechanism.

Some of the Schools of JNU conduct remedial classes. The main objective of holding these remedial classes is to help the students overcome their deficiencies in their core and optional subjects, to improve their academic competence that are necessary for pursuing higher studies and to enhance employability. Skills in quantitative and qualitative research methods and additional laboratory activities are also included in the remedial classes.

As a part of welfare activities for the students, the EOO has purchased many books for the students preparing for civil services, staff selection commission and UGC NET examination etc. The EOO provides space to organise free coaching/lectures audio/video/desktop for SC/ST/OBC/disabled persons. EOO has an institutionalised mechanism to redress complaints against any form of discrimination, social or otherwise. The EOO undertakes a thorough investigation to examine complaints and in accordance with the investigation report, a suitable action is recommended.

JNU's Sports Office has remained active in organising sports activities throughout the year and provides an excellent opportunity for the students to participate, know each other, inculcate the spirit of sportsmanship, a blend of competitiveness and cooperation and these go a long way in shaping personality and value commitment. For inclusiveness and understanding, the activities which are organised include training programme in Athletics, Badminton, Basketball, Cricket, Chess, Football, Volleyball, Tennis, Table Tennis, Taekwondo, Weight Lifting, Powerlifting, Bench Press, Best Physique, Mountaineering & Trekking and Yoga. The Sports Office has been providing regular talent identification, fitness and athletics coaching and nutritional counselling to the JNU students in helping them achieve physical fitness and pursue sports as a parallel career option.

| File Description | Document |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |
| Any other relevant information | View Document |

**7.1.9**

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

Various bodies of JNU organised a series of activities during the period under consideration to instill values and develop awareness about the community's duties and rights as enshrined in the Indian Constitution for making a better society in our pursuit of excellence.

An online programme "Integrity Pledge" was observed from 29 October to 3 Nov 2018 followed by a debate on "Corruption can be Stopped" to highlight the salience of transparency, equity and fairness in public administration by the CVC (Central Vigilance Commission). In 2019, vigilance awareness week was observed with a debate competition on *Integrity: A Way of Life*". In 2021, the theme of the vigilance awareness week was *Independent India@75: Self-Reliance with Integrity*, followed by a walkathon.

In terms of outreach activities, the NSS organised several interactions with the children of the Coolie

Camp, a *basti/*slum in the vicinity of the campus to sensitize them about our national heritage. An event called '*Joy of Giving*' was organised to donate to the underprivileged with blankets. Events on the theme 'Population Control Policy' and 'Road Safety' were also organized. The NSS held a Condolence Meet to remember the sacrifices made by the war heroes and to instill nationalist consciousness among the student community. Blood donation camps were regularly organised.

National Youth Day has been celebrated every year during the period to commemorate the birth anniversary of Swami Vivekananda on 12th January along with the birth anniversary of Sarvepalli Radhakrishnan. Other notable events include a special lecture on Atal Samvad on the occasion of Good Governance Day on the birth anniversary of Atal Bihari Vajpayee. Some other days which were observed included National Voters day on 24th January 2018 and Human Rights Day 2021.

JNU participated in the **C**leanliness Drive (*Swachh Bharat Abhiyan*) in a big way. The Swachh Office observed the *Swachhta Pakhwada* during 2019, 2020, 2022. Competitions on themes related to *Swachhta* were organised and included speeches on *Swachhta* and water conservation and Oath Taking Ceremony on Swachhta. Circulars were issued from time-to-time to strongly discourage the use of single-use plastic and to prevent and control the spread of vector-borne diseases in the campus.

Iconic week celebration was held during 4-10 October 2021 to avoid the use of single use plastic by JNU Envis SES as a part of *Azadiki Amrut Mahotsav* which was attended by 336 participants. The other events worth mentioning are the National pollution day 2.12.2021 when a webinar was organised by JNU Envis. International Yoga Day and International Women's Day were celebrated every year.

