TABLE OF CONTENTS

PREFACE

The University of Jammu came into existence in 1969 vide Kashmir and Jammu Universities Act 1969 following the bifurcation of the erstwhile University of Jammu and Kashmir by an Ordinance promulgated by the Governor on September 5, 1969 and was subsequently adopted as an Act of the State Legislature. Hon'ble Governor of the J&K State, is the Chancellor and the Hon'ble Chief Minister is the Pro-Chancellor of the University.

Apart from its main campus in Jammu, the University expanded its jurisdiction geographically to take higher education to the doorsteps of people living in remote and far flung areas of Jammu region. The University has eleven other campuses, out of which seven campuses located at Kathua, Bhaderwah, Poonch, Udhampur, Ramnagar, Kishtwar and Reasi have been made functional. Teaching-learning and research are being carried out by thirty six departments, twelve centres, one hundred forty eight colleges and the Directorate of Distance Education awarding twenty undergraduate programmes, forty nine post graduate programmes, ten diplomas, Ph.Ds in thirty seven disciplines and M.Phils in twenty six disciplines.

The main new campus at Bahu Wali Rakh with an area of 118.78 acres houses the Teaching Departments, Centres, Administration Block, Examination Wing ,College Development Council, Department of Students Welfare, Directorate of Distance Education, Central Library, Computer Centre, Health Centre, Guest House, Post Office, J&K Bank, Book shop, Transit accommodation, Gymnasium, Hostels, Cafeteria and Canteens, Residential quarters and many other facilities. The second campus of the University (the old campus), located at a distance of 4 km from the main campus, is spread over 10.5 acres and currently houses a hostel for boys and residential quarters for teaching and non-teaching employees.

Assessed and accredited by NAAC in 2009 with "A" grade and CGPA 3.13, the University has taken many path breaking initiatives that demonstrate our commitment to achieve the highest standards of quality. As recommended by NAAC, the University, in 2010-11, revamped its admission process and introduced entrance examinations for admissions to its post graduate programmes being offered in the main campus, offsite campuses and its affiliated colleges . Further, in sync with the guidelines received from University Grants Commission and NAAC recommendations , the University introduced the Choice Based Credit System for the post graduate programmes offered in the main campus. From the next academic session i.e 2016-17, the Choice Based Credit System shall be extended to the under graduate programmes being offered in the affiliated colleges. The University has also introduced the semester system at the undergraduate level. The introduction of these two academic reforms has placed thrust on learning rather than teaching and has led to continuous evaluation instead of end term evaluation.

Examination Reforms process has been initiated by computerizing the pre-conduct processes of undergraduate semester examinations and making it online. A data base has been created by

the Computer Centre of the University for bulk and customized SMS service and online downloading of examination forms. Marks cards are being issued with photographs. An in house software for the computerization of pre and post conduct of Choice Based Credit System at post graduate level is also being developed. Efforts are being made to steadily move towards reducing the time taken for declaration of results.

New courses like M.Sc (Sericulture), M.Tech (Computer Science), M.A (Rural Development), M.Sc (Hydrology and Soil Dynamics), M.A (Kashmiri), MBA (IB), M.Sc (IT) and M.Sc Tech (Applied Geology) have been introduce during the post reaccreditation period. M.Phil in Museology and Heritage has been introduced from the academic session 2012-13 .For the first time, the University introduced two honours courses at the undergraduate level i.e BA English (Honours) and B.Com (Honours) to provide an opportunity to students at the undergraduate level to develop specialized knowledge in the field.

Strengthening of our academic programmes has resulted in improvement of performance of our students. About 1200 students from the University of Jammu qualified UGC-NET/JRF in the post reaccreditation period. 593 scholars have been awarded Ph.D degrees and 550 scholars have been awarded M.Phil degrees during the said period. The University has also been making efforts and taking initiatives to help in the placement of students. The University is the nodal resource centre for the project 'Udaan' of the J&K government and has facilitated placements of hundreds of students from the University and affiliated colleges.

Seminars and conferences offer a common platform and a unique opportunity for educators, researchers and scholars to interact and share knowledge and experience in diverse and specialized fields. During this period, the University has organized around 200 such events of national and international level. The 101st session of the Indian Science Congress was organized in the University of Jammu in February 2014, with the focal theme, 'Innovations in Science and Technology for Inclusive Development'. *This was the first time that a programme of this magnitude and attendance was organized in the State of J&K.* The event attracted around 6500 participants from all across the country as well as from abroad including countries like USA, UK, Canada, Japan, Germany, France, Spain, Mexico, Sri Lanka, Czech Republic etc. Nobel laureates Prof. Y.T. Lee, President, International Council for Science and Prof. Ferid Maurad, University of Washington also participated in the Congress. The Congress had participation from eminent scientists, academicians, industry leaders, prestigious R&D organizations, students and scholars. The five day event comprised of around 122 plenary lectures, 200 invited lectures, 480 oral presentations and 718 poster presentations.

Apart from the 101st session of the Indian Science Congress, the University has organized camps of the Innovation in Science Pursuit for Inspired Research (INSPIRE) Programme of the Department of Science and Technology, Government of India for the benefit of school children at different parts of the state including Ladakh.

