



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

JADAVPUR UNIVERSITY

**NO. 188, RAJA SUBODH CHANDRA MALLICK ROAD
700032**

<https://jadavpuruniversity.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jadavpur University emerged out of National Council of Education (NCE), Bengal which was established in 1906 to challenge the hegemony of the British government in education through what it called the ‘national education movement’. The movement aimed at imparting education— literary, scientific and technical—engaging nationalist spirit to achieve self-reliance. The foundation of the NCE was made possible by the scholarly and monetary munificence of a number of nationalist leaders and intellectuals including Rabindranath Tagore and Sri Aurobindo Ghosh. In 1910 the College of Engineering and Technology, Bengal, was amalgamated to NCE. Calcutta Municipal Corporation led by Mayor Deshbandhu Chittaranjan Das leased out to NCE the present site of Jadavpur Campus where its Engineering College shifted in 1924. After Independence, the Government of West Bengal enacted the necessary legislation to establish Jadavpur University on the 24th of December, 1955. Many of the recommendations of the NEP 2020 correspond to the legacy of ‘national education’ that JU has been carrying for a long time.

Jadavpur University is now an internationally renowned university, ranked number one among state universities in India in the last cycle of NAAC assessment and ranked fourth among Indian universities in 2023 by NIRF. The university has four Faculties: Arts; Science; Engineering and Technology; Interdisciplinary Studies, Law and Management. 37 departments, 21 inter-disciplinary schools and 45 Centres are strewn over two sprawling campuses in Kolkata. In 2021-22, the university had 13,211 students and 658 teachers (704 including those who retired in 2017-2022) and 109 programmes at the undergraduate and postgraduate levels in addition to the PhD programmes.

The university is committed to inclusive and socially committed education where theoretical, practical and fieldwork-based experiential learning make the students imbibe ethical and democratic values. Its global perspective with a view to serve the country, its synergy of knowledge from Arts, Science and Engineering streams, huge focus on interdisciplinary research and its practice of bringing fruits of research to pedagogy make it a unique university. These are the reasons why JU campuses are always vibrant in addressing contemporary issues. Extension programmes and outreach activities are particularly testimony to such vibrancy and dynamism.

Vision

The National Council of Education, Bengal, was established in 1906 in the wake of the nationalist movement. It was led by intellectuals, statesmen and the middle-class intelligentsia, and its aim was to cultivate the best of global learning and technology in order to build a self-reliant industrial base for India. Bengal Technical Institute was among the educational institutions founded by NCE, Bengal. Its mission was to impart training to Indian students in the appropriate technology so that the country could produce indigenous consumable materials. This Institute, later renamed College of Engineering and Technology, was in turn converted to Jadavpur University in 1955. The founders believed that the Technology Faculty could not sustain itself without active Faculties of the Basic Sciences and the Humanities. While playing a vital role in technical education in the country, the University may be said to rest on three pillars - Technology, Science and Arts.

Jadavpur University is at present an internationally recognised premier university of the country. It is an urban

university with a global perspective and is dedicated to creating leaders who will fashion a more humane and just world. Following the footsteps of its predecessor, the University not only engages itself in teaching and research of international quality, but also provides societal services for the benefit of rural and urban populations. The programmes are directed towards achieving excellence in education and extending the benefits of improved technology to the society as a whole.

The faculty members are encouraged to add value to the courses so that students can secure employment or attempt entrepreneurship. Extension programmes and several other courses provide opportunities for the drop-outs at different levels to continue their education. The objective is that they should be able to earn a living and derive the impersonal pleasure of learning at the same time. The University also contributes in evolving modes of digital distance education as part of the National Mission on Education.

Mission

The University wishes to grow further as a diverse and socially responsible learning community, providing a high quality of scholarship and equal opportunity for all.

The University's core values include a commitment to:

- The highest standards of excellence in teaching, research, creative expression and service to the community;
- Advanced learning as a humanising social practice rather than as a competitive exercise;
- Regarding the production and dissemination of knowledge as inseparable goals;
- Upholding the principle that the culture of reason and learning is indivisible from a concern for the world beyond the campus;
- Maintaining principles of democratic governance and intellectual and institutional freedom;
- Abiding by principles that do not discriminate on the basis of religion, race, caste, gender and economic status.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Jadavpur University has always been a centre for research-oriented education with a sustained quest for excellence which has been recognized by several national and international organizations like the NIRF, MoE Govt. of India in 2022, the QS Sustainability Ranking list in 2023 and many more.
- The University is a natural choice for the best quality students of the state. The entire admission process is based on merit without any discrimination due to economic background, caste, gender, religion, etc. Jadavpur University strives to provide quality education at highly affordable cost for all sections of the society.
- The institute cultivates a democratic and participatory ambience where all the academic and administrative decisions are taken through active committees like court, executive council, faculty council and other committees.
- The university has a Faculty of Interdisciplinary Studies, Law, and Management (ISLM) which provides a unique platform for faculties from different backgrounds to participate in collaborative, interdisciplinary research through the different Schools as well as Joint Collaborative Projects undertaken by the faculties.
- In order to foster a spirit of inclusivity in the realm of higher education, the University has been keen on

sustaining an environment which is compassionate and inclusive.

- The University reaches out to the broader society with complex and upcoming issues like climate change, poverty, water issues, sustainable technologies, green energy, carbon sequestration, food crisis, inflation, etc through the National Service Scheme (NSS).
- The institute has an active mechanism to carry out industry-institute interactions – both Indian and foreign – to carry out consultancy, testing, and other collaborative partnerships.
- For a very long time, the University serves as a platform of research on state-of-the-art technologies in collaboration with several national organisations like DRDO, VSSC, BARC, ISRO.
- Apart from regular academic activities, the University also provides an opportunity for development of the extra-curricular skills and creativity of the young minds of the students through a variety of clubs and societies.
- The university has an active Entrepreneurship Cell invoking a spirit of entrepreneurship among the new generation, one of the steps taken to pave the path of the future of our Nation and her growing economy.

Institutional Weakness

- Being a State-funded university, Jadavpur University faces a considerable shortage of funds, a problem that can be largely attributed to the growing disparity between state and centrally-run educational institutions in regard to the funding received, especially from government agencies. This, in turn, hampers the necessary growth in terms of infrastructure development and maintenance of the university.
- Despite having two satellite campuses, there is an acute space crunch which has a serious impact on the smooth running and in future developments of the University. The severity of the problem has increased after the recent formation of the Faculty of Interdisciplinary Studies, Law, and Management, which has 21 interdisciplinary schools of research under its purview. With a gradual increase in the number of the students admitted every year, this shortage of space has affected the teaching-learning process in terms of inadequate classrooms, laboratories, hostel facilities and others.
- The documentation, data and website management need further improvement.
- Due to shortage of funds, there is serious lack of dedicated technicians and proper maintenance and operation of many costly equipment. A central toolroom and centralized facility for different equipment – which can be accessed by staff and students of different faculties is absent. This is especially crucial for carrying out inter-disciplinary research.
- There are no provisions for providing Institutional Research Fellowships resulting in reduced number of full-time Research Fellows in the University.
- Despite the high ranking of the University in several national and international assessment lists, the composition of the faculties and students lack diversity and are dominantly from the home state.
- Very often there are delays in timely recruitment of staff which lead to vacancies affecting the academic and research performances.

Institutional Opportunity

- In the present challenging globalized academic environment, Jadavpur University can cultivate this unique opportunity by bringing about positive and innovative changes with the support of its highly-qualified pool of researchers and teachers – transcending barriers, and class distinctions.
- Jadavpur University has substantial potential for expanding its educational operations, given its excellent human resources. Effective inter-disciplinary teaching and research programmes have to be identified and initiated to attract good students and researchers, from home and abroad.

- Based on the relationship already existing with the industrial houses and the alumni positioned in the different sections of the society, a structure for periodic interactions has to be developed. This will play a key role in the process of curriculum revision, generating research ideas, setting up collaborations, as well as mobilising funds for the University.
- The existing format for remedial classes should be more focussed and structured to widen its scope in reaching out to the students. The existing mechanism of credit transfer and student exchange programme should also be further expanded. Students and faculties are to be encouraged for patenting of research products and research methodologies making apt utilisation of the Institute's Innovation Council/ Entrepreneurship Cell.
- All opportunities to mobilise funds from Government, Industry, Alumni should be thoroughly explored. A team dedicated for resource mobilisation with focussed, professional approach should be in place.
- Considering the reputation and ranking of the University, ample opportunities exist for roping in even higher number of national and international collaborations and faculty and student exchange under DAAD, Erasmus-Mundus, Commonwealth, and other programmes.
- Expression of interest by national and international institutes and universities to introduce joint or dual degree programmes should be explored.
- Frequent Curriculum revisions should be undertaken to cope up with the fast changing global scenario and to incorporate upcoming topics of industrial and social relevance.
- A robust and transparent IT-integrated ERP should be in place for smooth data exchange and functioning of the University.
- There is further scope of extending and consolidating the activities of the Placement Cell to other faculties apart from Faculty of Engineering and Technology.

Institutional Challenge

- To create an institution of higher education that would enable all individuals to achieve self-reliance through education – to make education a more inclusive, democratic, equitable and participatory process and to ensure that it percolates to the lowest strata of society, transcending all barriers of caste, creed and economic status.
- Attracting financial support from Government and non-governmental organizations to ensure financial stability and sustenance in the long-run, especially in view of (a) globalization of the higher education sector, (b) opening up of very large numbers of centrally-funded institutes and universities with huge funding, (c) the opening of private universities with large modern infrastructure, and (d) the disparity of pay and allowances between State-funded and central universities/institutes.
- Systematic and optimal planning for to address the issue of space shortage.
- Breaking the state barrier and attracting faculty members and students from outside West Bengal and from abroad.
- Placement of graduating students of Arts faculty.
- Development of the language and communication skills of students through institutional support, which, in turn, will improve the prospects of their employability.
- Providing facilities and support at par with national institutes for research visits, organizing conferences, attending conferences etc. to provide.
- Developing an IT-integrated ERP system to provide transparent and efficient academic environment.
- Introduction and extension of exchange programmes, research facilities, travel support for the students.
- Realization of better-equipped hostels for the students at an affordable cost.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Jadavpur University offers a wide range of under-graduate and post-graduate programmes in the domains of arts, science, engineering and technology under four different faculties. The curricula for these varying programmes are developed on a platform of outcome-based education with carefully devised Programme Outcomes (POs) and Course Outcomes (COs). The curriculum and the contents are prepared following a thorough methodology that involves deliberations at the Board of Studies and Faculty Councils with external inputs from industry experts, as well as, feedback from alumni, employers and parents (i.e., all the stakeholders are systematically involved in the development process). The objective is to address local, national and universal requirements through a curriculum that highly emphasizes employability, entrepreneurship and skill development and it is ensured through various courses that provide exposure towards hand-on practice, application-oriented tasks, experience-based learning, problem solving mentality. A vast majority of programmes have courses with components of practical/sessional/laboratory work, field-work or survey, workshop, minor and major project work assignments, group discussions etc. The scope of internships at industries is also incorporated in the curriculum, especially in the engineering faculty. Beyond the curriculum, University regularly organizes value added courses and encourages the students to participate in such programmes in offline and online mode. Updating of the curriculum and syllabus is taken up at regular intervals, as evidenced by around 21% new courses introduced out of all courses over the last 5 years. Consistently excellent placement record underscores the effectiveness of the curriculum in terms of producing skilled, employable graduates and post-graduates. Aspects of value framework, emphasized in Sustainable Development goals and NEP, have been part of the ethos of the University and are reflected in the curricula in the form of flexibility of choice in an equitable, inclusive holistic and multidisciplinary educational environment, emphasis on vocational education and skill enhancement, life-long learning, promotion of Indian languages, arts and culture, use of online/digital technologies etc.

Teaching-learning and Evaluation

Jadavpur university boasts of a rich academic heritage with 704 teachers during the five year assessment period (2017-18 to 2021-22) out of which 669 teachers are with Ph.D./D.Sc. Average no. of days for exam declaration is 14 days with 100 % automation of the Exam systems.

The University is committed to holistic student development, utilizing varied pedagogical approaches to foster critical thinking, creativity, and innovation. Experiential learning, internships, and interactive labs enhance practical skills, while participative learning encourages collaboration and problem-solving. The integration of Information Technology (ICT) supplements education with online resources and advanced labs. Inclusivity is a priority, evident through tailored programs for diverse learners, personality grooming courses, and a Braille library for accessibility.

The university offers accessible, high-quality education across disciplines, catering to diverse backgrounds. Proactive student support, personalized assistance, and interactive learning are emphasized. First-generation learners receive special attention, reflecting the institution's commitment to inclusivity. With a research focus, it empowers students and fosters a vibrant learning community.

Comprehensive learning outcomes, including Program Outcomes (POs) and Course Outcomes (COs), guide students' academic journeys and are integrated into assessments. Transparent communication via the website

and documents fosters accountability. Faculty evaluations align with outcomes, complemented by self-assessment and reviews for continued relevance and enhancement.

Recognizing the significance of mentorship, Jadavpur University employs a robust mentor-mentee policy. Faculty mentors provide tailored guidance, promoting students' academic and emotional well-being. Mutual trust and respect underpin this relationship, cultivating a cohesive and inclusive academic environment.

Research, Innovations and Extension

Jadavpur University has laid a high emphasis on research, innovations and extension in the last five years. Research facilities like laboratories and equipment have been regularly upgraded. JU has a comprehensive research policy, implementation of which is constantly monitored. Seed money, fellowships and financial support from various national and international agencies have helped the teachers attain excellence in research. The percentage of JRFs and SRFs among the enrolled PhD scholars and the overall registration of doctoral fellows, postdoctoral fellows and Research Associates have increased. A considerable amount of research funding has been received by JU and its teachers through government and non-government sources such as industry, corporate houses, international research bodies and endowments. The university has created an ecosystem for innovations through its Innovation Incubation Centre, Indian Knowledge System and the IPR Cell. Creation and transfer of technology and knowledge have made possible a number of awards and patents that the teachers have won for innovation. The university follows a Code of Ethics for research and implements it through the Institutional Ethics committee and the Research Advisory Committees. Research ethics is amply addressed in the PhD Coursework curricula. Teachers have published extensively in UGC CARE list journals and other respectable journals, and written a reasonable number of books and book chapters, effecting a major leap in citation indices in Scopus, Web of Science, h-index, etc. In sum, the university has worked consistently towards sustaining an innovation-driven, value-oriented, transparent and ethical research culture.

Teachers have developed E-content for JU's LMS and various government platforms. Knowledge is also shared through consultancy for industries which, along with corporate training, generates substantial revenue for the university. Extension activities in the neighborhood community and outreach programmes include activities under NSS, programmes broadcast on 90.8 Community Radio JU, fieldwork for rural and urban development and collaborative works with NGOs. Such activities sensitize the students about social issues and facilitate their holistic development.

Academic and social commitments of JU have attracted many institutions and industries who have collaborated for various purposes like internship, on-the-job training, project work, exchange of students and faculty, joint research and collaborative programmes.

Infrastructure and Learning Resources

Jadavpur University boasts a rich heritage spanning over seven decades and roots that extend back more than a century. As a result, its infrastructure harmoniously combines elements of historical and contemporary architecture. The campus features numerous shared conference halls, auditoriums, and meeting spaces that can be reserved for both academic and administrative purposes. Moreover, individual departments and schools are equipped with their own well-equipped seminar halls or rooms, which can be utilized by other departments upon request.

In the past seven years, the university has undertaken continuous efforts to enhance its infrastructure, accommodating the growing demand and evolving needs, often with limited financial support from sources like UGC (RUSA), DST PURSE, UPE II, and more. These upgrades have been made possible through financial contributions from various avenues.

The research and computer labs at the university are outfitted with cutting-edge equipment and technology that stand on par with those found in top-tier institutions across the nation. A significant investment has been made over recent years to improve classroom and laboratory facilities, expand digital collections of e-books and e-journals, and provide online resources that enhance the quality of teaching, learning, and research.

The university offers comprehensive sports facilities across both its campuses, ensuring ample opportunities for physical activities. The Central Instrumentation Laboratory serves as a hub for advanced research endeavours, housing an array of state-of-the-art instruments within various departments and schools. Additionally, the Central Library utilizes an efficient library management system called ILMS Koha, granting access to a diverse range of research databases through its digital library. This platform also facilitates catalogue search, resource discovery, access to DSpace, and supports remote access facilities for teaching, learning, and research materials.