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Details of activities that inculcate values necessary to nurture students to become responsible citizens | [View Document](#) |

**7.1.10**

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report on the student attributes facilitated by the Institution | [View Document](#) |
| Policy document on code of ethics. | [View Document](#) |
| Institutional data in the prescribed format (data template) | [View Document](#) |
| Handbooks, manuals and brochures on human values and professional ethics | [View Document](#) |
| Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority. | [View Document](#) |
| Constitution and proceedings of the monitoring committee. | [View Document](#) |
| Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

**Describe two best practices successfully implemented as per NAAC format provided in the Manual.**

**Response:**

**7.2.1 Information Technology and Digital Services of the University**

**COMMUNICATION AND INFORMATION SERVICES(CIS) – A CENTRAL ICT FACILITY OF THE UNIVERSITY**

JNU has envisioned to optimally integrate ICT in its Academic, Research and Administrative activities with the objectives of improving Access, Quality of Education & Research and extend the university's reach to even larger and needy sections of the society, its stakeholder, users. Also, to exercise greater Administrative Controls, Effective eGovernance, Enhance Accountability, and Transparency in the functioning of the University through **an internal IT Department named as Communication and Information Services(CIS)**.

**Full report: Best Practice 1:**

(http://naac2022.jnu.ac.in/naac2022/criteria7/CIS-NAAC-BestPractice_1.pdf)

## 7.2.ii.1.JNU WETOM: A Mass-Level Innovative Teachers' Training Programme

The 'Workshop for Empowering Teachers through Online Mode', popularly known as WETOM has been considered by many as one of the most innovative teachers training programme that was initiated within a few weeks of the lockdown. The period during the lockdown was the time when teachers from all over the country were to teach online. With no proper training for online resources, platforms to conduct classes, online field work, online evaluation and assessment, etc. this was quite a Herculean task for the teachers of our nation. Therefore WETOM played a major role in filling the gap by providing free training to more than 6500 teachers from all over the country

**Full Report: Best Practice 2:**

(http://naac2022.jnu.ac.in/naac2022/criteria7/JNU-WETOM-NAAC-BestPractice_2.pdf)

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | **View Document** |

## 7.3 Institutional Distinctiveness

**7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

# 1.Objectives

JNU has been a university vouched for inclusivity, and this aspect has made it unique. Under the Jawaharlal Nehru University Act 1966, (53 of 1966); objective (iii) defined in the First Schedule of the Act states - *'promote in the students and teachers an awareness and understanding of the social needs of the country and prepare them for fulfilling such needs.'*

The university management recognised early that despite providing training in several languages at the level of communication and linguistics, there is a need to expand and include the Indian Sign Language (ISL). The inclusion of the language of the deaf community was considered to be the need of the hour and help to create a more accommodative and adaptive ecosystem for everyone alike.

JNU's Linguistic Empowerment Cell (LEC) had been set up more than a decade ago to cater to the needs of the linguistically marginalized from the remote areas of the country, with little or no exposure to English language.

This was done to empower many amongst us (students, faculty, staff, officers and campus residents) with the following objectives:

- For creating an awareness about ISL
- In understanding the many issues and challenges faced by the Deaf students
- Learning of ISL' and
- For providing an opportunity to learn about the Deaf society and culture in India.

## 2.The Context

JNU at present is home to several diverse languages (both national and international). Specially-abled students, teachers and administration are part of the community, and education for all is the most important instrument of change. One should prepare young people to live, create and perpetuate a meaningful society to bring changes in those areas where human values are being disregarded. In recognition of our commitment for a better and equitable society, Linguistic Empowerment Cell (LEC) has been conducting yearly workshops of ISL since 2015. LEC has started a regular weekly programme on ISL learning with two semester long courses for the basic and advanced students.

## 3.The Practice

The annual two-day Indian Sign Language (ISL) workshops were designed to provide learners with sign language skills, an understanding of deaf culture, knowledge of the interpreter's role and skill development to prepare learners for an opportunity to opt for studies related to fields of disability, anthropology, language and culture. Additionally, the learners can become a link between the Deaf and hearing individuals in a variety of ways. The intensive workshop ran for eight hours for two days which included a range of activities and interactive sessions.

## 4.Evidence of Success

The overwhelming number of students and faculty members that over the years have attended our workshops, and the fact that they actively participated in all the activities was one of the indicators of its success. Moreover, the workshop and the feedback motivated the management to introduce a full-length course for the same. The participants through their feedback expressed this need and hence JNU introduced a two-semester length course for the learners.