The University has strengthened its existing network of collaborations with several institutions of repute across the country and abroad, by entering into new partnerships with Universities, research institutions and industry. The School of Biotechnology has established several collaborations with International and National Laboratories/Universities namely IPK Germany; Penn State University, USA; Centre for Cellular and Molecular Biology, Hyderabad; Jawaharlal Nehru

University, New Delhi, North Eastern Hill University, Shillong etc. The School has initiated major research programmes in Apple and Saffron Genomics and is actively involved in research on Diabetes and Esophageal Cancer. Recently, the University entered into collaboration with FERMILAB, USA, recognizing it as a centre for research. This will facilitate exchange of students and faculty for taking up joint research projects and joint guidance for Ph.D programme. The University through its Department of Computer Science & IT has collaborated with Powai Lab Technology Pvt. Ltd, IIT, Mumbai for establishment of Image Very Large Scale Integration (VLSI) and embedded Laboratory. A grant of Rs. 3.85 Crores has been sanctioned by the State Government for this. The University has also entered into a Memorandum of Understanding with the Central Institute of Fishery Education (CIFE) in Mumbai- an institution of ICAR and Deemed University for exchange of research expertise, facilities in the field of Limnology/ Fisheries. Apart from these, a number of collaborations like MOU with Oil and Natural Gas Corporation Ltd. in the area of Petroleum Education, with Jawaharlal Lal Nehru University, Sikkim University and University of Kashmir on Glaciology, with Tribhuvan University, Nepal for research and sharing of knowledge, with Baba Ghulam Shah Badshah University, Rajouri for Research, Education, Training and Dissemination of Knowledge has been done, during the period under report. MOU was also signed with Phreah Sihanouk Raja Buddhist University, Combodia for faculty and student exchange.

Due to its profile and output, the University of Jammu has been identified by important agencies at the national level for various programmes. The Department of Science and Technology, Government of India granted Rs.9 crores in November 2010 under its Promotion of Research and Scientific Excellence (PURSE) programme, based entirely on our scientific publications. The Human Resource Development Centre, formerly, Academic Staff College, established in 2006, was accredited by NAAC (National Assessment And Accreditation Council), in 2012 and has been ranked 18th in the Country ahead of old established Academic Staff Colleges of many leading Universities of India. The Directorate of Distance Education has also been assessed by the DEC Expert Committee. The School of Biotechnology has been ranked 'A' grade by the Department of Biotechnology, Government of India thereby making it to the club of top Biotechnology departments of the country.

The University,during this period, has granted autonomous status to two colleges. A healthy tradition of holding a separate College Convocation Ceremony was also initiated by the Government Medical College, Jammu for the first time in the history of the University.

The Sports of the University also flourished during the period under report. The University of Jammu won the All India Inter-University Korfball overall Championship 2012-13, organized by the Directorate of Sports and Physical Education. The University was also awarded third position at the All India Inter-University Fencing Championship (Men's fencing team) in 2011. The Judo Team from University of Jammu won silver medal in the All India Inter-University Judo (M&W) Championship in below 100 Kg category. The Employees Cricket Team from the University won the All India Vice Chancellor's T-20 Cricket Trophy in 2009 and 2010 and Runner's up Trophy in 2012 and 2013.

The University also emerged as a vibrant hub of cultural activities. The University of Jammu in collaboration with the Association of Indian Universities, New Delhi hosted the mega

cultural event – 'North Zone Inter-University Youth Festival' in 2015,with participation from twenty five universities from six states of north India. The University clinched the second runners-up position in overall championship in the said event. The Cultural Troupe from University of Jammu brought laurels by winning four prizes in the 29th North Zone Inter University Youth Festival held at Baba Sahib Bhim Rao Ambedkar University, Lucknow . The students from the University of Jammu were also given an opportunity to participate in Cultural Exchange Programme and Youth Exchange Cooperation Programme at Bulgaria and Japan.

The University of Jammu has been sanctioned Rs. 20 crores for infrastructure development under the Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Ministry of Human Resource Development. A roadmap for academic pursuits for the future is carefully being drawn. Under RUSA, an University Institute of Engineering and Technology (UIET) at Kathua Campus for augmenting quality technical education and to undertake research in Engineering and Technology is planned to be established.

It is hoped that the information under the Self Study Report demonstrates our commitment to continual improvement and quality enhancement and sustainability.

EXECUTIVE SUMMARY
(SWOC ANALYSIS OF THE INSTITUTION)

Since its reaccreditation in 2009, the University of Jammu is truly treading the path of growth which is reflected in the developments that have taken place over the past few years under the various criteria laid down by NAAC. Introduction of new courses and self financing programmes, introduction of Choice Based Credit System at post graduate level and semester system at under graduate level, introduction of entrance test, use of Information Communication Technology (ICT), impetus to research, collaborations, infrastructural developments, reforms in governance are some of the initiatives taken in the post reaccreditation period. The University has also demonstrated its commitment in contributing to the core values vis a vis Contributing to National Development, Fostering Global Competencies, Inculcating Value System among the students, promoting the use of Technology and Quest For Excellence.

Criteria Wise SWOC Analysis

CURRICULAR ASPECTS

Strengths & Opportunities

- The mission and the vision statement of the University duly laid down and are reflected in the academic programmes being offered by the University.

- Adoption of Choice Based Credit System at the post graduate level for the programmes being offered in the main campus

- Adoption of Semester System at the undergraduate level.

- A range of new programmes at the undergraduate and post graduate level introduced during the recent years. Some of these include: M.A Kashmiri, M.Sc. Sericulture, M.A.(Rural Development), MBA (IB), M.Sc. Tech(Applied Geology), M.Phil in Museology and Heritage etc. Apart from these, undergraduate courses introduced during the period include BBA(Hospitality and Tourism Management), B.A.(Islamic Studies).