Student Support and Progression

Jadavpur University gives topmost priority to supporting its students, specially emphasizing progression of students towards professional world and further education. The university provides scholarships and freeships to a large number of students, procuring grants from government and non-government bodies, industries, individuals and philanthropists. JU has provided career counseling including e-counseling and guidance to students for competitive examinations. Capacity building and skill enhancement initiatives have been undertaken with a view to promote soft skills, communication skills, life skills and awareness of technological trends. To redress students' grievances including sexual harassment and ragging cases, the university has organized awareness programmes and tried its best to implement the guidelines of regulatory/statutory bodies. There is an effective mechanism for submission of online/offline students' grievances and timely redressal of grievances through appropriate committees. The Placement Cell of the university invite employers from industry, arrange tests for the students and maintain round-the-year relationship with employers. The track record of JU, particularly of its Engineering faculty, in placing outgoing students in reputed industries has so far been highly impressive. A large number of students passing from the other three faculties also join high professional positions. Many students prefer JU for higher studies and a considerable number also go abroad. Progression for research to some eminent Indian institutions can also be marked. Number of students qualifying at examinations like SLET, NET, UPSC, etc has been quite high. The university constantly facilitate students' participation in sports and cultural activities. The students have won a number of prestigious awards and medals at many inter-university, state, national and international events. The three student unions contribute meaningfully to institutional development and student welfare. The university regularly organizes sports competitions, cultural events, technical and academic fests through the student clubs. The JU Alumni Association, headquartered in the main campus, and a number of its chapters and other JU alumni associations have contributed significantly over the last five years. Such contribution has been financial and in the form of student scholarships. The auditorium and the Guest House of the Alumni Association located at the main campus provide a significant support to the university.

Governance, Leadership and Management

In the assessment period Jadavpur University has tried to improve its governance, leadership and management by trying to make them more transparent, student-friendly and democratic. Their correspondence with the vision and mission of the university is evident in various institutional practices such as preparation for NEP implementation, sustainability of institutional growth, de-centralization of powers and the participatory nature of administration. The institutional bodies (the below-to-top structure being the Boards of Studies/Academic Councils of Departments/Schools, four Faculty Councils, the Executive Council and the Court Council) are effective as visible from policies, procedures and administration, all reflecting the institutional perspective plan. E-governance is effectively implemented in administration, finance, student admission and examinations. JU has consistently strived to empower its teaching and non-teaching staff through a fair performance appraisal system, promotional avenues, financial aid for academic exercises, refresher Courses, FDPs and other teacher training programmes through the HRDC. Welfare measures include health insurance, a health centre and a reasonable number of residential quarters for the employees. Due to huge financial constraint in the last five years, JU has intensified its drive to mobilize funds from various sources. The university has applied for funds from government schemes like RUSA, IoE or TEQIP and many of such applications have been successful. Other ways of fund mobilization include industrial consultancy, donation from the alumni, donations from non-profits, private and philanthropic trusts. Some corporate bodies have helped in the development of infrastructures like laboratory. Funds are utilized based on inputs from all the stakeholders of the university. Audit of such funds are conducted time to time and audit queries are addressed diligently. Internal audit is conducted regularly to maintain financial integrity and transparency. The IQAC reviews the teaching learning processes, structures, methodologies and learning outcomes at regular intervals. The university, led by its IQAC, has participated in all the major national and global ranking systems, and secured reasonably good ranks consistently. A number of quality enhancement initiatives have been undertaken by IQAC post NAAC-accreditation and other rankings.

Institutional Values and Best Practices

- Jadavpur University prioritizes gender equality and inclusivity, employing measures like dedicated hostels, self-defense training, and curricular initiatives to empower women. The School of Women's Studies and National Service Scheme further women's empowerment.
- Sustainable efforts involve rooftop solar panels and windmills, aligning with the university's mission and cultivating an eco-conscious future. LED lighting adoption enhances energy efficiency, while Clean and Green Campus initiatives target waste management, renewable sources, and water conservation, fostering an environmentally conscious culture.
- The university actively promotes inclusivity by ensuring accessibility, installing ramps and elevators, optimizing digital platforms for screen readers, and offering diverse content formats for *divyangjans*. Universal design in learning, assistive technologies, and awareness training are integral. This approach extends to accessible events and sports facilities, reflecting a commitment to diversity, equity, and inclusion, enriching the overall campus experience.
- The University fosters an innovative and entrepreneurial culture among students, aligning with India's Ministry of Education's 'Innovation Cell.' Objectives encompass inspiring creativity, raising entrepreneurship awareness, integrating innovation into the curriculum, and supporting first-time entrepreneurs. The University established an 'Institution's Innovation Council (IIC)' in 2018, evolving from versions 1.0 to 4.0. Workshops, mentoring, competitions, and hackathons drive successful events, reflecting the University's dedication to nurturing innovation and entrepreneurship within its campus.

community.

- Jadavpur University's strong academic reputation and research excellence are bolstered by its emphasis on interdisciplinary studies. This framework promotes comprehensive learning, innovative problem-solving, and mutual exchange of ideas across various fields. Collaboration among departments, workshops, seminars, and respectful culture nurtures innovation and complex problem-solving. The flexibility in PhD registration and diverse course offerings enhance the interdisciplinary experience. This successful approach equips scholars with transformative potential, enabling them to navigate an evolving world with insight and innovation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	JADAVPUR UNIVERSITY
Address	No. 188, Raja Subodh Chandra Mallick Road
City	Kolkata
State	West Bengal
Pin	700032
Website	https://jadavpuruniversity.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Buddhadeb Sau	033-24572554		91-24137121	
IQAC / CIQA coordinator	Amitava Datta	033-24572963	9831189810	-	dir.iqac@jadavpurniversity.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	24-12-1955
Status Prior to Establishment, If applicable	Other
Establishment Date	11-03-1906
Any Other, Please Specify	College of Engineering and Technology

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	01-11-1956	View Document
12B of UGC	01-11-1956	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	No. 188, Raja Subodh Chandra Mallick Road	Urban	67.6	245000	B.A, B.E, B.Sc, M.A, M.E, M.Tech, MCA, M.Arch, M.Pharm, M.Sc		
Satellite Campus	Plot No.8, Salt Lake Bypass, Lb Block, Sector-Iii, Salt Lake City, Kolkata-700106	Urban	21.3	12000	B.E, M.E, M.Tech	05-02-1990	06-08-1990

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

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

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	102530_4655_1_1684478119.pdf	
PCI	102530_4655_6_1684478150.pdf	
COA	102530_4655_18_1684478244.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	157				272				462			
Recruited	48	12	0	60	135	31	0	166	315	115	0	430
Yet to Recruit	97				106				32			
On Contract	0	0	0	0	0	0	0	0	9	5	0	14

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				1266
Recruited	766	132	0	898
Yet to Recruit				368
On Contract	26	17	0	43

Technical Staff				
	Male	Female	Others	Total
Sanctioned				281
Recruited	171	23	0	194
Yet to Recruit				87
On Contract	0	0	0	0

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/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	293	84	0	75	28	0	102	38	0	620
M.Phil.	0	0	0	1	2	0	6	3	0	12
PG	0	0	0	0	0	0	20	5	0	25
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/MCH	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/MCH	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	0	0	0	0
Adjunct Professor	0	0	0	0
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	Nil	Nil	Nil

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	1604	71	0	0	1675
	Female	617	23	0	0	640
	Others	0	0	0	0	0
PG	Male	1061	54	0	0	1115
	Female	848	24	0	1	873
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	395	16	0	0	411
	Female	227	5	0	0	232
	Others	0	0	0	0	0
Diploma	Male	6	0	0	10	16
	Female	18	0	0	14	32
	Others	0	0	0	0	0
Certificate / Awareness	Male	68	0	0	2	70
	Female	137	0	0	1	138
	Others	0	0	0	0	0

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

Year of Establishment	01-01-2000
Number of UGC Orientation Programmes	89
Number of UGC Refresher Course	239
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	328

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Five Star	77.35	2001 NAAC Doc.pdf
Cycle 2	Accreditation	A	3.61	NAAC Peer team Report 2008.pdf
Cycle 3	Accreditation	A	3.68	NAAC PEER TEAM Report 2014.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Adult And Continuing Education And Extension	View Document
Architecture	View Document
Bengali	View Document
Chemical Engineering	View Document
Chemistry	View Document
Civil Engineering	View Document
Comparative Literature	View Document
Computer Science And Engineering	View Document
Construction Engineering	View Document
Economics	View Document
Education	View Document
Electrical Engineering	View Document
Electronics And Telecommunication Engineering	View Document
English	View Document
Faculty Of Arts	View Document
Faculty Of Engineering And Technology	View Document
Faculty Of Science	View Document
Film Studies	View Document
Food Technology And Biochemical Engineering	View Document
Geography	View Document
Geological Sciences	View Document
History	View Document
Information Technology	View Document
Instrumentation And Electronics Engineering	View Document
Instrumentation Science	View Document
International Relations	View Document
Library And Information Science	View Document
Life Science And Biotechnology	View Document

Mathematics	View Document
Mechanical Engineering	View Document
Metallurgical And Material Engineering	View Document
Pharmaceutical Technology	View Document
Philosophy	View Document
Physical Education	View Document
Physics	View Document
Power Engineering	View Document
Printing Engineering	View Document
Production Engineering	View Document
Sanskrit	View Document
School Of Bioscience And Engineering	View Document
School Of Education Technology	View Document
School Of Energy Studies	View Document
School Of Environmental Studies	View Document
School Of Illumination Science Engineering And Design	View Document
School Of Languages And Linguistics	View Document
School Of Laser Science And Engineering	View Document
School Of Material Science And Nanotechnology	View Document
School Of Mobile Computing And Communication	View Document
School Of Nuclear Studies And Application	View Document
School Of Water Resource Engineering	View Document
Sociology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Jadavpur University has a culture of interdisciplinary and multidisciplinary studies and it is manifested in various forms. Chief among these is the presence of an exclusive and dedicated interdisciplinary faculty - Faculty of Interdisciplinary Studies, Laws and
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Management (FISLM). There are 21 interdisciplinary schools under FISLM that cater to different (multidisciplinary) domains and work in the intersection between various traditional, fundamental and emerging fields of study and research. Postgraduate programmes are conducted in some of these above-mentioned schools in interdisciplinary areas and lead to Masters' Degree. Research scholars enrolled in Doctoral programme in these school have the flexibility to choose the faculty under which to register for their PhD, providing access to expertise and infrastructure across multiple disciplines. University administration, through various academic bodies and IQAC, advocates holistic, systematic and contextual measures that help establish an environment for interdisciplinary and multidisciplinary research culture. Departments under other faculties also work in various interdisciplinary areas through collaborations (national and international) and research projects. Work of true interdisciplinary nature is best portrayed through different Centers of the University that are dedicated to explore and push the boundaries of knowledge in the overlapping domains of science, arts, economics and technology. Centre for Physics and Music, Centre of Indology, Centre for Medicinal Food and Applied Nutrition, Centre for Rural & Cryogenic Technologies are only some of the examples of such Centres. There are Centers dedicated to work, through coordinated projects funded by various Governmental organizations/institutions, in the multidisciplinary areas of defense research, naval research, space research etc. through participation of faculty members of different departments. Such centers contribute towards development of state-of-the-art technology with an emphasis on the indigenous aspect of the technology. Different centers and groups of faculty members from different Departments actively work on collaborative programmes with international agencies, such as UN, IPCC, IIASA etc. For example, Global Change Programme of Jadavpur University (GCP-JU) is a unique interdisciplinary research platform that involves researchers from various disciplines (natural sciences, engineering and social sciences) to collaborate and systematically address the multifaceted impacts of environment and climate change on human welfare, water and food security,

	<p>lifestyle, industrial production and overall sustainability of the development pathways. The overall focus on multidisciplinary studies permeates through to the undergraduate curriculum level. UG curriculum has slots for Open Electives/General Electives, where, students are encouraged to opt for courses outside his/her own Department. Pre-existing culture of promoting interdisciplinary studies/research, environment of collaboration amongst different Departments and Faculties of the University makes it convenient to implement interdisciplinary outlook as proposed by NEP. A curriculum overhaul is under process with clear objective to promote interdisciplinary/multidisciplinary studies with increased emphasis on electives/interdisciplinary projects.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credits (ABC) is a digital platform that is supposed to act as an online repository for credits earned on the basis of performance of the student at a higher education institution (HEI) and formalize a system of credit recognition, credit accumulation, credit transfers and credit redemption. It is part of the National Academic Depository (NAD) ecosystem and as envisioned in the National Education Policy – 2020, it is going to provide a framework for multiple entry and multiple exit points throughout the higher education tenure (by seamless transfer of credits). The first step towards this goal is to register in the National Academic Depository (NAD) portal. The University has already registered with NAD and opened an account. As a rule, an account owner (decision-making authority within the institution) is to be designated to represent the University. It has been formally decided to nominate the Controller of Examination (CoE) as the JU Nodal NAD Coordinator, who will act as the point of contact for NAD related matters. To help the nodal person, JU NAD Coordination Team has been instituted. As a next step, the process of uploading of documents (certificates) of graduated students on the NAD portal from the University end has been initiated. The coordination team has been tasked with the work of organizing awareness camps to sensitize the students. The present students have also been requested to register on the Academic Bank of Credits (ABC) portal. With regards to the subsequent</p>

	<p>steps in the related matters, the process is ongoing. The University has already formed faculty-level committees to restructure the degree programs according to the provisions of the NEP and correspondingly the process of developing new curricula has begun.</p>
3. Skill development:	<p>The University has a long-standing culture of putting emphasis on skill development in order to bridge the gap between theoretical knowledge and practical application. There are curricular, co-curricular and extra-curricular aspects to this initiative. Curricular Initiatives: Existing curriculum is geared towards skill development of students through various courses that expose them towards hand-on practice (workshops courses), application-oriented tasks (laboratory and sessional courses), experience-based learning (field work), as well as, problem solving mentality (projects). A sizeable portion of the total courses promote experiential learning. Practical, sessional, laboratory courses, field-work courses, minor and major project work are distributed throughout the present curriculum. A curriculum overhaul is under process with clear objective to further augment the facilities of laboratories/workshops to encourage appropriate programs for skill development. Co-curricular & Extra-curricular Initiatives: Institute Innovation Council (IIC) and Entrepreneurship-cell (E-cell) take initiatives related to creativity and innovation aspects. Organization of Hackathons, idea competition, mini-challenges etc. (by the IIC along with E-cell) with wide participation of students and active involvement of industries provides a testing atmosphere for participating students to sharpen their skills. Students are also encouraged to participate in various design and innovation competitions and there is active support in the form of mentoring from faculty members. Formal/official student clubs concentrate on specific domains of specialization and often involve in hands-on practice. Value-added courses and certification programs are organized and students are encouraged to participate. (Examples: Value Added Courses for students of last 5 years). Value added courses, refresher courses, short term courses, workshops are regularly organized for faculty members so that there is proper upskilling and broadening of knowledge boundaries. Staff skill</p>

	<p>development is also taken up through different programmes that mainly looks to enhance computer competency of the University staff. Skill enhancement through extension activity (NSS): The University has a National Service Scheme (NSS) unit, where students can voluntarily enroll their names and take part in various social activities. It is a pathway to development of personality of students through community service, while imparting certain important skills to a section of the local population. Various projects undertaken span into diverse domains such as, environment enrichment and conservation programme, Education and literacy programme, Health awareness, Slum development, capacity building for women, Self-defense and physical training camps and safety, disaster management training programme etc. In conclusion, skill development initiatives have been part of the University for a long time and it is in-line with the emphasis put on skill development by NEP.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Jadavpur University has its origin in the National Council of Education (NCE) and the vision of national education, that came into being towards the early years of twentieth century, as a new form of resistance (against British rule) through which the growing nationalist spirit could be propagated. So, the University has always, at its heart, retained the primary philosophy of imparting literary, scientific and technical education. The University is privileged to have an excellent faculty of arts that provides (under different Departments) various programs and courses that deal with history of India, ancient as well as modern Indian cultures, ancient Indian writings and texts, olden Indian languages etc. For example, Department of Sanskrit (accorded the distinction of SAP by UGC) offers undergraduate courses that introduce Fundamentals of Sanskrit Grammar (S?tras and Their Application), History of Vedic & Classical Sanskrit Literature, Vedic Texts and Vedic Grammar, Smriti Literature, Elements of Indian Philosophy. As part of undergraduate studies related to Literatures of the Ancient worlds, elements of Vedic Hymns, Upanisad, Srimadbhagavadgita, Ramayana, Mahabharata, Dhammapada, Visnupuran etc. are some of the topics that are covered. Department of Education offers theoretical and practical courses on Yoga. Variety of course content in the domains of</p>

philosophy, traditional medicine, yoga, old classics, various Indian art forms and literature has always been a strong point for the University. Moreover, comparative studies of different nature (philosophy, literature, history, music etc.) reinforce the diversity of course content. In this respect study of Indian Literatures through Comparative methodology, Journey through Indian and Western Thought, Comparative cultural studies are only a few examples that can be highlighted. As a result, there is ample scope for introduction of courses, in the programs of other faculties, dealing with Indian Knowledge System through general electives/open electives. At present, the curriculum is being modified with more emphasis on open electives. Jadavpur University receives students from a diverse social and economic background. Students who have come through primary and secondary school systems that teach exclusively in the mother tongue (Bengali) of the region share the classroom with students who have their schooling in English. In order to cater to such a class, faculty members have traditionally adopted dual-language teaching mode, where, vernacular plays an equally important role along with English in the teaching-learning process. Beyond the classroom, there are various programmes on different regional languages that make the students and scholars feel integrated with the University campus.