The collage of signs from different timelines is put together in the syllabus to promote the learning of the basic signs and further interaction with the deaf community in India. This course took the initiative of the workshop a step ahead, and included the exploration of the Deaf community from social, educational, policy and historical perspectives.

## 5.Problems Encountered and Resources Required

People often have apprehensions regarding anything new when it is introduced. So was the case initially,

as many were not convinced or hesitant to learn something like sign language as it never appeared as a problem to them but they slowly became aware of the need and how it can help them as well as the Deaf community.

Another issue in this aspect was to get the resource persons as well as sign language interpreters for workshops that are well versed with teaching sign language. Even today in India, there are not many people and organizations who are actively pursuing this field. Hence, we had a limited pool of resources to extract from, but we could overcome it, and found some of the best people in the field who made learning an easy and fun process for everyone alike.

For the smooth running of ISL classes in LEC, we require rooms to be assigned permanently, along with technical and financial support. Interaction with the Deaf community is required for which events need to be planned.  LEC needs to be developed soon into a Special Centre or accommodated into a School.

# 6.Notes (Future proposals)

- Interactive workshop for JNU faculty in collaboration with ISLRTC
    - Special focus on creating awareness about ways to assist students and colleagues
- ISL diploma/degree courses
    - Possible collaboration with ISLRTC to provide a diploma or degree course in ISL
- Possible app creation for ISL interpreters
    - JNU's School of Engineering is planning to work on an app for assisting in connecting the Deaf and Hearing community with the touch of a button.
- An awareness drive at other HRDCs
- Possible projects of JNU faculty regarding various other international SLs

| File Description | Document | |
|---|---|---|
| Appropriate webpage in the Institutional website | [View Document](#) | |

# 5. CONCLUSION

## Additional Information :

As of March 2022, JNU had 599 teaching faculty and 808 non-teaching staff. In addition, there are 19 Emeritus Professors and 15 Adjunct Professors. The teacher-student ratio is 1:16, considered high and appropriate for effective teaching, learning and research.

JNU has been following the semester system, accompanied by internal evaluation systems with credit assigned to each course. It has a 10-point scale [0 to 9] grading system with CGPA score. The University offers 216 programmes, including 80 Ph.D. programmes, 61 M.Phil. programmes (the programme was discontinued in 2022-23, as per the UGC rules), 46 postgraduate programmes, two dual degree programmes, one Integrated BSc-MSc programme, ten undergraduate programmes, one Postgraduate Diploma programme, 11 Certificate programmes, three Diploma programmes and one Advanced Diploma programmes. Teaching is organized through lectures, tutorials, seminars, field studies and surveys, quizzes, term papers, etc.

JNU has been a preferred destination for foreign students. It has been attracting many overseas students to different courses and programmes. Students from over two-dozen countries are studying at JNU for various full-time programmes. The diverse nature of the international students enriches the cultural experience in the campus.

The University has developed state-of-the-art facilities for R&D, teaching and learning. Some of the major facilities are: Advanced Instrumentation and Research Facility (AIRF); Central Instrumentation Facility (CIF) in the schools; Animal house; Mathematical and Computational Empowerment Cell; CIS; USIC; 24×7 access to the central library; School wise library; High-Performance Computation Facility (HPC); Audio-visual teaching-learning facility; Language Lab, Experimental Botanical Garden; Auditoriums

JNU was among the first university in the country recognized by the UGC as a *University with Potential of Excellence –II* in 2013. Many Schools and Centres have also got independent recognition as Centres of Excellence and Centre for Advanced Research. The UGC has also granted DSA/CAS status to many Centres and Schools. School of International Studies has received special Area Studies grants from UGC.

Many JNU faculty members have been bestowed upon with prestigious Indian and international awards for their academic achievements and service to respective subjects including the President of India awards, Visitor's award, and Sahitya Akademi awards.