- The University for the first time also started two honours courses B.A English (Honours) and B.Com (Honours) in the post reaccreditation period.

- Under the scheme of Innovative Programme for Teaching and Research in interdisciplinary and emerging areas, UGC sanctioned three post graduate diplomas during the post reaccreditation period: Post Graduate Diploma in Cross Cultural Management in the International Centre for Cross Cultural Resource & HRM, Post Graduate Diploma in Bioinformatics in the School of Biotechnology and Global Destination Management in the School of Hospitality and Tourism Management. Three Diplomas i.e. Post Graduate Diploma

in Marketing and Sales Management, Banking and Risk Management and Accounting and Finance have also been introduced.

- Syllabi being updated regularly keeping in view UGC guidelines.

- University exploring offering of Skill Development programmes in collaboration with NASSCOM.

Weaknesses and Challenges

- To make the Choice Based Credit System robust and fully functional

- To provide greater level of academic flexibility to students under Choice Based Credit System.

- To start courses that have market relevance and phasing out of courses that are redundant or have no demand.

- Upgrading and modifying the syllabi based on industry needs, while keeping in view the resources available with the University : human resources as well as facilities

- Upgradation of skills to build competencies of students in order to make them more employable.

- Infeasibility to introduce more programmes for professionals/twinning programmes/evening courses due to the security scenario of the State.

- Feedback from various stakeholders on curriculum development and revision need to be taken.

- Programme on Mass Communication and Journalism, as recommended by NAAC, yet to be introduced.

Teaching – Learning and Evaluation

Strengths & Opportunities

- Admission process of the University completely transparent. Entrance test examination for admissions to various post graduate programmes introduced during the post reaccreditation period.

- Wide publicity of admission notices through print and electronic media. Notifications also uploaded on University website.

- Combined entrance test introduced for admission to M.Phil and Ph.D students .

- General Orientation Programme conducted for all the freshers of the University.

- About 70% teaching posts are filled.90% of faculty members have Ph.D as their highest qualification. Almost all teachers are computer savvy.

- Faculty members awarded prestigious awards/fellowships like USIEF Fulbright-Nehru

International Education Administrator's Fellowship, USA (2013), Fulbright Fellowship for Academic & Professional Excellence to Lawrence Berkeley National Laboratory, Berkeley, California, (2014) USA; VLIR-UOS Scholarship (2014); Fellowship by The British Council, under GLOBAL EDUCATION DIALOGUE: SOUTH ASIA SERIES , Commonwealth Fellowship UK (2013).

- Great thrust on faculty development programmes. The faculty has attended more than 300 faculty development programmes in the post reaccreditation period.

- Around 200 seminars/conferences have been organized by the University in the post reaccreditation period.

- Modern educational technology like smart boards, LCDs, OHPs, computers, internet used in teaching-learning process to enhance learning outcomes.

- Innovative teaching-learning methodologies have been introduced, including projects, field visits, case studies, seminars etc. as important components of the teaching learning.

- The University follows the Academic Calendar issued every year by the Dean Academic Affairs in consultation with the Deans and Head of Departments. It fulfills the directions of the UGC for having minimum 180 working days of teaching work in an academic session.

- Reform in examinations and evaluation are a continuous feature.

- Continuous evaluation of students taking place under the Choice Based Credit System through assignments, mid semester tests, end semester tests etc.

- Internal evaluation introduced under Choice Based Credit System.

- Other reforms in examinations include : Computerization of Pre - conduct processes of semester system at undergraduate level, creation of database by the Computer Centre for bulk / customized SMS service and online downloading of examination forms, marks cards being issued with photographs, time taken to declare re-evaluation results reduced by 15-20 days by decoding of answer scripts locally, proactively providing information/ updates with the help of regular advertisements in the local dailies with respect to date sheets/results etc.

Weaknesses and Challenges

a) To motivate and attract international students and students from other states to seek admissions in the University.

b) To increase the enrolment of students hailing from backward and remote areas of the region, in the offsite campuses established by the University.

c) Attract and retain faculty from other states and universities.

d) Appoint Visiting Faculty in specialized areas, thereby providing an opportunity to students and scholars to get exposure to the best in the field.

e) To make effective and optimal use of Technology in Teaching-Learning along with keeping pace with the new technologies.

f) Strengthening of Internal evaluation mechanism under Choice Based Credit System.

g) Making the examination system fully computerized, either by way of ERP or Complete Software Package for examinations.

Research, Consultancy & Extension

Strengths & Opportunities

- A steady increase in the budget for research, almost 10% of the total budget.

- An independent office of Dean Research Studies has been established.

- Infrastructure conducive to promotion of study and research like well equipped laboratories, computer labs, departmental libraries and Central Library to facilitate research work.

- Grant of study leave and sabbatical leave to teachers for carrying research work in India and abroad.

- University of Jammu identified as one of the 29 universities under the "Promotion of University Research and Scientific Excellence Programme (PURSE) by the DST,Govt. of India and granted Rs.9 crores for augmentation of research facilities.

- Departments like Commerce, Business School, Physics, Botany, Environmental Sciences, Education, Biotechnology and Zoology have been awarded the prestigious Special Assistance Programme by the University Grants Commission. .

- Presently, departments like Biotechnology and Physics assisted under the Fund for Improvement in Science and Technology (FIST) of DST.

- In the post reaccreditation period, over 593 scholars awarded Ph.D degrees.