5. Focus on Outcome based education (OBE):

Outcome Based Education deals with clear learning outcomes, assessments to measure these outcomes accordingly and subsequent to that actions taken to improve those assessment scores. All four faculties (Faculty of Engineering and Technology, Faculty of Science, Faculty of Arts and Faculty of Interdisciplinary Studies, Laws and Management) have taken a decision to implement Outcome Based Education (OBE) in its teaching-learning-evaluation system. An awareness drive involving sensitization and discussions about the philosophy, details and implementation of OBE (Vision and Mission Statements, POs, COs, CO-PO mapping, Delivery methodology, setting CO-oriented question papers, Evaluation process, CO and PO assessment etc.) at the faculty level has been taken up as a continuous process with guidance and supervision of IQAC. From the execution point of view, there is a step-wise plan envisioned by the IQAC that is intended to serve

	<p>as the basis for OBE implementation throughout the University. Program Outcomes (POs), in line with Graduate Attributes (GAs) provided by UGC and AICTE, Course Outcomes (COs) along with CO-PO mapping for all the programs and courses have been defined. The CO assessment was, at first, calculated through a simple model and step-by-step the model is being upgraded with incorporation of certain input parameters to move towards an ideal model, where, attainment scores are evaluated based on direct and indirect measures. CO attainment calculations are carried out through programmed excel formats and these are distributed throughout all the faculties with overall positive responses. This ongoing process is going to be further taken forward towards completion with oversight from IQAC and a full-fledged, well-rounded, flexible OBE system uniquely adapted for the University (that caters a diverse variety of programs) is to be in place in the coming years. It has to be mentioned that certain departments under FET have progressed further down the path of implementation of OBE (with accreditation by NBA being the moving factor). The accreditation process of the Undergraduate and Postgraduate courses in the Faculty of Engineering and Technology by the National Bureau of Accreditation (NBA) has been initiated and programs from three has already been accredited for a period of three years departments (UG-IT, UG-IEE, UG-PE for the academic years 2023-24 to 2025-26).</p>
6. Distance education/online education:	<p>There has been a paradigm shift in the teaching-learning process due to rapid development of Information Communication Technology (ICT) tools. The significance of these tools came into stark prominence during the Covid Pandemic, when, they became the primary medium of dissemination of knowledge. At the present juncture, in the post-pandemic era, importance of distance and online learning using ICT tools cannot be overstated and their potential to spread quality education to a wider domain cannot be ignored. During the Covid Pandemic, all the teachers of the University by necessity resorted to online mode of teaching utilizing various online platforms (such as Google Meet, Google Classroom etc. accessed via exclusive domain obtained by the University), software (Microsoft PowerPoint, Word, Paint, Excel etc.) and</p>

hardware (Laptops, Graphics Pad with stylus, Tablets etc.). The University took initiative in providing the teachers with certain hardware necessary for smooth conduction of online classes. University also took special measure to overcome the problem of online access (at the student end) due to non-availability of proper device and data package among the students. Special drives were organized to raise fund from the alumni and faculty members to provide support. Needless to say, this experience of conducting online classes and examinations has equipped the University with the necessary attributes for offering online courses. A major initiative to develop an e-content portal (Institute Learning Management System, which is a repository of comprehensive online teaching material, including video lectures, lecture notes, presentations, slides etc. for various courses) on the University server is underway for some time. This repository with huge online resources has the potential to form the bedrock of distance and online learning proffered by the University. There is a dedicated School of Education Technology (SET), under the Faculty of Interdisciplinary Studies, Law and Management, with the primary objective of production of Computer Aided Learning materials in the form of CAI packages, multimedia and books for an open-learning environment. The school also provides web-based learning and distance learning environment to the University students. It also houses a state-of-the-art multimedia lab for the production of courseware and dissemination through open learning system.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

While there is no formally constituted Electoral Literacy Club (ELC) at the University till date, the various clubs and society of the University and the Student's Unions take up activities surrounding electoral awareness, citizenship responsibilities, youth and democracy, the making of a just world order, and the promotion of democracy and human rights remain central to the activities of the students of Jadavpur University, which is often routed through the office of the Dean of Students and that of Youth

	Welfare, the Debating Club, and implemented through regular organization of events like Mock UN, Youth Parliament competitions, the International Relations Scholastic Conclave, etc.
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?	Yes, there is a student co-ordinator of the clubs. Along with them, the Dean of Students and the Senior Director of Youth Welfare, Jadavpur University, act as the guide/ co-ordinating officer. The debating society, which resembles ELC, functions on a regular basis to build up responsible citizens from among the students. ELC is representative in nature where students from different departments/ faculty take part in large numbers.
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 activities are designed to promote responsible citizenship, encourage voter participation, and encourage ethical voting practices. Here are some of the key initiatives undertaken : 1. Voter Registration Drives: Voter registration drives are organized on the university campus to ensure that all eligible students are registered to vote. Additionally, efforts are extended to the communities from where the students come from, collaborating with local authorities to facilitate voter registration in those areas. 2. Voter Awareness Campaigns: Voter awareness campaigns are conducted both on and off-campus to educate the public about the importance of voting and the electoral process. These campaigns employ creative approaches, including street plays, workshops, seminars, and social media outreach, to reach a wider audience. 3. Inclusive Participation: The students are committed to enhancing the participation of underprivileged sections of society, including transgender individuals, commercial sex workers, disabled persons, and senior citizens. To achieve this, the club conducts specialized workshops and outreach programs tailored to the specific needs of these groups, aiming to empower them with knowledge about their rights and responsibilities as voters. By working with NGOs and Government agencies the club maximizes the impact of its initiatives and extends its outreach beyond the university's boundaries. Most of these initiatives are student-led. Students are encouraged to take the lead in conceptualizing and executing these initiatives, allowing them to develop leadership skills while contributing to the betterment of society. These student-led projects are supported and mentored by

	faculty members and club advisors.
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.	<p>Jadavpur University has been actively engaged in socially relevant projects and initiatives related to electoral issues. These initiatives highlight the university's commitment to participatory democracy.</p> <p>1. Participation of Students in National Youth Parliament Competition: Jadavpur University regularly participates in the National Youth Parliament Competition for Universities organized by the Ministry of Parliamentary Affairs, Govt of India. It helps to strengthen the roots of democracy among the students, inculcate healthy habits of discipline, tolerance of the views of the others and enable the student community to understand the working of our Parliamentary institutions. The JU team regularly performs well in the competition and wins accolades at the zonal and national levels.</p> <p>2. Research Projects: The university's faculty members and students have conducted several research projects focusing on electoral issues delving into topics such as voter behavior, electoral reforms, political participation of marginalized groups, and the impact of technology on elections. The research findings are often presented at national and international conferences, contributing to the body of knowledge on electoral processes.</p> <p>3. Voter Awareness Drives: The university actively participates in voter awareness drives during elections. These drives aim to educate voters about their rights and responsibilities, and the significance of making informed choices. The university, through its student bodies, collaborates with election authorities and NGOs to maximize the impact of these awareness campaigns.</p> <p>4. Content Creation and Publications: The University and its student bodies create informative and accessible content related to electoral issues. The university representatives publish articles in newspapers and appear in debates on TV News channels to raise awareness about electoral challenges and potential solutions. It produces brochures, posters, and digital media content to disseminate key information about the electoral process, voter registration, and ethical voting practices.</p> <p>5. Promotion of Democratic Values: The university's initiatives extend beyond immediate electoral processes to promote broader democratic values. It organizes seminars, workshops, and panel discussions on topics like freedom of expression,</p>

	electoral reforms, transparency in politics, and citizen engagement in governance. These events foster critical thinking and active citizenship among students and the public.
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 students as voters.	As a result of the dedicated efforts of Jadavpur University, the number of students above 18 years who are yet to be enrolled as voters in the electoral roll is quite low. The university recognizes the importance of empowering its students with the right to vote and actively encourages all eligible students to register as voters. These drives are strategically scheduled during major elections to maximize the registration of eligible students. These campaigns utilize various communication channels, including social media and campus-wide announcements, to reach all students. The focus is on providing step-by-step guidance on the registration process, and emphasizing the transformative power of voting. Additionally, during orientation sessions, newly admitted students receive information about the importance of voting and are encouraged to register as voters. The orientation program also contains step-by-step instructions for the students' convenience. Alumni who work in government departments and have participated in the electoral process are encouraged to share their experiences through seminars, workshops, and video lectures and to spread awareness about voter registration process for unenrolled students. The university remains steadfast in its commitment to continue these efforts and eventually achieve zero unregistered eligible students in order to create an empowered student electorate.

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
13211	12388	11988	11582	10749
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
4104	3804	3710	3700	3419
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
656	643	607	629	604
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: 604

File Description	Document
Institutional data in prescribed format	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
12130.07	12090.72	19543.82	14445.93	16318.32

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:

Jadavpur University has always devised curricula that address the local, national, regional, and global developmental needs. The curricula align with the latest developments in various fields and integrate new technologies and teaching methods. The University has already formed faculty-level committees to restructure the degree programs according to the provisions of the New Education Policy (NEP) and the departments/schools/centres have correspondingly begun the process of developing new curricula. The plan is to introduce the new curricula from the next academic year. Many aspects of the NEP already figured in the current assessment period, including a reasonable reflection of local, national, regional and global developmental needs in Programme Outcomes (POs) and Course Outcomes(COs). The curriculum design has always aimed to provide the necessary skills, knowledge, and competence required to identify the current problems of the society, analyze the possible future challenges and develop sustainable solutions.

The POs of the programs offered by Jadavpur University also ensure that the graduates are equipped with the knowledge, skills, and values required to succeed in their chosen careers. The POs are designed to be comprehensive, covering a wide range of areas, including academic, technical, and interpersonal skills. Ample employability focus, keeping in mind the global trends in industries, have been kept in the curricula so that the students can contribute to the United Nation's Sustainable Development Goals. The COs of the courses offered by Jadavpur University are specific, measurable and goal-oriented, maintaining a perfect balance between practical and theoretical learning, so that the POs of the programs can be achieved.

The curricula try to keep the students updated about the local developmental needs of Jadavpur and broadly West Bengal, the current national challenges of India, problems faced by the region of South Asia and global challenges like poverty, unemployment, inequality, crisis of democratic values, gender inequity, climate change, technological hurdles, etc. The curricula, driven by projects and student presentations, aim at making creative and critically sensible citizens.

According to Jadavpur University's curricular policy of providing its students with practical experience

and exposure to the industry, the university has established partnerships with various industries and organizations and made 'internship' a significant part of most of its programmes. The curricula imbibe components from the research and innovations of the various Schools and Centres that the university has established to explore inter-disciplinary fields of study. A large number of such units and many departments of the university engage with the industry through the Industry-Institute Partnership Cell (IIPC) of the university. Thus Jadavpur University recognizes that solutions to many of the challenges faced by our society today require a multidisciplinary approach.

The presence of foreign students in Jadavpur University and credit transfer with foreign universities have necessitated designing the curriculum of each programme in resonance with global academic trends and contemporary issues, something that has been reasonably reflected in the POs and COs. In conclusion, Jadavpur University's curricula are designed to be relevant to local, national, regional, and global developmental needs.

File Description	Document
Upload 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:

The programmes offered by Jadavpur University are designed to focus on employability, entrepreneurship and skill development. Projects, presentations, field-work, practical experience and hands-on experience are emphasised to enhance the employability of students. Internship in various industries is encouraged in most of the programmes, especially in the engineering faculty. All these equip the students with advanced skills so that they are able to contribute to not only the existing reputed organisations, but can establish themselves as independent entrepreneurs. Some of our students have initiated start-ups and running them successfully. The curricular activities focusing on employability, entrepreneurship and skill development are complemented by the Placement Cell of the university which regularly conduct career-related workshops for the students and invites the industry leaders from various fields who employ our students. The rate of employment of Jadavpur University students in the industry and the social sector is quite high. Humanities and Social Science students have also hugely benefitted from curricular focus on employability. They in large numbers join the teaching profession, civil services, research institutes, financial sector, news and entertainment media, NGO sector, etc. The university has established partnerships with various companies to provide its students with platforms of industrial exposure. These collaborations offer students opportunities to intern, work on live projects, and participate in industry-specific training programs.

To maintain focus on employability, entrepreneurship and skill development in the programmes, the course syllabi are adequately revised to incorporate latest trends in academic, industrial and social sectors. Course syllabi of each programme are revised on a regular basis. For this, syllabi of best institutions in the world are studied, experts in and outside the Boards of Studies and Academic Committees are consulted, opinions of possible employers are sought. The aim has always been to incorporate contemporary requirements of our nation in synergy with the regional and global manpower requirements. Regular updating of curricular focus on employability, entrepreneurship and skill development is complemented by various training programmes and value-added courses that the university offers to its students. These programmes, for instance ones for civil service jobs, include training sessions on communication skills, problem-solving and critical thinking. The university also offers training programmes on digital skills, including data analytics, programming, and web development.

The faculty members are encouraged to incorporate contemporary requirements into their courses, so that the programmes remain relevant and up-to-date. In addition to the Industry Institute Partnership Cell, two units of Jadavpur University that help sustain the required focus on employability, entrepreneurship and skill-development by providing necessary feedback and suggestions, are Jadavpur University Entrepreneurship Cell and the Institute's Innovation Council. The Entrepreneurship Cell (jucell.org) organizes events and workshops to develop an entrepreneurial culture among the students and mentors the aspiring entrepreneurs. The Incubation and Innovation Cell conducts various innovation and entrepreneurship-related activities mandated by the Ministry of Education (GoI)'s "MoE's Innovation Cell".

In conclusion, it can be said that the programmes offered by Jadavpur University focus on employability, entrepreneurship and skill development and their course syllabi are adequately revised to incorporate contemporary requirements.

File Description	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: 20.9

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

Response: 737

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

repeat count) during the last five years :

Response: 3526

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	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

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:

Jadavpur University integrates the cross-cutting issues of professional ethics, gender, human values, environment and sustainability, and other value frameworks enshrined in Sustainable Development Goals and National Education Policy 2020 into its curricula. Research and Publication Ethics is taught as part of the coursework for the doctoral students, who are also regularly apprised of anti-plagiarism policies of the University through various training programmes. The units of JU which help keep the ethical perspectives in the curricula alive are the Institutional Ethics Committee, Equal Opportunity Cell (for differently abled students and students from the underprivileged sections of society) and the IQAC.

Some of the centres which help inculcate human values in the curricula by offering seminars and courses for the students are Vivekananda Centre for Technical Manpower Development, Centre for Sri Aurobindo Studies, Centre for Buddhist Studies and the Centre for Tagore Studies. Humanities and Social Science courses are also offered to engineering students so that they can combine their skills with an awareness of human values. Participation of a large number of students in the NSS programme of the university is reflective of students' commitment to social development. The School of Women's Studies and the Arts departments promote awareness for gender justice through their curricula, in which students from other faculties participate. Some of the units that help sustain JU's curricular focus on environment and sustainability across all the faculties are Schools of Environmental Studies, Advanced Studies in Industrial Pollution Control Engineering, Energy Studies, Environmental Radiation and Archaeological Sciences and Natural Product Studies, along with programmes like Global Change and SYLFF.

Jadavpur University has always considered the 17 UN Sustainable Development Goals to be the hallmark for 'best practices' in curriculum development. While goals like No Poverty, Zero Hunger, Quality Education, Gender Equality, Affordable and Clean Energy, Decent Jobs and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life on Land, Peace and Justice figure prominently in the curricula, special mention can be made of 'Good Health and Well Being' (our Pharmacy and Biological Sciences departments/schools, Centre for Counselling Services and Studies in Self-Development, the Yoga course), 'Clean Water and Sanitation' (School of Water Resource Engineering) and 'Life below water' (School of Oceanographic Studies).

The value frameworks enshrined in the National Education Policy-2020 are reflected in our curricula for a long time. The following values enshrined in the NEP 2020 have been kept in mind whenever the syllabi have been changed: Equitable and inclusive education; flexibility of choice by students in a holistic and multidisciplinary educational environment; remedial support for students; emphasis on vocational education; professional education, Adult Education and life-long learning; promotion of Indian languages, arts and culture; technology use and integration in curricula; equitable use of online and digital technologies, etc. Overall, the University integrates the value frameworks enshrined in Sustainable Development Goals and National Education Policy 2020 into its curricula.