## Concluding Remarks :

JNU is a residential university, and the Covid-19 caused massive disruption not only to its academic functioning but also led to serious challenges for the student, faculty and staff community residing on campus. The introduction of new UGC regulations drastically curtailed, reduced and in some cases stopped the student intakes in several Centres and Schools. The financial allocation that the University received has not been commensurate with its needs and requirements. Above all, in the months leading up to the Covid-19 pandemic, JNU faced unprecedented agitation and protests in the campus.

Despite these impediments, the performance of JNU on all the NAAC indicators and criteria has been

impressive. Moreover, during the assessment period, it branched out and expanded into new areas and established new Schools, namely, Atal Bihari Vajpayee School of Management and Entrepreneurship and the School of Engineering, that too without commensurate increase in the financial allocation, funding or grants.

With dedication, commitment and achievements in learning and research, JNU remains committed to academic excellence in an inclusive and pluralistic environment. JNU continues to attain top rankings in national and international accreditations and remains committed to nurturing highly professional, skilled and responsible citizens. It remains the only university in the country to enable students from all sections of society to pursue higher education, with minimal fees. That only about 5 percent of the applicants can qualify its entrance examination is testimony to its highest standards and popularity among the aspirants. The same is reflected in faculty and staff recruitment. These are made possible only by JNU remaining true to its core commitments: continuity with change, excellence with equity and innovation with inclusion.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**<br><br>1.2.1.1. **Number of new courses introduced during the last five years:**<br>Answer before DVV Verification :  833<br>Answer after DVV Verification: 833<br>1.2.1.2. **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years  :**<br>Answer before DVV Verification :  3197 |
| 1.3.3 | **Percentage of programmes that have components of field projects / research projects / internships during the last five years.**<br><br>1.3.3.1. **Total Number of programmes that have components of field projects / research projects / internships  (without repeat count) during the last five years**<br>Answer before DVV Verification :  176<br>Answer after DVV Verification: 176<br>1.3.3.2. **Total Number of programmes offered (without repeat count) during the last five years**<br>Answer before DVV Verification :  201<br>Answer after DVV Verification: 201 |
| 1.4.1 | **Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**<br><br>Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website<br>Answer After DVV Verification: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website |
| 2.1.1 | **Enrolment percentage**<br><br>2.1.1.1. **Number of sanctioned seats year wise during last five years**<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 3142 | 3068 | 3157 | 2432 | 1805 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>|---|---|---|---|---|<br>| 3030 | 2728 | 2562 | 1884 | 823 |<br><br>2.1.1.2. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2893    | 2703    | 2926    | 1928    | 1582    |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2769    | 2461    | 2487    | 1498    | 776     |

Remark :  Data of Ph. D programs hall not be considered. The value updated accordinlgy.

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**2.1.2**

**Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**

2.1.2.1. **Number of actual students admitted against  the reserved categories in the first year of the programme year-wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1774    | 1565    | 1669    | 861     | 735     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1774    | 1565    | 1669    | 861     | 735     |

2.1.2.2. **Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2019    | 1871    | 1808    | 1235    | 977     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2019    | 1871    | 1808    | 1235    | 977     |

Remark : Values' updated as per attachment

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**2.4.1**

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

2.4.1.1. **Total Number of Sanctioned year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|

| 926 | 926 | 926 | 895 | 892 |
|---|---|---|---|---|

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 926 | 926 | 926 | 806 | 806 |

| 2.4.2 | **Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years**<br><br>    2.4.2.1. **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**<br>    Answer before DVV Verification :  706<br>    Answer after DVV Verification: 706 |
|---|---|
| 2.4.3 | **Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**<br><br>    2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year**<br>    Answer before DVV Verification :  11876<br>    Answer after DVV Verification: 11876 |
| 2.5.3 | **Status of automation of Examination division along with approved Examination Manual/ordinance**<br><br>    Answer before DVV Verification : A. 100% automation of entire division & implementation of Examination Management System (EMS)<br>    Answer After DVV Verification: A. 100% automation of entire division & implementation of Examination Management System (EMS) |
| 2.6.2 | **Pass percentage of students (excluding backlog students) (Data to be provided only  for the latest completed academic year)**<br><br>    2.6.2.1. **Total number of final year students who passed the examination conducted by Institution.**<br>    Answer before DVV Verification :  2640<br>    Answer after DVV Verification: 2640 |
| 3.1.2 | The institution provides seed money to its teachers for research (average per year)<br><br>    3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**<br>    Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 134.55 | 1144.66 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 134.55 | 1144.66 |