- At present, 52 research projects funded by UGC, CSIR, DST etc. going on in the University. During the post reaccreditation period about 60 research projects have been completed.

- During the post reaccreditation period, number of research publications crossed over 2000.

- University has developed linkages and collaborated with many institutions, at the national as well as the international level for various research and academic programmes. For eg. Department of Computer Science & IT has entered into MOU with Powai Lab Technology Pvt. Ltd, IIT, Mumbai for establishment of Image Very Large Scale Integration (VLSI) and Embedded Laboratory.

- The University promotes extension activities and outreach programmes through NSS unit, Department of Life Long Learning, Centre for Women Studies and others departments.

- Opening of offsite campuses in order to take higher education to the doorsteps of people is an important extension initiative.

- Adoption of Model School by the Department of Education.

- Swacch Bharat Abhiyan launched in the University Campus.

- Tree Talk Campaign launched in the University as an initiative for green and clean campus.

- Constitution of Green Task Force-A unique step towards promoting environment conciousness.

Weaknesses and Challenges

- Encouraging and motivating faculty members to take up more projects.

- Encouraging faculty to take up consultancy work.

- Strengthening of Industry-Academia partnerships.

- Encouraging faculty to file Patents and university to create a facilitative environment in this regard.

- Encouraging faculty to undertake international publications with high impact factor and citation index.

Infrastructure and Learning Resources

Strengths and Opportunities

- State of the art infrastructure facilities with well ventilated class rooms, well equipped laboratories, sophisticated instrumentation facility, seminar halls, Botanical garden, unique Cactus garden, etc.

- Impressive sports facilities with playgrounds for hockey, football, cricket, courts for basket ball, badminton, tennis court, modern gymnasium etc. Facilities for cricket at par with international standards like bowling machines, Mechanical rollers , Dual colour (black and white) side screens ,Movable Nets etc. created during the post reaccreditation period.

- New Infrastructure created/being created during the post reaccreditation period. This includes six storeyed building of Directorate of Distance Education, construction of a new boys hostel in the main campus, enhancing the capacity of existing hostels, construction of a four storeyed (G+3) examination block, examination halls in the Old Campus, construction of a new building for the Directorate of Physical Education, construction of Lecture Halls in the Academic Staff College and the extension of Faculty Transit House etc.

- Existing buildings and infrastructure for departments of Geology, Statistics, Electronics, Home Science, Social Sciences, Mathematics, Geography, Environmental Science and The Business School   being developed/developed to create additional space.

- A Herbarium Museum in the Department of Botony will soon be ready and which will house five thousand Herbarium species, some of them as old as 30 years.

- Research facilities and infrastructure has been augmented. A four storeyed laboratory complex for the Department of Chemistry is almost ready. The University purchased the Multinuclear Spectrometer 400 MHz costing around Rs. 1.4 Crores under the PURSE programme to be used as a central facility by all Science departments. A DNA Sequencing facility, a central instrument for the Life Sciences department has also been procured under the PURSE Scheme.

- Dr. D.N.Wadia and Natural History Museum inaugurated in April 2013.

- Campus completely Wi-fi with 24 hour dedicated internet connectivity through NKN.

- Three storeyed Central Library with facilities like INFLIBNET & RIFD technology. Over 4000 journals through UGC INFONET are available online.

Weaknesses and Challenges

- To create/upgrade Infrastructure and learning resources to suit the needs of the physically challenged.

- Facilities for women including washrooms etc. need strengthening.

- Effective and timely utilization of grants.

- To match the infrastructural needs with the increasing number of students and staff.

Student Support and Progression

Strengths and Opportunities

- The student dropout rate has been fairly low i.e. 6 % at the post graduate level.

- University publishes prospectus and placement brochures annually.

- Gender sensitization programmes for the staff and students by the Committee for Sexual Harassment and Centre for Women Studies.

- Several scholarships, financial aid available to students.

- Establishment of a separate office of Dean Students Placements

- The University publishes a biannual publication "Campus Bytes" highlighting the events in the University and its affiliated colleges.

- Establishment of students grievance redressal cell headed by Dean Students Welfare to redress grievances of students.

- Students Welfare Programmes through Social Infrastructure Fund of the University

- Apart from organizing sports meets, cultural events & competitions, the University had

the honour of playing host to few mega cultural events which include 30ᵗʰ Inter-University North Zone Youth Festival 'UDGHOSH-2015', Virasat-e-Riyasat, Jashn-e-Riyasat etc. during the post reaccreditation period.

Weaknesses and Challenges

- Enhancing skills of the students in order to make them more employable.

- Strengthening of Alumni network for institution building.

- Increasing placement opportunities for the students.

- Introduce remedial courses for the weak students and evolve a formal mechanism of identifying fast and slow learners

Governance and Leadership

Strengths and Opportunities

- Dynamic leadership provided by the Top Management in the post reaccreditation period with a new and innovative model of governance

- Well defined vision, mission statement and Quality Policy in place.

- Vision statement along with Quality Policy displayed in all the departments of the University.

- Strengthening of Centre for Quality Assurance by upgrading it into a Directorate of Internal Quality Assurance.

- The University has a statutory organizational structure with clear cut division of responsibilities.

- Participatory decision making with various statutory bodies involved in decision making with nomination of college teachers and principals in the various bodies

- Regular meetings of various bodies/staff organized.

- Enhanced use of ICT in governance like notifications, circulars uploaded on the website etc.