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: 50

File Description	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
Evidence of course completion, like course completion certificate etc.	View Document

1.3.3

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

Response: 61.47

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: 67

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

Response: 109

File Description	Document
Sample Internship completion letter provided by host institutions	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
Provide Links for any other relevant document to support the claim (if any)	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: B. Feedback collected, analysed, action has been taken and communicated to the relevant bodies

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: 94.54

2.1.1.1 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4927	4905	4894	4593	4433

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
4225	4729	4746	4506	4248

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](#)

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: 85.9

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
2127	1970	1846	1709	1529

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
2217	2207	2202	2067	1995

File Description	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:

Jadavpur University offers quality education at an affordable cost. It has more than hundred programs where large number of students get enrolled every year. Out of them, a substantial portion come from socially backward sections. Some of them are first generation learners. In some of the programs, be it humanities or science and engineering, some sections of the students initially find it difficult to cope up with the high standard of teaching learning system. But the university system extends all sorts of formal and informal help so as to enable them to overcome such difficulties.

The system usually followed in different faculties, involves class tests, tutorials in good numbers through which students' performance get monitored regularly. Once identified, the academically weak students are offered some specialized care in class works, tutorials, assignment. Apart from these, students also enjoy informal support and guidance on a regular basis from the respective class teachers beyond class room hours. Furthermore, it is a common practice/ culture in the university to have extended interactive sessions beyond class room and also special classes for the weak students.

The university, in engineering section, has a structured system to identify slow learners and advanced learners through preliminary examinations on fundamental subjects like physics, chemistry, mathematics etc. There is some arrangement of screening on language proficiency as well. For the students coming from socially backward sections like SC, ST, OBC cell, the institute has a separate cell to deal with their specific academic requirements. Number of courses are arranged on a regular basis to train them. Students also take part in good numbers and get benefitted through such remedial courses.

The university has a strong research culture and at any point of time, in any academic department, large number of research projects are ongoing. Advanced learners are often engaged in this type of research projects. Moreover some of the advanced learners also do dedicated project work under the guidance of the teachers. They also take part in different club activities as well as national, international academic events. They often avail special training on NET, GATE etc.

The Institute has good number of specially abled students. For them, learning arrangements are made in a systematic and scientific manner. There is provision for specialised training for them using appropriate appliances and techniques. In the university, there is a dedicated research and development centre for assessing the exact requirements of blind, physically challenged students and developing appropriate measures for addressing those issues.

File Description	Document
Upload Any additional information	View Document

2.2.2

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

Response: 20.14

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

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:

Jadavpur University is committed to provide a student-centric learning experience that fosters critical thinking, creativity, and innovation. To achieve this goal, the university uses a range of pedagogical methods that prioritize active engagement and participatory learning. Experiential learning is a key component of the university's teaching approach. This method involves hands-on, immersive learning experiences that enable students to apply theoretical concepts to real-life physical problems.

The university offers a range of experiential learning opportunities, including field trips, internships, and community-based projects. Internships at reputed national and international institutes and industrial houses play a major role in exposing the students to a variety of situations that mimic real life scenarios. It has an elaborate and extensive array of laboratories and workshops that provide skill-based hands-on involvements. These experiences allow students to develop practical skills, gain professional experience, and make meaningful contributions to society. Participative learning is another important aspect of the university's teaching approach. This method encourages active engagement and collaboration among students, enabling them to learn from each other and develop valuable teamwork skills. The university uses a range of participatory learning methods, including group discussions, case studies, and role-playing exercises.

Problem-solving methodologies are also integral to the university's teaching approach. These methodologies focus on developing students' problem-solving skills and encouraging them to think critically and creatively. In order to promote problem-solving thought process, the University encourages project-based learning. As part of this, students are required to participate in project work (both individual and group projects) that emphasize the need for creative and critical thinking, planning and conceptualization, implementation, presentation and communication. Project problems offered to students are from different societal domains and often deal with industrial problems, modern technical or

social trends, research-oriented topics. Use of these participative, immersive and experiential learning methodologies enable students to gather skills, such as, collaboration, teamwork, communication and leadership. These methodologies aim to develop student's analytical and critical thinking skills and encourage them to think creatively.

In addition to the traditional teaching techniques, the university also uses ICT-enabled tools to enhance the teaching-learning process. Teachers use a range of online resources, e-books, educational videos, and interactive learning platforms, to complement classroom instructions. The University has a well-equipped, modern education lab with facilities for recording, editing and disseminating learning resources to augment the teaching-learning process.

The university provides students with access to state-of-the-art technology, including computer labs, high-speed internet, free wi-fi and multimedia equipment, to support their learning. Moreover, the university is committed to providing special programs for students who may need additional support to achieve their learning objectives. For the visually impaired students, a Braille book library facility has been extended. The institution assesses the learning levels of the students and organizes special programs to cater to the differential learning needs of the students. Such special initiatives include remedial classes, special courses, informal guidance to competitive examinations, counsellings etc. These programs are designed to ensure that all students have access to the same high-quality education, regardless of their background or learning style.

File Description	Document
Upload any additional information	View Document

2.3.2

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

Response:

Jadavpur University recognizes the importance of effective mentorship in supporting students' academic and psychological well-being. The institution has implemented mentor-mentee policy to provide students with personalized support and guidance throughout their academic journey. Under the mentor-mentee schemes, students are assigned a faculty member as their mentor who acts as a guide and mentor to them. The mentor provides academic advice, helps students navigate the university system, and offers support and guidance on academic and personal issues. Mentors can also help students navigate the academic system, identify resources and opportunities, and provide advice on career and personal development.

The mentor-mentee relationship is based on mutual trust and respect, and the mentor is committed to helping the mentee succeed in all aspects of their academic and personal life. The mentor-mentee

schemes at Jadavpur University have several benefits for both students and mentors. For students, having a mentor provides a sense of belonging and support, which can be especially valuable for students who may feel overwhelmed or isolated in a new academic environment. The salient features of the mentor-mentee system prevalent in the University is highlighted below.

- Structured Policy for the Mentor-Mentee system is present at the University, as well as, the Departmental level. There is a stipulated mentor to mentee ratio, which is adhered to. For maintenance of record, there is a well-thought-of, detailed and uniform format that is utilized throughout the University.
- At the start of 1st year, during the Induction/Orientation Program, each student is assigned to a mentor. The assigned teacher acts as the mentor to the student for the entire duration of his/her stay in the University. It ensures that the mentor can assist his mentee through out his journey towards graduation.
- Apart from individual mentor-mentee program, each department has a student-teacher committee to address individual, as well as, collective problem/issues arising out of academic processes and personal interactions. It's a common practice to hold meetings of these committees at regular intervals.
- The University has an effective system of counselling for students involving medical professionals and qualified experts. A mentor often recommends students suspected of suffering from mental/psychological issues to the University counselling program. Large number of students gain benefits out of this direct counselling from experts.
- There exists scope for extensive informal interaction between students and any member of the teaching community beyond the boundary and timeframe of classrooms. Such an ambience encourages a student to approach any teacher with any kind issues/problems at his convenience.

In conclusion, the mentor-mentee schemes at Jadavpur University are an effective way to support student's academic and psychological well-being. By providing personalized support and guidance, mentors help students navigate the academic system, identify opportunities, and develop the skills and confidence needed to succeed in their academic and personal pursuits. The mentor-mentee relationship is a valuable resource for both students and mentors and plays an important role in building a supportive and inclusive academic community.

File Description	Document
Upload any additional information	View Document
List of Active mentors	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
891	891	891	884	884

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	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: 100****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: 604**

File Description	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

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: 16.8**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year****Response:** 11021

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 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: 13.8**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
14	13	15	14	13

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: 1.28**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
59	0	0	97	83

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
4104	3804	3706	3700	3419

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

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
Copies of the purchase order and bills/AMC of the software.	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 university adheres to outcome based education. In all four faculties this is in practice however the extent and level of adherence vary from one faculty to other. For the whole university as well as for different faculties, well framed visions and missions are there and adequate steps are taken to disseminate them. Vision mission statements are available in different important locations including administrative building, important offices, libraries etc. And these are also disseminated through website.

For each and every program (more than 100 in all), visions and missions are available along with POs and PSOs. For all courses, course outcomes are prepared and matched with respective POs and PSOs. Students are regularly made aware of the COs through class room as well as through the university website. While preparing the course outcomes as well as program outcomes, the university adheres to the prescribed learning levels and graduate attributes and strictly follow the Bloom's taxonomy.

Prescribed Knowledge level and other necessary aspects of OBE was thoroughly followed while formulating the COs for all courses.

As far as attainment of CO and PO are concerned, the practices vary from faculty to faculty. In engineering faculty number of departments fully adhere to the ideal system for their CO attainment while the others are at different levels of adherence. In some departments the practice of considering equal weightage of all COs in some courses is in place while in some other departments, weightage vary from one CO to other depending on their relative importance.

The whole thing is executed and monitored at department level however the planning is initiated from IQAC. In recent past, substantial change in course curriculum has taken place where specific emphasis is given on the strict adherence to OBE. Necessary Infrastructural and administrative augmentations are being done so that the ideal form of OBE can be introduced in all faculties and in all programs.

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: 97.03**2.6.2.1 Total number of final year students who passed the examination conducted by Institution.****Response:** 3982

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.15

File Description	Document
Upload any additional information	View Document

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:

Jadavpur University has a strong emphasis on research and innovation. The institution always provides a conducive environment among the faculties and students to nurture the innovative research activities. The University has a well-defined policy for the promotion of research, which is uploaded on the institutional website and implemented effectively over the time. The University provides world-class research facilities and those are well maintained/frequently updated to ensure quality of the research. The University has several state-of-the-art research facilities that cater to the needs of different faculties and departments. In addition to that the University has several research centers and schools that undertake cutting-edge research in different fields. Some of the research areas in which Jadavpur University excels and where facilities have been developed are smart and intelligent cyber-physical systems, sustainable development, advanced materials research, translation research and studies in global south. The University also has well-equipped Instrumentation Facilities housed in different departments, which provides opportunities to the in-house researchers, and also serves the need of some other institutes as well. Many of these facilities have been updated using funds like DST-PURSE, DST-FIST, UGC-CAS, MeITY NPPE, and RUSA fund. The Central Library of the University has a vast collection of advanced books, research papers, journals, and online resources that sufficiently cater the needs of the researchers in this context. In addition to that there is excellent administrative support from the University with respect to handle the extramural research funding of the project undertaken by its faculty members.

The University has also established collaborations with several national and international organizations to promote research activities. The University has signed MoUs with several leading research institutions and universities across the globe to facilitate joint research and exchange programs. The outcomes of the research activities undertaken by the University are evident in the form of several research publications, patents, and awards received by the faculty members and students. The University encourages its faculty members and students to publish their research findings in high-impact journals and participate in research competitions to showcase their work.

In conclusion, it has provided research and policy support for state and national governments and international bodies, and conventional and non-conventional technological development for society at large, including both established industries and disadvantaged groups, through innovation and adaptation. It is also deeply engaged in the development and validation of different types of indigenous knowledge. The university has been pursuing R&D and unique inventions in multiple areas of strategic importance with potential for local, national and global knowledge enhancement and social change. The

University has a vibrant research culture, and the outcomes of the research activities are evident in the form of several research publications, patents, and awards received by the faculty members and students. The faculty members, research scholars and students are encouraged to participate in national and international conferences, seminars, and workshops to showcase their research findings and learn from their peers.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document

3.1.2

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

Response: 106.6

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	12	521	0

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: 7.62

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: 46

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

3.1.4

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

Response: 75.2

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

Response: 1340

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 1782

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 Government 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: 10487.90

File Description	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

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: 0.64

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

Response: 385

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

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:

Jadavpur University has established a strong ecosystem for innovation and the promotion of the Indian Knowledge System (IKS) through various initiatives. These initiatives aim to promote the creation and transfer of technology and knowledge and have yielded impressive outcomes. One of the key initiatives undertaken by the university is the establishment of an IPR cell, which is responsible for creating awareness about intellectual property rights (IPR) among faculty, researchers, and students. The cell helps to identify and protect the intellectual property generated by the university, including patents, trademarks, and copyrights. This has helped to foster a culture of innovation within the university, with more and more researchers and students actively pursuing research and development projects. Another important initiative is the establishment of an Institute Innovation Council (IIC), which provides a platform for the development and commercialization of innovative ideas and technologies. The council offers a range of services and facilities to support startups and entrepreneurship, including mentoring, funding, and access to networks and resources. This has helped to nurture a vibrant startup ecosystem within the university, with many students showing interest to go for successful startups and spin-off companies creating the pathway for a business Incubation Centre.

The outcomes of these initiatives are evident in the numerous success stories that have emerged from the university's innovation ecosystem. Startups and spin-off companies have been created that are making a significant impact in their respective fields. For example, one startup created by Jadavpur University students has developed an affordable and portable water purification device that is helping to provide clean drinking water to communities in rural India. Another startup has developed a software platform that uses artificial intelligence to help farmers optimize their crop yields. In addition, the faculty members and researchers of the university have been successful in securing numerous patents and trademarks for innovative technologies and products developed by them. These patents have an enormous potential for significant revenue generation through licensing and commercialization.

The ideas contained in the Indian Knowledge System (IKS) can be found in many areas of research and teaching in the University: Indian Ancient Philosophy, Sanskrit Literature and Aesthetics, Natural Product studies contributing to Ayurveda, Indian traditional architecture and culture, Yoga, Music Therapy, etc. Several studies on understanding the brain basis of Sanskrit have also been carried out which explore the effect of free word order on meaning. The undergraduate curriculum of the Department of Architecture comprehensively emphasizes on the knowledge of indigenous architecture including ancient and sustainable forms. Various initiatives of the JU Press, the publishing unit of the University, and JU Radio, the community radio service of the University, spread the basic value of Indian Knowledge System, which is to live in harmony and with humane world view.

Overall, Jadavpur University's ecosystem for innovation and promotion of the Indian Knowledge System is a key strength of the institution. The establishment of IPR cell, Innovation Center, and other related initiatives have helped a lot to foster a culture of innovation and entrepreneurship within the university, and have yielded impressive outcomes in terms of successful startups, patents, and trademarks.

File Description	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: 35

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

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 software**
- 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

3.4.2**Total number of Patents awarded during the last five years****Response:** 20

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

3.4.3**Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 2.79**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 1752

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

Response: 627

File Description	Document
PhD Award letters to PhD students.	View Document
Institutional data in the prescribed format (data template)	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: 10.82

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

Response: 6534

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

3.4.5

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

Response: 1.31

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

Response: 791

File Description	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

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: B. Any 4 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Give links to upload document of e-content developed showing the authorship/contribution	View Document
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	View Document

3.4.7

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

Response: 8.97

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.8

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

Response: 79

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

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years**Response:** 1112.02**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
199.97	218.38	151.69	269.04	272.94

File Description	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:

Jadavpur University emphasizes community engagement and extension activities. These activities provide students with opportunities to serve their local communities, while also developing their own skills and knowledge. There are several notable extension activities that have had a significant impact on the community and student development at Jadavpur University. Four case studies showcasing the impact are:

Jadavpur University launched a community radio station, Radio JU, to engage with local communities and provide a platform for discussions on several social issues. The radio station covers a wide range of topics, including healthcare, education, environment conservation, and social justice. Through the radio station, students gain practical experience in broadcasting and media production, while also developing their communication and teamwork skills. The impact of the radio station has been significant, with

listeners reporting increased awareness of social issues and improved access to information.

Jadavpur University has successfully implemented several initiatives under the Swachh Bharat Abhiyan through the NSS. Under this program many awareness campaign has been organized inside the University campus as well as in some nearby residential area. To sensitize the students, Jadavpur University has organized some rallies, seminar. University also organize a weekly campus cleaning drive in a regular manner with the students, staff and faculty of University to uphold the importance of “Swachhata”.

Jadavpur University has initiated some Rural Development Program to provide support and resources to local communities in terms of sustainable development. This includes numerous initiatives such as training programs, health camps, and agricultural development projects. The University stands by the villages during the natural disasters like cyclone, flood with enormous relief drive with distribution of foods, medicine and hygiene products. Recently, some of the villages has been adopted by the University to perform such drive in more intense and regular way. It has been observed that the students involved in such projects gain valuable experience in project management, disaster management, community engagement, and sustainable development practices. The impact of the aforesaid drive has been felt across the region, with communities reporting improved health outcomes, increased access to resources, and enhanced economic opportunities.