| | |
|---|---|
| 3.1.3 | **Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**<br><br>    **3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**<br>    Answer before DVV Verification :  225<br>    Answer after DVV Verification: 225 |
| 3.1.4 | **Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**<br><br>    **3.1.4.1. The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**<br>    Answer before DVV Verification :  5483<br>    Answer after DVV Verification: 5483<br>    **3.1.4.2. Number of PhD Scholars enrolled during last five years**<br>    Answer before DVV Verification :  7232<br>    Answer after DVV Verification: 7232 |
| 3.2.1 | **Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**<br><br>    Answer before DVV Verification : 36457.69<br>    Answer After DVV Verification :36457.69 |
| 3.2.2 | **Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**<br><br>    **3.2.2.1. Number of research projects  funded by government and non-government agencies during  the last five years**<br>    Answer before DVV Verification :  949<br>    Answer after DVV Verification: 949 |
| 3.3.2 | **Total number of awards received for *research/*innovations  by institution/teachers/research scholars/students during the last five years**<br><br>    Answer before DVV Verification : 77<br>    Answer After DVV Verification :77 |
| 3.4.2 | **Total number of  Patents awarded during the last five years**<br><br>    Answer before DVV Verification : 44<br>    Answer After DVV Verification :44 |
| 3.4.3 | **Number  of Ph.Ds awarded per recognized guide during the last five years** |

| | |
|---|---|
| | **3.4.3.1. How many Ph.D s were awarded during last 5 years**<br>Answer before DVV Verification :  2850<br>Answer after DVV Verification: 2850<br><br>**3.4.3.2.** *Number of teachers recognized as guides during the last five years*<br>Answer before DVV Verification :  709<br>Answer after DVV Verification: 565<br><br>Remark : Value updated |
| 3.4.4 | **Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**<br><br>**3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years**<br>Answer before DVV Verification :  9542<br>Answer after DVV Verification: 9542 |
| 3.4.5 | **Number of books and chapters in edited volumes published per teacher during the last five years**<br><br>**3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years**<br>Answer before DVV Verification :  1440<br>Answer after DVV Verification: 3451 |
| 3.4.6 | *E-content is developed by teachers :*<br><br>*1. For e-PG-Pathshala*<br>*2. For CEC (Under Graduate)*<br>*3. For SWAYAM*<br>*4. For other MOOCs platform*<br>*5. Any other Government initiative*<br>*6. For institutional LMS*<br><br>Answer before DVV Verification : A. Any 5 of the above<br>Answer After DVV Verification: A. Any 5 of the above |
| 3.5.1 | **Revenue generated from consultancy and corporate training during the last five years**<br><br>**3.5.1.1. Total amount generated from consultancy and corporate training  year-wise during the last five years (INR in lakhs).**<br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 51.69 | 17.14 | 94.92 | 923.77 | 114.34 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|

| 51.69 | 17.14 | 94.92 | 923.77 | 114.34 |
|---|---|---|---|---|

| 3.7.1 | **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**<br><br>Answer before DVV Verification : 117<br>Answer After DVV Verification :117 |
|---|---|
| 4.3.2 | **Student - Computer ratio (Data for the latest completed academic year)**<br><br>4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**<br>Answer before DVV Verification :  2305<br>Answer after DVV Verification: 2305 |
| 4.3.3 | **Institution has the following Facilities for e-content development and other resource development**<br><br>1. **Audio visual center, mixing equipment, editing facilities  and Media Studio**<br>2. **Lecture Capturing System(LCS)**<br>3. **Central Instrumentation Centre**<br>4. **Animal House**<br>5. **Museum**<br>6. **Business Lab**<br>7. **Research/statistical database**<br>8. **Moot court**<br>9. **Theatre**<br>10. **Art Gallery**<br>11. **Any other facility to support research**<br><br>Answer before DVV Verification : A. Any 7 or more of the above<br>Answer After DVV Verification: A. Any 7 or more of the above |
| 5.1.1 | **Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**<br><br>5.1.1.1. *Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years*<br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 4860 | 4636 | 4742 | 3735 | 4022 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|

| 5870 | 5636 | 5742 | 4765 | 4588 |
|------|------|------|------|------|

Remark : Values updated as per HEI policy which charges the fee at a concessional rate to students.