- Grievance committees and procedures in place for its various stakeholders. For student related grievances like evaluation, a mechanism for re-evaluation exists; for handling issues related to unfair means in the examinations, students given an opportunity to appear before the Examination Committee, for discipline related issues, there exists a Disciplinary Committee. Apart from this, the University has a Students Grievance Redressal Cell at the centralized level.

- Regular meetings of the Vice Chancellor with various internal and external stakeholders to obtain firsthand feedback. These include interactions with faculty members, officers, non-teaching association, Class IV employees, and security guards. The Vice Chancellor has also held an interaction with the members of the Civil Society for obtaining feedback on the functioning of the University.

- Statutory provisions created for grant of autonomous status to colleges in sync with the UGC guidelines and NAAC recommendations.

- Human Resource Development Centre organizes staff development programmes for teachers of the University and the affiliated colleges.21 Orientation and 34 Refresher programmes have been organized by the Human Resource Development Centre during the reaccreditation period.

- Training programmes on computer awareness and internet for teachers and non-teaching staff by the Computer Centre.

- Financial autonomy provided to the University by the State Government with an objective to grant flexibility to the university for rational utilization of available resources from the financial year 2016-17.

WEAKNESSES AND CHALLENGES

- Due to increase in the size and magnitude of activities and limited human resources, conducting regular internal audits has become an uphill task.

- Constraints faced in the implementation of student feedback system prompted use of new formats/mechanism which have been placed in the University bodies for adoption.

- Though the Centre for Quality Assurance in the post reaccreditation period has been upgraded to a full fledged Directorate of Internal Quality Assurance headed by a full time Director yet Quality Assurance needs to be fully internalized by making it intertwined into every process rather than keeping it as a stand alone activity.

QUALITY SUSTENANCE AND ENHANCEMENT MEASURES UNDERTAKEN BY
THE UNIVERSITY OF JAMMU IN
THE POST REACCREDITATION PERIOD

QUALITY SUSTENANCE AND ENHANCEMENT MEASURES UNDERTAKEN BY THE UNIVERSITY OF JAMMU IN THE POST REACCREDITATION PERIOD

Following are the Quality Sustenance and Enhancement measures undertaken by the University of Jammu, proactively as well as on the basis of Report of the NAAC Peer Team in the post reaccreditation period under various Key Criteria:

NEW COURSES AND NEW COURSE CURRICULA

1) **Introduction of Choice Based Credit System(CBCS)**

    The University adopted the Choice Based Credit System for the post graduate programmes offered in the main campus from the academic year 2014-15. It shall now be implementing the CBCS for the undergraduate programmes offered in the affiliated colleges.

    (Observation made under Key Aspects as well as recommendation of the NAAC Peer Team).

2) **Enhancing Academic Flexibility**

    By increasing the number of open courses being offered under Choice Based Credit System, the students enjoy greater academic flexibility as they can choose from a pool of seventy courses being offered across faculties.

    (Observation made under Key Aspects by the NAAC Peer Team).

3) **Introduction of Semester System at Undergraduate level**

    In sync with the academic and administrative reforms recommended by UGC and NAAC, semester system has been implemented for the undergraduate programmes offered in the affiliated colleges. The semester system shall now be implemented for the undergraduate programmes in the Distance Education.

    (Observation made under Key Aspects as well as recommendation of the NAAC Peer Team).

4) **Introduction of new programmes which have market relevance and phasing out of courses that had little demand**

    M.Sc (Sericulture), M.Tech (Computer Science), M.A (Rural Development), M.Sc (Hydrology and Soil Dynamics), M.A (Kashmiri), MBA (IB), M.Sc (IT) and M.Sc Tech (Applied Geology) were introduced during the post reaccreditation period. M.Phil in Museology and Heritage has been introduced from the academic session 2012-13.

M.A (Economics with specialization in Public Policy) was weeded out due to lack of demand.

(Observation made under Key Aspects by the NAAC Peer Team).

5) **Introduction of specialized innovative diplomas in the emerging fields introduced to cater to the career advancement needs of the people already employed**

The Post Graduate Diploma in Cross Cultural Management in the International Centre for Cross Cultural Research and Human Resource Management, Post Graduate Diploma in Bioinformatics in the School of Biotechnology and Global Destination Management in the School of Hospitality and Tourism Management have been introduced keeping in view the job market in view. The University Grants Commission has sanctioned above three programmes under their scheme 'Innovative Programme for Teaching and Research in Inter-disciplinary and Emerging areas. Apart from the above, post graduate diplomas in Marketing and Sales Management, Banking and Risk Management and Accounting & Finance have also been introduced.

(Observation made under Key Aspects by the NAAC Peer Team).

6) **Regular updation of Course Curriculum**

Cycle time of updation of curriculum has been drastically reduced with minor updations taking place every year. Further, major updation in the syllabi of the post graduate programmes last took place in 2014 with the introduction of Choice based Credit System.

(Observation made under Key Aspects by the NAAC Peer Team).

7) **Modification of syllabi based on UGC guidelines/other Universities /competitive examinations to ensure higher probability of employment of our students.**

The National Council for Teacher Education Act (NCTE), an Act for the mantainence of standards and norms in the teacher education is not applicable in the State of J&K. However, the University, in order to maintain quality and standards, proactively chose to revamp its entire curriculum as per the Act, adopted in the rest of the country

Increasing number of students are now able to clear the NET/SLET/Other competitive examinations, with the modification of syllabi being done on regular basis and on the pattern of UGC guidelines/other Universities.