Environmental Awareness and Science Awareness Campaign is one of the major thrust of Jadavpur University in context of their extension activity. These campaign program helps to promote sustainable practices and environmental stewardship for the holistic development of the society. These campaigns include multiple initiatives such as tree-planting drives, waste management workshops, and science awareness-raising events, hygienic lifestyle practice, healthy food habits, vaccination etc. Students involved in this program gain valuable experience in environmental and community health activism which is very pertinent in the perspective of our country.

Overall, the extension activities at Jadavpur University have had a profound impact on both the community and student development. Through these activities, students are sensitized to social issues and holistic development, learning to apply their academic knowledge to real-world situations and making a positive impact on society. By engaging with local communities and promoting sustainable practices, Jadavpur University is helping to build a just and equitable world for all.

File Description	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: 320

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
48	34	77	76	85

File Description	Document
Institutional data in the prescribed format (data template)	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

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: 209

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaboration activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	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:

At Jadavpur University, infrastructural facilities play a vital role in its vision to accomplish knowledge society and consists of administrative and academic buildings, auditoriums, open air theatre and sports complex. The University has built its infrastructure to meet the requirements of various statutory regulators, like UGC, AICTE, COA, PCI, etc. The existing infrastructure is spread over two campuses and are maintained and upgraded regularly. A green zone provides eco-friendly environment to its students with the latest initiatives of solar power, paper recycling and other green initiatives and water ATM. The University has taken special measures to address the need for vigilance and security for a well-endowed and equipped campus receiving a huge footfall.

1. Teaching-Learning Facilities include modern classrooms to facilitate teaching through modern tools and techniques. There are many air-conditioned classrooms with Wi-Fi enabled LCD projectors, library, state-of-the-art seminar rooms, committee rooms, many fully equipped auditoriums with seating capacity varying from 75 to 750 persons approximately. Audio, video, graphics and broadly multimedia are used in teaching-learning. The engineering, Science and Interdisciplinary faculties house many state-of-art laboratories with equipment that match international standards. The University has an elaborate engineering workshop for both UG and PG students. The laboratories are upgraded regularly to provide students with best-in-class facilities for academic and research activities. JU is a differently abled friendly campus with ramps and lifts added to the buildings. Various facilities to address the reading, listening and understanding requirements of special students are present. The university boasts of a rich digital library, ILMS-KOHA and off campus access to e-material of the library. The library is well endowed and receives high footfall.

1. ICT-enabled facilities include classrooms that are ICT-enabled with access to WIFI. All the faculty have access to G-suite, Google's own LMS- Google classroom, which allows seamless teaching-learning and research activities. Moodle, Microsoft Teams, CISCO-Webex and Google-Meet for online teaching and research collaboration are also used frequently. All the classrooms

are internet/WIFI ready to facilitate blended mode of teaching. Apart from this, during pandemic, many teachers have offered courses on COURSERA and YouTube channels. The university also has access to many useful proprietary and open-source software which are regularly updated.

The University recognizes the importance of extracurricular activities in overall development of its students. To this end, the University has clubs for cultural activities that promotes and organizes cultural events throughout the year. Students run clubs and societies with allocated budgetary provisions for each and formal recognition and dedicated infrastructure to pursue hobbies like photography, mountaineering, music etc. The University also has a well-equipped sports complex that includes facilities for indoor and outdoor games, a gymnasium, and a yoga center. The University has many auditoria and an open-air theatre that is used for various events such as seminars, conferences, and cultural programs and convocations. Outdoor facilities like cricket ground and net practice pitches, football grounds, basketball court, etc. are available. Indoor facilities like multipurpose indoor sports facility, Yoga, gymnastics, etc. Multi gyms, sports pavilion and chess rooms are also available.

File Description	Document
Upload any 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: 45.62

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
5451.18	5751.20	9757.86	5855.79	7184.45

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

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:

Jadavpur University Library System comprises of the Central Library at main campus, Salt Lake Campus Library, and the Libraries housed in different Departments/schools/centres along with Centre for Digital Library and Documentation, and Accessible Library for Persons with Disabilities. The main campus library is a well illuminated building with a shelving space and working space of about 36,000 sq. ft. (approx.) and 22000 sq.ft. (approx.) with a high footfall. The Old and Rare Section has 23411 books; there is Xerox and scanning facility as well. Around 800 readers can use 8 reading rooms at the same time.

A total of 7,28,701 (approx.) books, 7364 e-books, 82,154 journals, 9107 (approx.) theses, 8631 dissertations, 6978 CDs of theses and dissertations, 3000 standards & 37,000 items of non-book materials such as reports, pamphlets, maps and micro-forms and 3469 theses in Shodhganga contribute to the library resources in Jadavpur University. The university subscribes to 197 Print journals (including Newspapers and Magazines), 10368 online journals, 6 Print + Online journals, 22 Online databases, LNCS and LNP series and ProQuest. The University has access to 7109 (approx.) online journals from e-Shodh Sindhu (INFLIBNET). The hit rate on the online journals, e-content is also very high. “Digital Library Beyond Campus” service through Remotex was provided to the faculty members, research scholars, PG final year students during pandemic and continues to be available. The total number of Library members in Central Library is about 16164 (approx). Temporary memberships are also available on request for facilitating research and reading for alumni and guest teachers.

The Central Library uses ILMS-KOHA (<https://libcatju.informaticsglobal.com>), a state-of-the-art software customized to the needs of students and faculty. It facilitates effective management and organization of the library’s resources and allows easy searching and retrieval of information. The Centre for Digital Library and Documentation has a Learning Resource Centre (LRC) with 60 terminals, 4 servers and one reading room. The university has a digital Repository (IR@JU, <http://20.198.91.3:8080/jspui/>) that uses Dspace maintained remotely in cloud. The Dspace community is a collection of academic and exam related resources, Convocation Addresses, Occasional Papers, and Periodical Repository etc. that have immense historical value. The Web-OPAC facilities are available for searching the databases on the library portal. The EBSCO Discovery Service is used for searching the e-resources and the catalogues. All users have access to this Institutional Repository.

The Accessible Library for Persons with Disabilities has 110 users with softwares like Jaws Professional, NVDA, MAGIC 14, OPEN BOOK 9, Read Braille to access the e-resources. They also access e-books

from Sugam Pustakalaya, Bookshare, Jstor, Project Muse and RNIB Bookshare. The Accessible Library has 2294 audio books, 1284 Braille books, 199 pdf documents and 79 accessible e-books/e-texts.

File Description	Document
Upload any 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: 7.33

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
1186.38	1140.55	1014.20	1127.37	991.38

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

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:

Jadavpur University is committed to build and update its IT facilities to support the demands of digital teaching, learning and research activities with a vision to build a knowledge society. The IT infrastructure facility includes a 1000 Mbps network connection provided by Reliance Jio ISP. Also, the National Knowledge Network node (bandwidth 1000 Mbps) under Ministry of Electronics and Information technology (MeitY), Delhi provides high speed connectivity for knowledge and information sharing across all major knowledge institutions and allows seamless information dissemination and collaboration. The Salt Lake campus also has a dedicated 400 Mbps connection. All the educational buildings, hostels and Faculty residences located in main campus and Salt Lake campus are connected using LAN and/or WiFi. WAN/LAN Networking has been updated to Fibre UpLink and UTP CAT VI cables to support 1000 Mbps connection. Around 15000 connections are available through LAN and Wi-fi, out of which approx 12000 connections are used by computer and laptop users of both campuses. There is a strong inbound (WAN to LAN) and outbound (LAN to WAN) Intrusion Preventing System (IPS) for secure browsing and access which helps in safety from application layer attacks, such as, cross site scripting (XSS), Cookie poisoning etc. All the faculty members, staff members and students are provided with separate University e-mail id and Wifi user id/passwords. The internet connection has very high usage. Approximately 5000+ connections are active simultaneously at any time. The computer-student ratio working in computer labs are approximately 1:2 across both campuses.

The high-speed network in the university also facilitates ultra-high-speed backbone for e-governance. The Information Unit is responsible for regular IT services, such as E-mail, web service, online journals, electronic databases and scientific portals. It provides online support for conducting meetings, conferences, interviews/ CAS interviews, seminars, workshops etc. using Microsoft Teams and Google meet. The University has dedicated e-governance facilities for performing routine academic activities through Jadavpur University Management System (JUMS). The entire admission process is also an online process. Apart from this, financial management is also e-governed, which includes e-payroll, e-provident fund, digital GST invoice issue system, e-abhas etc. Also, there is a dedicated Leave management service and CAS application portal.

The University has Microsoft Campus license for various Microsoft products, and other proprietary softwares such as MATLAB, CAD, Redhat Linux etc., which are used extensively for academic and research purposes. Apart from this, open source softwares, such as CENTOS, UBUNTU, are also available and used in various laboratories. The University has adequate computing facilities for faculty and staff. Dedicated computational laboratory facilities for students are also available both as a central and departmental/school facility. Centre for digital library and documentation, and Bichitra, a dedicated server for digitized rare documents and manuscripts is also part of the digital infrastructure.

File Description	Document
Upload any additional information	View Document

4.3.2**Student - Computer ratio (Data for the latest completed academic year)****Response:** 4.31**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 3068

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	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

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: 45.28

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
4979.49	5151.00	8277.42	7245.88	8089.94

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

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:

Jadavpur University has well implemented policies in place to promote optimum usage and efficiency of resources. For example, the university has a dedicated Planning and Development Committee (P&D), a statutory body, responsible for planning, development, and maintenance of its infrastructure. The committee also considers developmental proposals forwarded by respective departments/ schools/ centres. A Tender Committee and Estimate Review Sub-committee provide adequate support to P&D for processing and sanction of proposals. Further, the University has dedicated General and Electrical Maintenance Sections, Engineering Section and Estate Section overseeing maintenance of buildings, roads, gardens, lakes and support facilities like canteen, guest house, auditorium, etc. from the well-defined budgetary allocation for maintenance. Policies for keeping campus clean, green, and free from

any kind of environmental pollution, increasing the availability of sustainable sources, recycling and sustaining ecological niches are well implemented within the campus.

Institutional Ethics Committee and Animal Ethics Committee are responsible for ensuring the rights, safety and well-being of the participants in research studies/experimental procedures involving human participants. It considers research proposals, ensures competent review of all ethical aspects of the proposal/research studies. The University Innovation Council (IIC), established along the guidelines of Ministry of Education, Govt. of India promotes innovation and start-up initiatives. Visits to industries and start-ups for students is facilitated through MOU with industries. Creating opportunities for participation in hackathons, such as SERB INAE Hackathon 2022, is also part of the policy. Industry-Institute Partnership Cell (IIPC) facilitates consultancy and testing services for industry and other public/private organizations. IIPC is among the most successful industry-institute partnership initiatives at national level.

The Library has well framed set of policies for library hours, memberships, browsing privileges collection and digital services. A library committee oversees the procurement and maintenance of existing resources (books & journals and e-resources). With a policy of expansion, the library committee has sanctioned approximately 1100 titles yearly for addition to the existing resources. State of the art softwares, such as KOHA, and D-space, have been added as part of expansion policy for enhancing outreach, usability and maintenance of existing resources. The University is committed to sustainable preservation and resource storage (physical and e-storage) and continuously upgrades itself with state-of-the-art technologies.

The university has a dedicated Integrated Network Facilitation Unit (INFU). INFU is responsible for regular IT services, expansion, upgradation and maintenance. Dedicated computer centers are available in both the campuses for conducting placement related online examinations. The university has a policy of providing repair/Annual Maintenance of the instruments in various state-of-the-art laboratories through general maintenance unit.

File Description	Document
Upload any 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: 33.03

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
4940	4777	3937	3754	2384

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:

Jadavpur University offers more than hundred under-graduate and post-graduate programmes where large number of students are enrolled. A substantial portion of these students, particularly from engineering departments get placed to various companies through the training and placement cell of the university. Large number of students appear in national level tests like NET, SET, GATE to avail the

scope of higher study. Every year hundreds of students become successful and progress to higher education at various institutes of national and international repute.

Specific section of the University offers structured training courses on different subjects for competitive examinations like NET. Good number of faculties from various departments regularly teach in such courses there. The class hours of these special training courses are arranged in such a manner so that the regular class hours of the students do not get affected. Students of higher classes/ semesters from various departments get enrolled in such courses, avail focused and specialized training and they are substantially benefitted by such courses. These courses are usually offered once in a year but in some cases, offered more than once in one academic year. In last few years, hundreds of students, particularly from socially backward sections of the society, have been immensely benefitted.

Apart from this, in different engineering departments, a dedicated course work on colloquium is there which is three-credit mandatory course. Here the students are formally trained on issues related to their soft skill. They get a thorough training on how to present themselves in front of interview board/ a professional audience or to take part in group discussions. The minute intricacies of writing good quality technical reports are also demonstrated to them.

In some of the departments of humanities and social science faculty, special sessions for career counselling are organized on a regular basis. The teachers as well as external experts conduct such sessions. The departments take special care so that the students, particularly those who are not so strong in presenting themselves, gain enough confidence to face interview boards. These structured training programmes are focused to develop competence to perform in the real-life competitive world and to inculcate the spirit of professional ethics among the students.

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 37.29

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
1440	913	1025	1247	1049

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

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years**Response:** 26.97**5.2.2.1 Number of outgoing students progressing to higher education**

2021-22	2020-21	2019-20	2018-19	2017-18
889	818	640	640	536

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: 1.16**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 217

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: 217

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
41	17	99	46	14

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

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:

Jadavpur University has a robust and active elected Student Union in each faculty, which is responsible for promoting and protecting the welfare and interest of the student community of the faculty in particular and the entire University as a whole. The Student Unions have elected office-bearers, like Chairperson, General Secretary and Assistant Secretaries, and also elected representatives from the departments to liaise between the administration and students. The Student Union activities are geared towards promoting the institutional development and student welfare of the university. The Unions also provide platforms to the students to voice their concerns and grievances. They also organize various events and activities throughout the year, including cultural, sports, and social events. These events provide a platform for students to showcase their talents and foster a sense of cohesiveness among the

student community.

The Student Unions also work towards the improvement of the academic environment and facilities of the university. They work with the administration to address academic and administrative issues faced by the students and organize academic workshops and seminars. The Unions provide various support services to students, like career guidance and counselling, and collaborate with professionals and alumni to provide students with opportunities for internships and placements. The Student Union works closely with the administration to identify areas that require improvement and to implement measures to enhance the quality of education and facilities provided by the institution. The Unions give representations to the administration on various academic and non-academic issues and other grievances of the students. The Union representatives are members of the Student Welfare board, Sports Board and Anti Ragging Committee to discuss student-issues and participate in the decision-making process. Thus, the Student Unions become part of the University governance system as well. The activities of the Student Unions promote a sense of camaraderie among the students ensuring that their voices are heard by the administration.

One of the significant contributions of the Student Union is its efforts toward social causes and community development. The Union organizes blood donation camps, health camps, and other social outreach programs. They also collaborate with non-profit organizations and work towards promoting social awareness and advocacy among the students. The community activities of the Student Unions were amply reflected during the COVID period when the members of the unions organized community kitchen, distributed food and clothes, extended emergency support services to elderly people and people in distress and maintained isolation wards for COVID patients. Students Unions also conduct awareness campaigns on issues such as environmental conservation, tree plantation and mental health.

The Student Unions support and facilitate the functioning of various student clubs and societies, and provide them with resources and guidance to organize events and activities. Overall, the Student Unions play a vital role in ensuring the holistic development of the students and the institution. Through its various activities, the Unions foster a sense of community and inclusivity on campus and empowers students to become responsible and engaged citizens.

File Description	Document
Upload any additional information	View Document

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
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: 202.57

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
100.3	29.27	10	14	49

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document

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:

Jadavpur University has a strong alumni network that is actively engaged in the development of the institution. The university has a registered Alumni Association located within the campus and Alumni Chapters in various parts of the world. The Alumni Association and chapters provide platform for the alumni to connect with their alma mater and contribute to its growth. The association also extends infrastructure support, like a well-equipped auditorium i.e., Triguna Sen Auditorium, which the University community can use at a highly discounted cost.

The alumni of Jadavpur University have made significant contributions in various fields such as academia, research, industry, and entrepreneurship. Many of them have achieved distinguished positions in their respective fields and are recognized as thought leaders and experts. The University conducts various programs and initiatives to engage with the alumni community and promote their involvement in the development of the university. There are Annual Alumni Meet organized by the Alumni Association and Departmental Reunions organized by individual departments, where alumni from different batches and disciplines come together to share their experiences and maintain network. The alumni interaction also helps in creating a strong industry-academia interface by providing internships, research projects, and placements for the students.