| 5.1.3 | **Following capacity development and skills enhancement activities are organised for improving students' capability**<br><br>1. **Soft skills**<br>2. **Language and communication skills**<br>3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**<br>4. **Awareness of trends in technology**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: A. All of the above |
|---|---|

| 5.2.1 | **Percentage of placement of outgoing students during the last five years**<br><br>5.2.1.1. *Number of outgoing students placed year wise during the last five years*<br>Answer before DVV Verification: |
|---|---|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 107 | 136 | 117 | 128 | 25 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 107 | 136 | 117 | 128 | 25 |

| 5.2.2 | **Percentage of graduated students who have progressed to higher education year-wise during last five years**<br><br>5.2.2.1. **Number of outgoing students progressing to higher education**<br>Answer before DVV Verification: |
|---|---|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 803 | 782 | 457 | 506 | 558 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1350 | 1280 | 1285 | 953 | 1080 |

Remark : Values updated as per attachment

| 5.2.3 | **Percentage of students qualifying in state/ national/ international level examinations out of the** |
|---|---|

**graduated students during the last five years**

**(eg: NET/SLET/ Civil Services/State government examinations etc.)**

    *5.2.3.1. Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

        Answer before DVV Verification :  1132
        Answer after DVV Verification: 1132

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

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

        Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 13 | 4 | 1 | 2 | 18 |

        Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 13 | 4 | 1 | 2 | 18 |

| | |
|---|---|
| 6.3.2 | **Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** |

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

        Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 4 | 7 | 30 | 129 | 175 |

        Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 4 | 7 | 30 | 129 | 175 |

| | |
|---|---|
| 6.3.3 | **Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years** |

    **6.3.3.1. Total number of  teachers  who have undergone online/ face-to-face  Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last**

**five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 169     | 92      | 71      | 78      | 81      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 104     | 65      | 54      | 57      | 55      |

| 6.5.2 | **Institution has adopted the following for Quality assurance*:*** <br><br> 1. **Academic and Administrative Audit (AAA) and follow up action taken** <br> 2. **Conferences, Seminars, Workshops on quality conducted** <br> 3. **Collaborative quality initiatives with other institution(s)** <br> 4. **Orientation programme on quality issues for teachers and students** <br> 5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc** <br> 6. **Any other quality audit recognized by state, national or international agencies** <br><br> Answer before DVV Verification : A. Any 5 or more of the above <br> Answer After DVV Verification: A. Any 5 or more of the above |
|-------|---|

## 2.Extended Profile Deviations

| ID | Extended Questions |
|----|--------------------|
| 1.1 | **Number of students on rolls year wise during last five years** <br><br> Answer before DVV Verification: <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>9977</td><td>9074</td><td>8805</td><td>7821</td><td>8082</td></tr></table> <br> Answer After DVV Verification: <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>9737</td><td>8840</td><td>8523</td><td>7619</td><td>7938</td></tr></table> |
| 1.2 | **Number of final year outgoing students year wise during last five years** <br><br> Answer before DVV Verification: <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2711</td><td>2538</td><td>2305</td><td>1748</td><td>2041</td></tr></table> <br> Answer After DVV Verification: <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table> |

| 2711 | 2538 | 2305 | 1748 | 2041 |

| 2.1 | **Number of full time teachers in the institution year wise during the last five years** |
|---|---|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 640 | 658 | 616 | 602 | 617 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 640 | 658 | 616 | 602 | 617 |

| 2.2 | **Total number of full time teachers worked/working in the institution (without repeat count) during last five years:** |
|---|---|

Answer before DVV Verification : 716
Answer after DVV Verification : 716

| 3.1 | **Total expenditure excluding salary year wise during the last five years   (INR in lakhs)** |
|---|---|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 12029.04 | 12644.91 | 14404.93 | 15487.00 | 15424.86 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 11344.21 | 12943.75 | 13064.13 | 14429.89 | 15877.93 |