(Observation made under Key Aspects by the NAAC Peer Team).

8) **Increasing the Range of Programmes offered in the affiliated colleges**

The NAAC peer team had appreciated the availability of wide programme options at undergraduate level. The University further increased the Range of Programmes offered in the affiliated colleges. For the first time, the University introduced two honours courses at the undergraduate level i.e BA English (Honours) and B.Com (Honours) to provide an opportunity to students at the undergraduate level to develop specialized knowledge in the field. M.Sc Home Science (Clothing & Textiles) has also introduced in one of our affiliated colleges for Women, in this academic session.

(Observation made under Key Aspects by the NAAC Peer Team).

ADMISSIONS, TEACHING – LEARNING & EVALUATION

9) Introduction of Entrance Test for Admissions

Entrance Test has now been introduced for admission to all the programmes offered in the main and off site campuses. Most of the processes under this have been computerized e.g. application form, admission brochure, admit card, results etc are now available online. It is felt that this testing methodology has resulted in enhancing quality of students being admitted.

(Observation made under Key Aspects as well as recommendation of the NAAC Peer Team).

10) Increasing the effectiveness of teaching-learning process

Many departments have introduced field visits, trainings and components other than the regular lectures, thereby introducing innovative teaching learning methodologies. The use of ICT in teaching -learning process has also been enhanced by procuring and using the relevant hardware and software. Further, the university has taken measures to ensure that original softwares are in use.

11) Initiatives regarding Teacher Quality

To improve teacher quality, the Human Resource Development Centre has in the post reaccreditation period, increased the number of General Orientation Courses and Refresher Courses. About 34 Refresher courses and 21 General Orientation Courses, imparting training to around 1470 teachers.

Linkages developed by the departments have resulted in greater exposure to the faculty by way of visits and use of facilities of collaborating institutions and interactions with the faculty/ researchers of those institutions.

12) Identifying and motivating high performers

Students/Scholars showing potential of higher level of academic excellence are provided with opportunities to attend seminars/conferences held outside the state and in case of certain departments, even outside the country eg. scholars from the Department of Physics and Electronics and School of Biotechnology, during this period, got the opportunity to visit universities like University of Birhingham, UK; Utrecht University , Netherlands; CERN, Geneva; INFN, Toreno, Italy, IPK, Germany.

13) Increase in the number of teachers from other universities/states.

Range of percentage of faculty from other states/universities has now also increased and the current range varies from 15% to 100% in most departments except six, where 100 % teachers are from University of Jammu/J&K.

(Observation made under Key Aspects by the NAAC Peer Team).

14) Reforms in Examinations

Many reforms in the evaluation process have been introduced. The process of continuous

evaluation is being followed by introduction of Minor -1, Minor-II tests in which upto 40-50% of syllabi is covered , instead of the earlier provision of 20% internal assessment.

In order to introduce an element of transparency and reduce students grievances related to examinations, students are shown their answer copies and xerox copies of answer sheets are provided to those, in the affiliated colleges of the University.

Numerous ICT related initiatives have been introduced during this period. In the academic session 2015-16, the pre-conduct processes of semester system at undergraduate level was computerized and made 100% online. Database was created by the Computer Centre for bulk as well as customized SMS service and online downloading of examination forms. The process of developing an in-house software package for the computerization of pre and post conduct work of Choice Based Credit System at the post graduate level is also being undertaken.

RESEARCH AND EXTENSION

15) Recognition received for the quality of research

The University of Jammu was one of the twenty nine universities which was granted Rs.9 crores by the Department of Science and Technology, Government of India in 2010, under its 'Promotion of University Research and Scientific Excellence' programme. With the help of these grants, the University augmented its research facilities .A Multinuclear Spectrometer 400 MHz costing around Rs. 1.4 Crores to be used as a central facility by all Science departments was procured with the help of these grants. A DNA Sequencing facility, a central instrument for the Life Sciences department has also been procured under this Scheme.

16) Initatives for building an enabling environment for academics and research

In order to create an environment for promoting research and to give exposure to students, increasing number of national and international events were organized by the University. For the first time in the state of Jammu and Kashmir, the University of Jammu organized the 101st session of the Indian Science Congress in February 2014 with the focal theme, 'Innovations in Science and Technology for Inclusive Development'. The event attracted around 6500 participants from all across the country as well as from abroad including countries like USA, UK, Canada, Japan, Germany, France, Spain, Mexico, Sri Lanka ,Czech Republic etc. Nobel laureates Prof.Y.T.Lee, President, International Council for Science and Prof. Ferid Maurad, University of Washington also participated in the Congress. The five day event comprised of around 122 plenary lectures, 200 invited lectures, 480 oral presentations and 718 poster presentations.

Around 200 national and international seminars/conferences have been organized in the University, apart from regional and local level workshops, seminars and other academic events.

17) Increased Budget Allocation for Research

Budget for research has increased from 7.04% to almost 10% in the post reaccreditation period.

18) Building upon the Culture of Extension and Outreach

The University continued to build upon its culture of reaching out to civil society. Department of Education, has adopted the Government Higher Secondary School, along with a cluster of two high schools and five junior schools. It will be our endeavour to provide support and assistance to the School, so as to develop it as a Model School by way of capacity building of staff, upgradation of infrastructural facilities and improving teaching – learning processes through the expertise of faculty members of the Department of Education. Out of the various extension activities of the Department of Environmental Sciences , their flagship activity worth mentioning is SAVE TAWI CAMPAIGN - A drive for cleaning the river Tawi.