The Alumni Association has established various endowments and scholarships to support the deserving students based on merit and means every year. The Alumni Association has also contributed fund for an award to the best performing girl student conferred during the annual convocation. Special awards and medals are given to the achievers amongst the graduating students during the annual convocation from the various endowments created by alumni funding. Besides, the Alumni Association felicitates the topper of the classes of different programs by awarding them medals every year.

The alumni association and various alumni groups also help the University with developmental funds from time to time. During the application of Institute of Eminence, the alumni helped to raise a significant portion of the application fee, which the University on its own was unable to bear. The alumni have helped different departments to upgrade the laboratories and other facilities, e.g. ETCE department, Production Engg Dept., Electrical Engg Dept. The alumni contributed significantly through cash and kind in organizing the centenary celebration of the Chemical Engg Department in 2021-22. The alumni have also been instrumental in providing financial assistance for research projects, scholarship programs, and infrastructure development.

Apart from financial support, alumni also contribute to the university's development through their expertise, knowledge, and networks. They provide mentorship to students, participate in career counseling programs, and provide guidance to the university in matters of curriculum development, research, industry partnerships and startups. The alumni have been regularly invited as guest speakers for seminars and conferences, and have been involved in research collaborations with the university.

faculty.

Overall, the alumni of Jadavpur University have played a significant role in the development of the institution and continue to contribute to its growth in various ways. Their support and engagement are crucial in maintaining the university's position as a premier institution of higher education in India.

File Description	Document
Upload any additional information	View Document

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:

Jadavpur University has a well-defined institutional governance and leadership structure that is aligned with its vision and mission. The governance and leadership structure of the university includes the Court, Executive Council, Working Committee, Faculty Council, Examination Board, Admission Committee, Ph.D. Committee, Board of Studies, Finance Committee, Planning and Development Committee, Tender Committee, Sports Board etc. The Chancellor of the University presides over the Court while the other committees are chaired by the Vice-Chancellor. All these bodies are involved in the decision-making processes that corroborate the vision and mission of the institution. The University governance creates an ambience that encourages growth as a diverse and socially responsible learning community with high quality of scholarship, equity and inclusivity.

Jadavpur University has long practiced democratic and participatory governance, with all members and stakeholders encouraged to take part in decision making through representations in various bodies. Therefore, at Jadavpur University, the notion of “leadership” has never been top-down with a few select individuals setting an agenda to be followed by lesser mortals. The University gives access to the students, faculty and staff members across all demographic sections based on merit and ensuring transparency. It offers an environment of teaching-learning and research where employees and students from diverse social groups, cultural beliefs and economic backgrounds can pursue advanced learning as a humanising social practice, rather than as a competitive exercise, upholding the principle that the culture of reason and learning is indivisible from a concern for the world beyond the campus. Such a practice, which has been advocated in the National Education Policy (NEP), 2020, is a part of Jadavpur University’s vision and mission from its inception as a continuation of the core values pioneered by the leadership of National Council of Education (NCE) Bengal.

The university has shown sustained institutional growth over the years, which is a testament of the effectiveness of its leadership and governance structure. It has consistently ranked among the top universities in the country and has received various accolades and awards for its academic and research excellence. In the last declared NIRF ranking (India Ranking 2022) the University occupied Fourth rank in the University category and Thirteenth rank in the Research category. The University has also featured regularly in the global ranking lists, e.g. QS World Ranking. It was also one institute listed in the QS Sustainability Ranking declared in 2022. The University is preparing for the implementation of curriculum and credit framework for undergraduate programs under NEP 2020. The Faculty Councils and other academic committees are assessing University's readiness and developing strategies in view of the directives given by UGC under the policy framework.

In terms of sustained institutional growth, Jadavpur University has Institutional Perspective Plan (short

and long term) that outlines contribution to national development, fostering global competencies among the students, inculcating sound value system among the students, promoting the use of technology and quest for excellence. The plans are regularly reviewed and updated to ensure that they remain relevant and responsive to changing needs and priorities.

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:

Jadavpur University has a well-defined institutional perspective plan that guides its policies and administrative set-up. The perspective plan has been drawn in line with the University's vision and mission and focuses on commitment towards excellence and progress, knowledge integration and exposure building, seamless learning, value education and commitment to innovation. The plan provides a roadmap for the university's growth and development over the long term. The plan is reviewed and updated periodically to ensure that it remains relevant and aligned with the changing needs of the university and society. The plan is effectively deployed and the institutional bodies function efficiently to ensure smooth functioning of the university.

In the administrative set-up, guided by the Act, Statute and Regulations, the University Court, the highest policy-making body, has consistently framed effective policies for the University. The Executive Council has successfully implemented the policies devised by the Court and worked for the day to day running of the University. Faculty Councils, Boards of Studies of the Departments and Academic Committees of the Schools work together for efficient management of the academic affairs. Introduction of new courses, programs and departments/schools/centres is done after thorough discussions in these administrative bodies taking into consideration the local/national/global needs, societal/industrial requirements and interests in the community. Many of the academic programs have evolved through sustained research in the areas. The Doctoral Committee of each faculty has ensured the quality of doctoral research in the respective faculties. The examination and evaluation related policies have been effectively discussed and decided in the University Examination Board.

Developmental policies have been framed and implemented by the University's Planning and Development Committee. Finance and budget related issues are thoroughly examined and monitored in the Finance Committee. The Executive Council carefully considers the relevant policies and recommendations. Purchase of items is guided by the purchase rules formulated by the University. There

is a defined policy of tendering and financial authority has been delegated based upon the cost of the item. Every department has a Departmental Purchase Committee through which the purchase of items is initiated. For high-value purchase, the approval of Central Purchase Committee of the University is required.

The University has formed an Institute Innovation Council (IIC) for inculcating innovation culture among the students, researchers and also faculty members. IIC has formulated an innovation policy. An IPR policy has also been formulated to ensure the intellectual property rights of the University stakeholders on their innovative contributions. The University also has an Entrepreneurship Cell (e-Cell) actively infuses the spirit of entrepreneurship among the students by creating the perfect start-up friendly environment.

The appointment and service rules of the university are well-defined and strictly followed. The university has a well-defined process for the appointment of faculty members and staff. The appointment process follows a rigorous screening process that includes a written test, an interview, and a presentation. The service rules of the university are also well-defined and follow the guidelines set by the University Grants Commission (UGC) and the State Government.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	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:

Jadavpur University has a well-structured performance appraisal system in place to evaluate the performance of its teaching and non-teaching staff. The University follows the principles of transparency, accountability, and fairness in its appraisal process. The promotion of the teaching and non-teaching staff members is linked with their performance appraisal. In case of teachers and officers, the performance appraisal is based on Performance Indicators as prescribed by the UGC and State Government. In case of non-teaching staff members, performance appraisal is done by the supervising staff, head of the department or reporting officers. The feedback from the students and discussions in various departmental committees also form part of the performance appraisal system.

Faculty promotion is based upon the Career Advancement Scheme (CAS) following the UGC regulation and State Government order. For CAS, the performance of the faculty is evaluated based on Academic Performance Indicator (API) and screening/selection process considering teaching, research, and extension activities. In order to be eligible for promotion, a teacher has to acquire a minimum API score in each category. Promotional avenues are also available for the staff members based on the process set by the State Government. The promotions of the staff members are based on the performance appraisal, qualifications, and experience. The non-teaching staff members are evaluated based on their job responsibilities, adherence to institutional policies, and contributions to the growth and development of the institution. The University provides leave benefits to all its employees as per Government rules.

The University also provides training and development opportunities to enhance the skills and knowledge of the teaching and non-teaching staff members. The Human Resource Development Centre (HRDC) of the University regularly organizes orientation and refresher courses for the faculty members in various subjects. The University considers with great compassion any application of leave from the faculty members for their career improvement requirements. Training and skill development programs are also organized for the staff members from time to time to acquaint them with current developments.

The University has a specific cell called 'Employees Welfare Unit' which deals with the welfare of the employees. It maintains a group health insurance policy for the employees and assists them in sorting out the issues related to insurance settlements in case of medical treatment and hospitalization. The Welfare Unit also organizes health camps in collaboration with expert medical practitioners for the benefit of the employees. The 'Retirement Benefit Cell' of the University takes care of the issues related to the retired employees and support them in every way. Financial supports are given to the employees affected by natural calamities and during major festivals.

The University has an 'Employees Co-operative Credit Society', which is a registered body and provides financial assistance to the employees for education, medical treatment and other purposes. The members can also deposit their money in fixed deposit scheme of the co-operative at a good interest rate. The co-operative also runs holiday homes at several popular locations where the University employees can stay at a very convenient rate to enjoy vacations.

File Description	Document
Upload any 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: 7.74

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
12	0	28	175	28

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
Provide Links for any other relevant document to support the claim (if any)	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: 6.91

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
50	29	27	54	57

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

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:

Jadavpur University has put in place various strategies for mobilization of funds other than salary and fees to ensure availability of funds aiming to optimize the utilization of limited resources. The institution's resource mobilization policy is designed to support its mission of providing quality education and research facilities to its students and faculty members, as far as practicable.

During the five year period of assessment, the University applied under different central funding schemes promoting research and infrastructure development, like Institute of Eminence (IoE), Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and Sophisticated Analytical and Technical Help Institutes (SATHI). The institution also generates funds through various sources, including industry collaborations, alumni donations, and philanthropic organizations. The University also implements measures to optimize the utilization of resources and ensure transparency and accountability in financial transactions.

The University receives research grants from the Department of Science and Technology (DST), Department of Biotechnology (DBT), and other government agencies for research projects and infrastructure development. The institution has also received grants for various research projects from national and international funding agencies such as the Indo-US Science and Technology Forum (IUSSTF) and the Indo-German Science and Technology Centre (IGSTC).

The funding from the University Grants Commission (UGC) has almost been stopped in the last five years, for a change in the policy of the GoI. The Government funds are not adequate now and our annual fees income are less than 5% of the annual recurring expenditure. In such a situation, the university aims to generate funds through various sources to ensure sustainable development and growth. Thus, resource generation is the need of the hour, to maintain quality of teaching & research of the University.

The major fund-raising source is the 'Testing & Consultancy' income of the University, which is being augmented on regular basis with the help of the Teachers, under the aegis of the IIPC. We conduct consultancy & testing services for local bodies, various PSUs, Government departments, as well as for many core Industries for better and effective application of knowledge from lab to land.

The institution has developed several fundraising strategies to mobilize resources, including donations from alumni, philanthropic organizations, corporate partnerships and CSR funding. The University has formed an “ALUMNI CELL”, chaired by a ProVC to identify potential sources of alumni funding and develop proposals to secure those. Funds and resources will be mobilized through donations from alumni and philanthropic organizations. The institution has a strong alumni network, which can be used actively for the development of the University. Due to the new restrictions imposed by the GoI in the FCRA policy, now the flow of funds from overseas alumni and others has slowed down, which we are trying to put to its normal pace.

File Description	Document
Upload any additional information	View Document
Provide the link for 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: 14662.88

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
2559.67	2475	3656.84	3868.67	2102.70

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 Transaction Audit of the University is carried out by the Office of the Principal Accountant General (PAG, G & SSA), West Bengal, almost every year. The members of the Audit Team physically visit the university for a specific period e.g. 15 days to conduct the Transaction Audit for a particular Financial Year with prior notice to the university. This audit team for the FY 2018-19 was carried out in the year 2019. But due to the Covid, the process of Transaction Audit has not been started by the team for the FY 2019-20 onward even though they officially notified conduct of audit for 2019-20 vide their letter dated 16.04.2021.

During the process of Transaction Audit of any year, the Senior Officer of the team normally issues the Audit Requisition (AR) for the necessary documents to start the process of Audit. On receiving the AR, the respective authority of the university e.g. Registrar, Finance Officer and others provide the relevant documents/data to the audit team. For example, the Senior Audit Officer raised the first Requisition vide no. LA/Trans/JU/2018-19/AR/01 dated 13.08.2019 for Transaction Audit for the year 2018-19. The University provided the relevant document to the audit team phase-wise during the course of Audit (**Copy attached**). Similarly, the Audit Officer also raises Audit Queries (AQ) to the University. The respective authority submits the relevant reply normally during the course of Audit. For example, the reply of the Audit Query vide no. LA/Trans/JU/2018-19/AQ/2 dated 25.09.2019 (**Copy attached**) related to the FY 2018-19 was submitted during the course of audit through university letter dated 30.09.2019 (**Copy attached**).

On receiving the Report of the Transaction Audit, the same is placed before the **Audit Review Committee** of the University for Compliance on the objections raised in the audit Report. The objection-related paras are thoroughly discussed in the committee meeting for reply to the Audit team. The Audit Review Committee is chaired by the Pro-Vice Chancellor of the university. The Finance Officer, Joint Finance Officer, Registrar and Internal Audit Officer are members of the committee. The committee deliberates on the merit of all audit queries and possible replies. If any audit para goes against any university policy or against the benefit of the university community, the committee defends the matter and puts up justification before the PAG to review the para. If any anomaly/mistake is accepted by the committee, the three options that are explored are (i) rectifying the mistakes/anomalies, (ii) resolving not to repeat such thing in future and (iii) suggesting remedial measures and adoption of a policy. In general, the Audit Review Committee tries to bridge the gap between the rules and practices of the university, as far as possible, aiming at reducing the number of para and also suggest ways to prevent similar errors in future. All such reports and observations are submitted to the Executive Council of the University for final decision and actions. As a whole, the university has a well-defined mechanism for settling audit objections.

File Description	Document
Upload any 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:

The Internal Quality Assurance Cell (IQAC) of Jadavpur University has played a vital role in institutionalizing quality assurance strategies and processes. The IQAC has been instrumental in ensuring continuous improvement in teaching-learning processes, curriculum structure development, methodologies of operations, and learning outcomes at periodic intervals. It analyses the quality metrics of the University and suggests areas of improvement.

Two of the practices institutionalized as a result of IQAC initiatives are as follows:

Quality Benchmarking: The IQAC of Jadavpur University has institutionalized the practice of Quality Benchmarking to ensure that the quality of education and research offered by the institution is at par with the best institutions in the country and the world. The IQAC has established a process of benchmarking the performance of the institution in various parameters such as teaching learning and resources, research and professional practice, graduate outcome and student placement, faculty development, infrastructure, and academic excellence, among others. IQAC participated in an international collaborative program, namely EQUAM-BI, with funding support of EU and participation of seven European and seven Indian institutions on benchmarking in higher education. This gave sufficient exposure to the University IQAC in judging the benchmark parameters of different metrics by comparing the best practices followed by the leading institutions. IQAC also contributes in inviting leading institutes across the world in discussion and deliberation leading to collaborations. The achievements of the University are disseminated to different stakeholder groups through various modes of communications.

Outcome-Based Education (OBE): The IQAC of Jadavpur University has institutionalized the practice of Outcome-Based Education (OBE) to ensure that students are equipped with the necessary knowledge and skills to meet the demands of the industry and society. OBE is an educational approach that focuses on learning outcomes and helps in aligning the curriculum with the needs of stakeholders. The IQAC has ensured that the curricula of various courses are designed keeping in mind the learning outcomes, and the assessments are conducted to evaluate the attainment of these outcomes. The IQAC has also established a process of continuous feedback and improvement, which involves regular review of the curriculum and assessments, and the incorporation of feedback received from stakeholders. Workshops and discussion sessions are conducted for the awareness of the stakeholders on the philosophy of OBE system.

The IQAC has also ensured that the results of the benchmarking exercise are used for continuous improvement in the quality of education and research offered by the institution. This is reflected in the good rank of the University in the National ranking (NIRF) and also in global ranking framework (QS). The scores of the ranking are analysed every year by IQAC and remedial measures for improvement are suggested to the University.

In conclusion, the IQAC of Jadavpur University has been successful in institutionalizing various quality assurance strategies and processes, which have resulted in the continuous improvement of teaching-learning processes, pedagogical methodologies, and learning outcomes.

File Description	Document
Upload any 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: B. Any 4 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

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:

Development of infrastructure was reflected in new academic premises, laboratories, administrative set-up, e-governance, new hostels, Amenity Centre for students and enhancement of facilities in the Health Centre. The number of seats in the hostels was increased considerably, with dedicated seats for differently abled students. **A permanent lady medical officer** was recruited in the university Health Centre as per NAAC recommendation.

JU has rigorously pursued efforts to mobilise more funds from government and other agencies in the last five years. Along with application for funds from various government schemes, the university consistently generates funds through industrial consultancy, corporate collaboration, public and private trusts, CSR, endowments, alumni donations and philanthropic contributions.

In the last five years the IT network and wifi connectivity of the university has been strengthened, including provision for an alternative network of broadband connectivity in case of outage. The network has also been upgraded from CAT-5 to CAT-6, enhancing durability of cable and hardware. Special attention has been paid to security of data and protection of privacy of users.