For the first time, a number of steps have been taken to create a culture of environment consciousness. The University took an unique initiative of constituting a Green Campus Task Force comprising of more than fifty volunteers from various teaching departments, teachers and officers. The Department of Environment Science is the nodal department for this initiative. The creation of the task force is the first step in the university's roadmap for building a healthier and a sustainable campus with an objective to create environmental consciousness. Initiatives to make the campus polythene free and maintain silence zone are being planned. The Department of Environment Science is piloting numerous sustainability solutions like construction of rainwater harvesting structures, tapping solar energy, having a policy on disposal of waste management including e-waste etc.

The University ,during the period organized camps of the Innovation in Science Pursuit for Inspired Research (INSPIRE) Programme of the Department of Science and Technology, Government of India for the benefit of school children located at different parts of the State including Ladakh.

INFRASTRUCTURE AND LEARNING RESOURCES

19) Improvement in Infrastructure and facilities

In the last few years, great emphasis has been laid on creation of new infrastructure and expansion and upgradation of existing facilities. The six storeyed building of Directorate of Distance Education , a new building for the Directorate of Physical Education, a four storeyed laboratory complex for the Department of Chemistry, a three storeyed state of the art building for Centre for IT Enabled Services & Management, a new boys hostel in the main campus, four storeyed (G+3) examination block, an examination block in the Old Campus, the construction of Lecture Halls in the Academic Staff College, extension of Faculty Transit House and a Herbarium Museum in the Department of Botany have been undertaken.

The University has also augmented its sports facilities like construction of a cricket stand and pavilion in the Athletic Ground, three tennis courts and basketball courts with stands. Latest bowling machines, scoreboards, moveable nets have been procured to give a boost to cricket and sports in the University.

The University has also enhanced the capacity of its Girls Hostel located in the main campus and undertook massive renovation and repairs in the other hostels.

Existing buildings and infrastructure for departments of Geology, Statistics, Electronics, Home Science, Social Sciences, Mathematics, Geography, The Business School, Biotechnology & Environment Sciences have been/are being developed to create additional space.

The Gymnasium and Fitness Centre has been modernized by equipping it with the latest equipments.

The University has been designated as a 'Level I' point of presence on the National Knowledge Network.

Computer labs and seminar halls have been established in many departments. Departments have procured hardware and software relevant to their discipline. Equipments required for use of teaching - learning process have been put in place.

The laboratory facilities have been upgraded and augmented.

20) Improvements in the Central Library

Libsys software of the latest version has been installed. RFID technology with TAGSYS, a feature for anti-theft, has also been installed in the library. The library has access to J-Gate & UGC Infonet ,SCIFINDER,EBSCO databases . An Archive section has also been added in the Central Library.

GOVERNANCE RELATED INITIATIVES

23. Establishment of office of Dean Research Studies

Some of the initiatives based on the recommendations of the NAAC Peer Team a separate office of Dean Research Studies has been established and is vibrantly functioning to cater to the needs of our researchers.

(Observation made under Key Aspects by the NAAC Peer Team).

24. Establishment of office of Dean Placements

A separate office of Dean , Placements was also established . Efforts are being made for improving the career prospects of the students. The University is the nodal centre for the project 'Udaan' of the J&K Government and has facilitated placements of hundreds of students from the University and its affiliated colleges. Prestigious organizations like Wipro, Airtel, HDFC, ITC Azim Premji Foundation, Decathlon etc. visit our campus for placements. Faculty Members have been nominated as Departmental Placement Co-ordinators to co-ordinate with the office of Dean, Placement.

(Observation made under Key Aspects by the NAAC Peer Team).

25. Restructuring Centres/Departments

The relationship between various Departments and Centres was also reviewed . On the basis of evaluation, many centres like Dr.Ambedkar Studies Centre, Gandhian Centre for Peace and Conflict Studies, Institute of Himalayan Glaciology and Centre for New Literatures,

Culture and Communication were merged with their parent departments recently, as it was felt that this synergy would have a positive impact on academics and administration.

(Observation made under Key Aspects by the NAAC Peer Team).

26. **Granting Autonomy to Affiliated Colleges**

Statutory provisions have been created for grant of autonomous status to colleges during the period, after which two colleges have been granted autonomous status.

(Observation made under Key Aspects by the NAAC Peer Team)

27. **Identifying and Sharing Best Practices**

Academic audits of the teaching departments were conducted by the University through Directorate of the Internal Quality Assurance. On site visits to the departments were made by the Vice-Chancellor along with senior faculty members including Dean Academic Affairs, Dean Research Studies, Campus Deans and other top academic administrators. The departments have been evaluated on key performance areas like teaching – learning, research, governance, extension and outreach, infrastructure and learning resources etc. Through this exercise, we have been able to identify good practices of the departments and share these practices widely among other departments for possibilities of emulation as well as identify areas of improvement for quality enhancement.

28. **Identifying and motivating the high performing faculty**

Based on the evaluative reports of the Departments, "Celebrating Success: Annual Quality Assurance Awards" have been instituted for those faculty members being awarded fellowships/ memberships to prestigious organizations/contributing in their respective fields.

29. **Stakeholder Relationships**

Communicating and engaging with key stakeholders is the cornerstone for sustenance and enhancement of quality. The University has initiated holding of interactions with different stakeholders of the University – members of the civil society, all faculty members, scholars, officers, non- teaching staff and non-gazetted staff , in order to seek feedback and gather perspectives of different stakeholders. Formal parent teacher interactions have also been introduced. These interactions have enhanced our understanding and helped us plan and make interventions.