Safety levels in the laboratories has considerably increased over the last five years. The university ensures that there is enough supply of safety accessories and strict maintenance of safety procedures to

make the users feel safe and secure in the laboratories.

A number of knowledge clusters have been set up with industry partners, like the one in the Department of Instrumentation and Electronics Engineering in collaboration with Tata Consultancy Services.

As part of **entrepreneurship development initiatives**, an 'Entrepreneurship Cell' has been established, which has become successful in encouraging entrepreneurship among JU students through events like 'Hult Prize on Campus', 'Entrepreneurship Summit' and the 'Entrepreneurship Weekend'.

Skill upgradation programmes for the support staff were emphasized. Some of the issues addressed are professionalism, gender sensitization, maintenance of instruments and related safety issues, mental health, library management, computer skills, energy conservation, open access information, PFMS, etc.

IPR Cell and patent policy of the university has been put in place as part of the post-accreditation quality initiatives.

E-governance initiatives have been integrated to a great extent. Much of the examination, student admission, finance and leave management processes are e-governed and integrated into the overall administrative e-governance of the university.

Inter-departmental information exchange has been further encouraged. A number of inter-departmental collaborative projects and programmes have been undertaken, information of which is widely circulated. The interdisciplinary Schools are major sites of inter-departmental exchange of ideas.

Special attention has been given to academic integrity of the university community and its practices. Workshops are regularly held on best practices in academia, academic ethics, etc.

Number of internal awards for best performing students have increased. Teachers have been given travel support and other support like laptops and free-of-cost software.

The university has tried very hard to **increase funding for international programmes/collaborations and networking** by submitting proposals to funding bodies round the year. It has been successful on most of the occasions.

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:

At Jadavpur University, several measures have been adopted for the promotion of Gender Equality and Sensitization with a focus on the inclusivity of women in curricular as well as co-curricular activities in both the main and salt lake campus.

The University provides separate Hostels for women students supervised by lady hostel superintendents; and lady security guards for Security and surveillance. Automatic vendors for dispensing safe and hygienic napkins are available in both the campuses. Entertainment and information facilities like newspapers & magazines, and television are available in common rooms. Apart from this, the hostels have separate canteen, playground etc. The hostels are connected with University WiFi. Morning sessions are reserved for women students for training towards weight lifting under supervision of a professional Gym-Trainer/Multi-Gym Coach. Separate sessions towards learning self-defence are also available.

As part of curricular activities, School of Women's Studies, Faculty of Interdisciplinary Studies, Law & Management, has promoted dialogues between academics and activists, social work and policy making by facilitating research and extension work for enhancing the visibility of women and gender issues within the academic community of the University and the wider society. They work towards creating a platform for sensitizing government agencies, members of the academy and activists for promotion of a gender-just society.

A Seminar on Gender Equality: Issues and Challenges, was organised to promote gender sensitization amongst the girl students and making them aware of gender biases, helping to resolve interpersonal conflicts arising from gender issue and enable them to act assertively and respond to challenges. Two days' sports carnival for women is also organized every year for the women employees of the University by the Staff Recreation Club of the University.

To address work place harassment, Internal Complaints Committee, Jadavpur University has been formed as per "The Sexual Harassment of Women at Workplace (prevention, prohibition and redressal) Act 2013" and "University Grants Commission (Prevention, Prohibition and Redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015". Regular sensitization workshops and redressals of complaints are carried out to address complaints of work place harassment.

National Service Scheme(NSS), Jadavpur University wing, also emphasizes Gender Equality & Sensitization as part of co-curricular activity. They have organized various activities such as, training camps in association with NGO/s to train young girls living in slums, considering the theme on economic

empowerment of women in poor communities to help them sustain a livelihood, silent walk on the Women Empowerment, balance for better on International Women's Day. Health camps on Women's Health discussing about various non-communicable diseases (NCDs) and Lifestyle disorders, in order to make girl students aware of their needs vis-à-vis good health. Street plays to create awareness against the growing threat of tobacco smoking among young girls have also been organized as part of outreach and social responsibility.

File Description	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:

Jadavpur University has implemented effective measures for the management of various types of waste generated on campus.

The university has dedicated solid waste management system. Every day the solid wastes are collected from various departments, labs and workshops. Such collection is also done from residential areas of the campus such as the boys' & girls' hostels, quarters of staffs and teachers etc. Regular waste collection at source is also done for the canteens, seating areas, playgrounds etc. All the solid waste thus collected is placed in central vat to be sorted and transported to waste grounds of Kolkata (Dhapa) for further processing. Non-hazardous solid wastes, like empty glass waste, wooden scrap, papers and cut board, metals, plastic scrap etc. from the departments and laboratories are segregated and removed time to time through identified vendors having capability of waste management.

Both the university campus has underground sewerage system for solid and liquid waste management which connects to the city waste management system. The Department of Life Science & Bio Technology has an in-house autoclave to sterilize nonpathogenic elements with Bio safety level not more than 1, and once sterilized it goes through solid/liquid waste management system. These are within permissible guidelines of the Central Pollution Control Board (CPCB). The animal and animal tissue waste generated by the Department of Pharmacy has a dedicated biomedical waste management system, where the bio hazard waste disposal unit of Kolkata Municipal Corporation fortnightly collects and disposes the waste from the animal house.

E-waste management: Jadavpur University has a policy for the proper disposal of electronic wastes. The e-waste generated on campus is collected and sent to authorized e-waste recyclers for safe disposal. The university also conducts awareness programs to educate the staff and students about the hazards of e-waste and the need for proper disposal.

Waste recycling system: The university has a comprehensive waste recycling system under which the reusable waste items (like chairs, tables, almirah etc.) kept idle in various buildings are taken up by the General Maintenance section of the University for repair and reuse. The non-biodegradable waste is segregated, collected, and sent for recycling. The university has also set up a paper waste disposal unit in collaboration with KMC on campus.

Hazardous chemicals waste management: Jadavpur University has laboratories for research and teaching that generate hazardous chemicals. The university has a process for the safe collection, transportation, and disposal of hazardous chemical waste, like lead acid batteries, chemicals, glass and plastic containers filled with chemicals etc. The hazardous waste is collected in designated containers and transported to authorized disposal facilities as per the Hazardous Waste Management Rules, 2016 and WBPCB guidelines.

In conclusion, Jadavpur University has implemented effective measures for the management of various types of waste generated on campus. The University has a waste management committee in place. The university has set up systems and procedures that adhere to the guidelines and standards set by the regulatory authorities. The waste management practices adopted by the university are environment-friendly and promote sustainability.

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:

Jadavpur University is committed to creating a sustainable campus environment through its green campus initiatives. The university has taken several steps to promote eco-friendly practices and reduce its carbon footprint. It takes urgent actions to combat the climate change and its impacts and has been contributing to this end for a very long time.

The University has the strategy to minimize the demand of energy utility services without compromising the academic need. The consumption of electricity and water in the campuses are optimized in terms of per capita consumptions. Only energy efficient electrical appliances, lighting, ACs with star rating of the Bureau of Energy Efficiency are approved. The need of any new air conditioner is critically reviewed before approval and procurement by designated committee. Most of the administrative and academic activities are updated for paper less options.

As a strategic plan, solar panels are installed on roof tops of several buildings of the University. The lighting required at the main administrative building beyond office hours at night is fully supplied by roof top solar power with efficient LED lights. These decrease the carbon footprint of the coal-based grid electricity to the campus to some extent.

For internal movement of differently-abled individuals and elderly people, the University has arranged for battery driven cars, reducing emission due to mobility within the campus. The campus mobility also includes abundant bicycles. There are specific parking places for the vehicles which avoid unnecessary movement of the vehicles within the campus. As all the campuses are well connected by existing public transport system and most of the people use it, overall carbon footprint due to mobility is quite low in comparison to individual car transport option.

The University campuses have many trees. The University has its own laid down strict administrative policy to identify each big tree of the campus with a number ID and regularly audit the status of these trees. This contributes to CO₂ sequestration within the campus. In addition, University has created a designated 'Green Zone' for further sequestration of carbon dioxide along with campus beautification and allocated budget for maintenance of the same. The university has also initiated tree plantation drives and landscaping with trees and plants to enhance the green cover on campus. NSS regularly organizes tree plantation drive within and outside campus.

University campus has a few water reservoirs that support rain water harvesting in the main campus. It even caters to required water supply for several laboratories and other suitable utilities reducing the overall demand of the treated municipal water for the campuses. These water bodies are maintained regularly and adds to biodiversity. The use of plastics is restricted within the campus and the canteens do not use plastic cups for serving tea or coffee.

Overall, the green campus initiatives of Jadavpur University have helped in creating a sustainable campus environment and promoting eco-friendly practices among its students and staff. The university's commitment to sustainability is visible in its efforts to minimize waste, reduce the usage of plastics, promote renewable energy sources, and enhance the green cover on campus.

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: B. Any 3 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

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:

Jadavpur University is committed to providing a friendly, barrier-free environment for all students, faculty, staff, and visitors. It has identified “*Providing critical support to differently-abled individuals and equal opportunity*” as one of its best practices and has implemented various measures to ensure easy accessibility and inclusivity on campus.

The University has a specially designed centre in the University, namely Centre for Persons with Disabilities, for the students with disabilities (Divyangjans). The Centre has 'E-Resource Rooms' situated at the ground floor of the Amenity Centre equipped with computers and necessary software. The road leading to the E-Resource room has been made in such a way that it becomes easier for the movement for differently-abled individuals.

The Accessible Library for Persons with Disabilities has proper library management system (like accession no.) for the visually challenged students of the under-graduate and post-graduate levels as per the syllabus of Jadavpur University. The library has Audio Books, Braille Books, Scan Books and accessible E-Books and E-Texts. More than one hundred students are the beneficiary of the library. Softwares to access the e-resources are available, like JAWS and NVDA software for screen reading, MAGIC-14 Large Print software for low vision and Read Braille software. Accessible browser for digital e-books, like SugamPustakalaya, Bookshare, Jstor, Project Muse and RNIBBookshare are also available in the accessible library.

The Centre conducts free Personality Grooming and Communicative Language Course (Foundation Course) for the students with special needs. Free computer training programs at the basic level are offered from time to time for the *visually impaired students*. In order to promote Braille literacy among people with visual disabilities, the Centre organizes a Braille reading and writing competition and a quiz on Braille system every year. The Centre also celebrates the birthday of Hellen Keller, one of the greatest advocate for people with disabilities, on 28th June every year to remember her contribution and to inspire people with special needs through her life and works.

In addition to the above measures, Jadavpur University has also implemented measures to ensure that the campus is safe and accessible for all individuals. There are arrangements for physical access of differently abled students and individuals in important administrative and most of the academic buildings. Along with the existing lifts, 'ramps' have been made in front of all buildings and new elevators installed. A Toto (battery operated) service inside the university campus is provided only for the students with disabilities. There are Divyangjan-friendly washrooms in both the campuses of the University for the students. Scribes are provided for the disabled students of the University from time to time as per their semester examinations.

In conclusion, Jadavpur University has implemented various measures to ensure a friendly, barrier-free environment on campus. These measures demonstrate the institution's commitment to providing a safe, accessible, and inclusive environment for all individuals, and serve as an example for other educational institutions to follow.

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:

Jadavpur University's commitment to an inclusive environment is deeply rooted in values of diversity, equality, and social justice. The university envisions a campus where all individuals, regardless of background, abilities, or circumstances, can fully participate, learn, and flourish. This commitment is guided by core principles that emphasize equity, valuing diversity, empathy, social responsibility, empowerment, academic excellence, lifelong learning, and continuous improvement.

The university upholds the principle of equity and equal opportunity, aiming to eliminate barriers to participation and create a level playing field for all community members. Valuing diversity, Jadavpur University celebrates the richness of perspectives, experiences, and identities within its community, fostering an environment where diverse viewpoints contribute to a holistic learning experience.

Empathy and respect are central to the university's philosophy, encouraging understanding of challenges faced by individuals from diverse backgrounds. Jadavpur University sees itself as a socially responsible institution, contributing to dismantling biases and inequalities by providing an inclusive environment. This empowerment extends to fostering active participation, engagement, and recognizing the strengths of individuals.

An inclusive environment is seen as conducive to academic excellence, promoting interdisciplinary collaboration, innovative thinking, and diverse perspectives. The philosophy of lifelong learning ensures that learning continues for everyone, breaking down barriers. The university recognizes that creating and sustaining an inclusive environment is an ongoing process, requiring learning from experiences and feedback.

In practice, Jadavpur University's commitment to tolerance and harmony is realized across various dimensions of diversity. The university promotes respectful coexistence, cultural diversity through celebrations and showcases, linguistic diversity through multilingual communication, communal harmony through interfaith dialogues and festivals, and socio-economic diversity through financial support and inclusive initiatives.

The university ensures inclusive curricula by including diverse perspectives and encouraging critical discussions. Outreach programs engage with local communities for community development, and awareness campaigns raise consciousness about diversity and social issues. Support services such as counselling and mentorship aid students in navigating diversity-related challenges.

Equal opportunities are reinforced through anti-discrimination policies, and the incorporation of diverse cultural elements in campus art and architecture reflects the commitment to cultural diversity. Mechanisms for conflict resolution through dialogue and mediation address cultural misunderstandings.

Overall, Jadavpur University's commitment to tolerance and harmony enriches the campus experience and prepares students for a globalized world. By celebrating and embracing cultural differences, the university cultivates an environment that fosters mutual learning, collaboration, and a shared sense of humanity. This dedication aligns with the university's mission to produce socially conscious leaders who contribute positively to society, embodying the values of diversity, equality, and social justice.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	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:

Jadavpur University places a strong emphasis on cultivating responsible and socially conscious citizens through a variety of activities designed to instil values that encourage civic responsibility, ethical behaviour, empathy, and a commitment to societal progress. These initiatives span diverse domains and offer students experiences that shape their understanding of their roles as responsible members of society. Key activities contributing to this comprehensive development include community service, social awareness campaigns, volunteering programs, leadership workshops, cultural events, ethics discussions, social entrepreneurship initiatives, sustainability projects, civic engagement programs, interdisciplinary courses, internships, and reflection-driven actions.

The university's engagement in community service and outreach is exemplified by projects addressing marginalized communities' needs, from healthcare and education to environmental issues and vocational training. Through these experiences, students directly interact with societal challenges, fostering a sense of social responsibility.

Social awareness campaigns tackle critical issues like gender equality, environmental conservation,

mental health, and poverty. These campaigns sensitize students to diverse challenges, encouraging empathy and dialogue that promote greater understanding.

Volunteering programs enable students to immerse themselves in diverse causes, from disaster relief to child welfare. These experiences cultivate selflessness, empathy, and active citizenship, expanding students' perspectives.

Leadership workshops go beyond traditional skills, emphasizing ethical leadership, collaborative decision-making, and social responsibility. This approach nurtures compassionate leaders who can contribute to societal betterment.

The university's celebration of cultural diversity through events and forums encourages global citizenship and intercultural understanding. These experiences broaden horizons and encourage respect for different perspectives.

Discussions on ethics, values, and moral dilemmas stimulate critical thinking about societal issues and ethical decision-making, cultivating individuals who can navigate challenges with integrity and empathy.

Jadavpur University's focus on social entrepreneurship fosters innovative projects addressing societal issues, cultivating responsible and impactful entrepreneurship and instilling a commitment to social good.

Environmental sustainability projects promote responsible resource management and environmental stewardship, preparing students to be environmentally conscious citizens.

Civic engagement initiatives encourage student involvement in processes shaping communities and society, empowering them to contribute to the democratic process and social change.

Interdisciplinary courses provide holistic perspectives on societal challenges and solutions, enhancing students' well-rounded outlook on responsible citizenship.

Internships and field experiences expose students to real-world challenges and solutions, bridging the gap between academic knowledge and practical application.

Encouraging reflection and action, the university empowers students to translate insights into initiatives, projects, or advocacy, fostering a sense of agency and accountability.

Through these activities, Jadavpur University aims to produce graduates who excel academically while also embodying values and skills for positive societal impact. The university's commitment to responsible citizenship contributes to a more equitable, inclusive, and compassionate world.

File Description	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: B. Any 3 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

7.2 Best Practices**7.2.1**

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

Response:

Best Practice # 1

1. Title of the Practice: Providing critical support and equal opportunity to differently-abled individual

2. Objectives of the Practice

- To provide equal opportunities to differently abled persons in higher education
- To equip with appropriate facilities to provide access to barrier-free education.
- To explore suitable placement opportunities for differently abled individuals and to prepare them for this.
- To promote awareness among teachers regarding teaching practices for differently abled individuals

3. Context

The “Persons with Disabilities Act 1995” indicates that the citizens with disabilities should have equal access to education. In compliance with legal mandates, Jadavpur University has implemented robust measures to ensure quality education, placement, and career advancement for divyangjan students. The admission process adheres strictly to government guidelines, while comprehensive counseling and guidance support empower these students to thrive in their chosen careers.

4. Practices

- The University has made arrangement for physical access of divyangjan in important administrative and most of the academic buildings.
- The university houses a Center for Studies and Rehabilitation of Differently Abled Persons, aimed at serving disabled students within the university and the broader society. The center's initiatives encompass research for needs assessment, pinpointing interventions, and furnishing tailored aid to special-needs students pursuing higher education.
- The Center has established an "Audio Book" library, equipped with a comprehensive library management system including accession numbers. This resource caters to visually challenged students across departments, spanning undergraduate and postgraduate levels, aligned with Jadavpur University's syllabus. Scribes are provided for divyangjan as per their examinations.
- The Centre has started free Personality Grooming and Communicative Language Course (Foundation Course) for divyangjan of the University.
- The Centre has computational facilities that support JAWS (Screen Readable Software) to conduct free computer training programme at the basic level from time to time especially for the *visually impaired students* at the University.
- Special education and training programs for the teachers to handle differently abled individuals are in place.

5. Evidence of Success

- Currently, over a hundred disabled students are enrolled and receive ongoing University-initiated support and guidance.
- The “Audio Book” library has a number of CDs, DVDs and Audio cassettes as learning resources.
- The university offers Certificate in Fundamentals in Computer Applications (CFCA), along with tailored versions (CFCA-VH-I, CFCA-VH-II) for visually impaired students, and also offers Certificate in Communicative Languages (CCL) for those with physical and social disabilities.

6. Problems encountered and Resources Required

As some of the buildings of the University are old, it is difficult to find space in them to install elevators. Installation of capsule lifts is expensive. University is in the process of evaluating methodologies to make those buildings accessible to the differently able individuals.

Best Practice # 2

1. Title of the Practice

Promotion of Innovation and Entrepreneurial culture among the students

2. Objective of the Practice

1. Inspiring creative minds of the students to foster innovation
2. Creating awareness among the students of the University regarding entrepreneurship as a career option.
3. Conduct training programmes and special lectures in the field of entrepreneurial skill development
4. Promote the incorporation of innovation and entrepreneurship related course curriculum in different programmes of the University
5. Provide guidance and facilities to first time entrepreneurs during gestation.

3. The Context

The Ministry of Education, Government of India, has established an 'Innovation Cell' to systematically cultivate an innovative culture in Higher Education Institutions (HEIs) nationwide. This initiative aims to foster innovation by creating 'Institution's Innovation Councils (IICs)' in selected HEIs. These IICs form a network that promotes innovation within institutions through various approaches, cultivating an innovation-friendly environment on campuses. Jadavpur University embraced this endeavor, initiating an IIC in 2018, aligned with HEI policies. Consequently, the university has progressed through IIC versions 1.0 to 4.0, achieving a high rating of 4.0 out of 5.

4. The Practice

1. Organizing events and workshops to create awareness about entrepreneurship
2. Mentoring the aspiring entrepreneurs by providing necessary guidance on business planning; entrepreneurial finance; start-up and business-related laws; app, software and website development etc. by arranging events and bringing in suitable mentors
3. Training the interested students about investing through virtual stock markets
4. Organizing Business Plan competitions and helping students to prepare for Business Plan competitions organized by other institutes such as IITs and IIMs

5. Participating various national and international hackathon, design contest for showcasing the ideas and products.
6. Mentoring stakeholders for transforming the idea into TRL 6 level products.
7. Awareness programme on patent filing for the research ideas and providing financial support for patent filing.
8. Mentoring and Guiding twining partner institutes through awareness programs and facilitating interactions between institutes and angel investors.

5. Evidence of Success

Awareness programmes and events:

University has successfully organized several events in its campus since its inception of entrepreneurial activities. Some of the notable events are

1. Organizing HULT on campus selection process for HULT regional
2. Organizing HULT regional Kolkata 2021 in campus
3. Organizing DAAD falling wall Lab
4. Organizing continuous 30 hr. hackathon- Hacknpitch
5. Organizing climate Launchpad event and associated bootcamp
6. Organizing embedded system startup venture workshop
7. Organizing Startup matching internship
8. Organizing IPR related workshop in collaboration with Intellectual Property India, National Apex Chamber, West Bengal DST
9. Organizing a competitive event on Innovation on Manufacturing Practices (IMP) in collaboration and financial support from INAE on 20th June 2022
10. A 30-hour hackathon funded by SERB, Govt of India and INAE during September 3-4, 2022

Formation of startups:

As a starting point, the university has designated a startup laboratory for motivational initiatives and initial seed support, equipped with essential resources such as 3D printers, PCB fabrication machines, and more. This has enabled students to create products and establish their startups.

Name of the Venture/Startup/SME Established with the Support of HEI	Nature of Innovation	Venture Registered as
CAREER GEEK	Technological	MSME Registered-Commercial Unit with GST No
SECURAEON INITIATIVE (OPC) PRIVATE LIMITED	Non-Technological	Private Ltd
GROUND BLU TECHNOLOGIES PRIVATE LIMITED	Technological	MSME Registered-Commercial Unit with GST No
ROYAL BENGAL GREENTECH	Technological	MSME Registered-Commercial

WHIXIC TECHNOLOGIES PRIVATE LIMITED	MakeInIndia initiative AI based technological	Unit with GST No Commercial Unit with GST No
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:

Jadavpur University is among the best public research state affiliated universities in the country. Established in 1955, the university has gained a reputation for its academic excellence, research contributions, and its **emphasis on interdisciplinary studies and research**. It encourages cross-disciplinary cutting edge research to address complex challenges and offer innovative solutions. The university collaborates with various national and international institutions, fostering global connections and enriching the academic experience for its students and faculty.

Interdisciplinary studies involve the integration of knowledge, methods, and perspectives from multiple academic disciplines in order to address complex issues and problems that cannot be adequately understood or solved within the boundaries of a single discipline.

The philosophy of implementing an interdisciplinary approach at Jadavpur University encompasses a range of educational, research, and practical goals aimed at fostering holistic understanding, innovation, and effective problem-solving. Interdisciplinarity within the university is designed to capitalize on the synergies that arise from integrating knowledge, methods, and perspectives from various disciplines and to equip students with a more comprehensive skill set, encourage innovative thinking, and prepare them to address complex, real-world challenges by leveraging the strengths of multiple disciplines.

The key objectives include:

1. **To facilitate complex problem solving:** Many contemporary challenges—such as climate change, healthcare disparities, and technological advancements—require a multidimensional approach. Interdisciplinary education prepares students to tackle such complex issues effectively.

2. **To promote critical thinking and creativity** to question assumptions, challenge conventional wisdom, and develop innovative approaches to address complex problems.
3. **To facilitate enhanced communication** as individuals with different backgrounds and terminologies come together to investigate a problem and requires translating complex concepts and ideas into language that can be understood by colleagues from other fields.
4. **To adopt diverse methodologies** by combining these methodologies allows researchers to approach problems from various angles, enriching the overall analysis and increasing the chances of uncovering new insights.
5. **To promote innovation and discovery:** By combining insights from different disciplines, interdisciplinary approaches encourage creative problem-solving and the development of innovative solutions to real-world challenges that might not be achievable within traditional disciplinary limits.

Practices adopted by the University to promote culture of interdisciplinary research

Promoting interdisciplinary research in universities requires a deliberate and multifaceted approach that encourages collaboration, breaks down disciplinary silos, and fosters an environment conducive to innovative problem-solving. Here are some key practices that Jadavpur University has adopted to facilitate interdisciplinary research:

Establishment of interdisciplinary schools and centres: The Schools dedicated to interdisciplinary research serve as hubs for collaboration. These schools focus on specific themes or challenges, bringing together researchers from various disciplines to work together on cutting-edge projects. Sustained research in many of the interdisciplinary areas have led to commencement of postgraduate level course programs, with the curricula designed in unique areas of trans-disciplinary nature.

At present, the **University has twenty-one schools**, clustered under **Faculty of Interdisciplinary Studies, Law and Management (FISLM)**. The postgraduate courses and research in these schools help in building a significant pool of manpower trained in novel skill sets and interdisciplinary culture in the country. For Example, **The schools of Environmental radiation and archaeological sciences, Water resources, Environmental studies, Oceanographic Studies, Natural product** studies address issues related to environment and bio-generated products. **The Schools of Adult and Continuing Education & extension, Education technology, Media Communication & culture and Women Studies** focus on Education and culture. **The School of Cognitive Science** focuses on the interdisciplinary enquiry of the human mind, interrogates the human brain using neuroimaging techniques. There are a cluster of schools that focus on **translational research** in the industrial segment while other focus on international relations and language processes.

Along with the schools, the departments housed under **Faculty of Engineering, Science and Arts**, also work relentlessly on interdisciplinary areas i.e, Department of Mechanical/Electrical collaborate with School of Bio-science and Engineering, Department of Physics works on music perception.

Interdisciplinary Centres: Interdisciplinary Centres, both independent or housed under departments, also organize value added courses, and conduct interdisciplinary research activities with national and international collaboration. Some contribute in areas focusing on Indian Knowledge System. For example, the **Centre for Translation of Indian Literature (CENTIL)** consolidate the archive of Indian literature available in translation; **Centre for Indology** takes charge to reprint rare old books in Sanskrit and other Indian languages for the present generation.

Multidisciplinary Research Projects: Many coordinated research projects are actively contributing to naval, defence and space research and other mission mode projects involving schools, departments and centres. Teams of faculty also actively work on collaborative programmes funded by international agencies (Such as UNO, IPCC etc.). Faculty and scholars associated with the Global Change Program (a special program of the University) as coordinating Lead Author and Chapter Scientist in the Intergovernmental Panel on Climate Change, Sixth Assessment Cycle, Working Group III.

Interdisciplinary workshops and seminars and journal publications: Regular workshops, seminars, and conferences in interdisciplinary topics allow researchers to share their work, discuss ideas, and network. Annual reports are published every year containing the academic publications, conferences/workshops attended, awards/honours won and projects/consultancy undertaken by the faculty members.

Inculcating culture of Multidisciplinary research: The University administration through its various initiatives, including IQAC, has fostered mutual trust and respect amongst researchers from different disciplines. There is a constant trigger to foster collaborative research across disciplines, embracing diverse perspectives, methodologies, and insights to drive innovation and address complex challenges.

Interdisciplinary Course Offerings and flexibility of registration for PhD program: FISLM offers both Master's degree programme (including M.Tech., M.A. degrees) and PG Diploma courses of interdisciplinary flavour evident in teaching and admission of students with eclectic backgrounds and training. The researchers pursuing PhD program in the schools have the flexibility to register in his/her choice of faculty for the degree.

The ultimate aspiration of interdisciplinary studies lies in unearthing ground-breaking discoveries at the convergence of disciplines, exemplifying the philosophy's capacity to foster innovation. Overall, interdisciplinary studies at Jadavpur University stands as a testament to the belief that integrating diverse perspectives and methodologies enriches our understanding, engenders transformative insights, and equips us to confront the intricate challenges of an interconnected and fast evolving world .

File Description	Document
Appropriate webpage in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Jadavpur University strives to associate all its activities with a larger sense of 'education', where all the stakeholders go through an experience of mutual care and respect, freedom of speech, democratic participation, collaborative learning and social service. This is a model that, in the last five years, has succeeded in suturing an organic campus life and strengthening a sense of 'university community'. Along with students, teachers, scholars, administrators, staff and the alumni, indispensable members of this community are the local people around JU. Such ideas of education and community are, for instance, reflected in the activities of 90.8 MHz Community Radio JU which is the first campus radio in eastern India. It sensitizes the community about various issues and showcases the community's social and creative works. Programming themes include education, youth, sports, health and hygiene, heritage, contemporary developments, scientific innovations, child issues, law, travel, etc. with special emphasis on marginalized communities. The Radio has conducted many projects involving women and children of the adjoining areas. The mandate of community development and social service is also carried by a large number of certificate and diploma courses which aim at empowering the unemployed youth with skills like geo-informatics, multimedia and animation, journalism, language learning, translation, editing and publishing, radio production, etc. Diversity of students in terms of class, social background, identity, gender, sexual orientation, physical ability, etc. have brought in various perspectives that have enriched the university's policy based on equity and justice. Such a policy is reflected in units like Special Education & HEPSN Cell, Equal Opportunity Cell, Centre for Disability Studies, Centre for Counselling Services and Studies in Self-Development, JU Day Care Centre, etc. Intensive and extensive teacher-student interaction, both formal and informal, is particularly instrumental behind the community's voluntary participation in university management, development and nation building. As a whole, the university's activities in the last five years have proved that that effective exchange programs, success in global missions and scientific/technological breakthroughs are possible only if an institution takes care of its community in all respects and creates an encouraging atmosphere for democratic practice, social work, innovations and creativity.

Concluding Remarks :

In the last five years Jadavpur University has worked diligently towards fulfilment of all the criteria for NAAC accreditation. Learner-centric pedagogy has been reflected in regular update of syllabi as per students' feedback, student diversity, academic flexibility, interdisciplinarity of programmes and course outcomes. Interactivity occupies the heart of the teaching-learning process in JU. Students have been encouraged to inculcate the spirit of inquiry through participative, experiential, collaborative and self learning, using cutting-age ICT resources. Teachers have been constantly trained to facilitate incorporation of their innovations in teaching. JU has assigned topmost priority to student support and progression. Students have contributed meaningfully to institutional development and earned prestigious accolades in various fields. The alumni have profusely helped the university in support and progression of students. The University has emphasized research, innovations and extension through upgrade of research facilities, mobilization of grants, admission of a large number of research students, quality publications and an ecosystem for innovations, all guided by research ethics and social commitment. Students have been the lifeblood of university's extension and outreach activities. Many globally renowned organizations have collaborated with JU for its unique combination of academic and social activities. The university has tried to ensure adequacy and optimal use of infrastructure that have significantly contributed to an effective synergy between curricular, co-curricular, extra-curricular and

administrative activities. The democratic nature of JU's governance, leadership and management has also been evident in its e-governance. Areas of significant improvement have been performance appraisal system, financial aid to and promotion of teachers, teacher training and welfare measures like health insurance. JU has mobilized funds from various sources and used them optimally with proper audit. The quality of academics and administration has been constantly monitored by the IQAC. Mandated to combine quality education with social commitment, JU has not only responded to the global needs of gender equity, inclusiveness, professional ethics, environmental consciousness and sustainability, but has uniquely involved local people to address local needs.

As a whole the SSR demonstrates the university's continuous efforts to impart education with a human face and meaningfully intervene into the lives of particularly the marginalized communities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <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>2129</td><td>1970</td><td>1846</td><td>1709</td><td>1529</td></tr></table> <p>Answer After DVV Verification :</p> <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>2127</td><td>1970</td><td>1846</td><td>1709</td><td>1529</td></tr></table> <p>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</p> <p>Answer before DVV Verification:</p> <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>2217</td><td>2207</td><td>2202</td><td>2067</td><td>1995</td></tr></table> <p>Answer After DVV Verification :</p> <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>2217</td><td>2207</td><td>2202</td><td>2067</td><td>1995</td></tr></table> <p>Remark : DVV has made the changes by looking at seats earmarked against admitted students.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2129	1970	1846	1709	1529	2021-22	2020-21	2019-20	2018-19	2017-18	2127	1970	1846	1709	1529	2021-22	2020-21	2019-20	2018-19	2017-18	2217	2207	2202	2067	1995	2021-22	2020-21	2019-20	2018-19	2017-18	2217	2207	2202	2067	1995
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2.4.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification : 669</p> <p>Answer after DVV Verification: 604</p> <p>Remark : DVV has made the changes as per Extended Profile 2.2.</p>																																								
3.4.4	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list</p>																																								

	<p>during the last five years</p> <p>Answer before DVV Verification : 7130</p> <p>Answer after DVV Verification: 6534</p> <p>Remark : DVV has not considered ISBN number in this metric.</p>
3.4.5	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years</p> <p>Answer before DVV Verification : 847</p> <p>Answer after DVV Verification: 791</p> <p>Remark : DVV has not considered ISSN number.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers in the institution year wise during the last five years</p> <p>Answer before DVV Verification:</p> <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>658</td><td>645</td><td>609</td><td>631</td><td>606</td></tr></table> <p>Answer After DVV Verification:</p> <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>656</td><td>643</td><td>607</td><td>629</td><td>604</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	658	645	609	631	606	2021-22	2020-21	2019-20	2018-19	2017-18	656	643	607	629	604
2021-22	2020-21	2019-20	2018-19	2017-18																	
658	645	609	631	606																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
656	643	607	629	604																	
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 704</p> <p>Answer after DVV Verification : 604</p>																				