In order to determine the level of satisfaction of internal stakeholders, during an interactive session held with teachers and officers of the University, a blind feedback on the quality of the leadership provided by the University was obtained and 95%   people present gave a ranking of 3 and above on a five point scale. Being a unique exercise, it caught the attention of the press.

To ensure closer contact for mutually beneficial relationships, University took the decision of decentralizing the process and the individual teaching departments have now initiated the process of holding their separate Alumni Meets in order to develop & maintain stronger network.

Amongst the key stakeholders, the place of Alumni as the brand ambassadors of the University is most significant and they need to be suitably recognised and honour. In this regard, the university took the decision to confer Honoris Causa on one of our most notable alumnus Mr. Justice Tirath Singh Thakur, the Hon'ble Chief Justice of Supreme Court of India.

30.   Multiple Accreditations and Recognitions

School of Biotechnology, University of Jammu was ranked 'A' grade by the Department of Biotechnology, Government of India, thereby making it to the club of top Biotechnology Departments of the country after independent evaluation by Biotech Consortium of India Ltd. (BCIL) out of 70 Biotechnology departments funded by DBT.

The Human Resource Development Centre, earlier known as the Academic Staff College, established in 2006, was accredited by NAAC (National Assessment And Accreditation Council), in 2012 and has been ranked 18th in the Country ahead of old established Academic Staff Colleges of many leading Universities of India.

In the post reaccreditation period Directorate of Distance Education also got its programmes assessed and recognized by DEC in the year 2012.

PROFILE OF THE UNIVERSITY

Profile of the University

1. Name and Address of the University

Name	University of Jammu	
Address	Baba Saheb Ambedkar Road, Jammu	
City	**Pin:** 180006	State: Jammu & Kashmir
Website	www.jammuuniversity.in	

2. For Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Prof. R.D. Sharma	O: 0191-2435268	9419185530	2459383	ramjirdsharma@rediffmail.com
Pro Vice Chancellor	-	-	-	-	-
Registrar	Prof. Keshav Sharma	O: 0191-2431365	9469211211	2431365	keshavju@gmail.com
Steering Committee/ IQAC Co-ordinator	Dr. Meenakshi Kilam	O: 0191-2435898	9419103046	2435898	iqac_ju@yahoo.com

3. Status of the University

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

4. Type of University

    Unitary

    Affiliating   ✓

5. Source of funding

    Central Government   ✓

    State Government

    Self-financing   ✓

    Any other (please specify)

6. a. Date of establishment of the university: 05-09-1969 (dd/mm/yyyy)

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

i.	PG Centre	Yes	No	✓
ii.	Affiliated College	Yes	No	✓
iii.	Constituent College	Yes	No	✓
iv.	Autonomous College	Yes	No	✓
v.	Any other (please specify)		Unversities of Kashmir & Jammu	

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

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

Under Section	dd	mm	yyyy	Remarks
i. 2f of UGC*	05	09	1969	
ii. 12B of UGC *			1969	
iii. 3 of UGC #				
iv. Any other ^ (specify)				

   * Enclose certificate of recognition. **(Annexed as 'A')**

   # Enclose notification of MHRD and UGC for all courses / programmes / campus/ campuses.

   ^ Enclose certificate of recognition by any other national agency/agencies, if any.

8. Has the university been recognized

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

   Yes   No   ✓

   b. For its performance by any other governmental agency?

   Yes   ✓   No

Name of the Agency:
- DEC (For Distance Education), 2012
- NAAC(Human Resource Development Centre), 2012, Ranked 18th in the country.
- DBT, Government of India - awarded A grade to School of Biotechnology, 2015

9. Does the university have off-campus centres?

Yes ☑   No ☐

Bhaderwah Campus : 2006
Udhampur Campus : 2007
Kathua Campus   : 2006
Kishtwar Campus   : 2008
Poonch Campus   : 2008
Ramnagar Campus   : 2007
Reasi Campus   : 2007

10. Does the university have off-shore campuses?

Yes ☐   No ☑

11. Location of the campus and area:

	Location	Campus area in acres	Built up area in sq. mtrs
i. Main Campus area	Urban	118 acres	184434
ii. Old Campus area	Urban	10.5acres	10554
iii. *Other Campuses	--------		

* Consolidated Report of all the campuses. (Annexed as 'B')

12. Provide information on the following: In case of multi-campus University, please provide campus -wise information ……. **(Details attached as Annexure-'C')**
- Auditorium/seminar complex with infrastructural facilities
- Sports facilities
  * playground
  * swimming pool
  * gymnasium
  * Any other (please specify)

- Hostel

  * Boys' hostel
    - i.   Number of hostels
    - ii.   Number of inmates
    - iii. Facilities

    Girls' hostel
    - i.   Number of hostels
    - ii.   Number of inmates
    - iii. Facilities
  * Working women's hostel
    - i.   Number of hostels
    - ii.   Number of inmates
    - iii. Facilities

- Residential facilities for faculty and non-teaching

- Cafeteria

- Health centre –Nature of facilities available –inpatient, outpatient, ambulance, emergency care facility, etc.

- Facilities like banking, post office, book shops, etc.

- Transport facilities to cater to the needs of the students and staff

- Facilities for persons with disabilities

- Animal house

- Incinerator for laboratories

- Power house

- Waste management facility

13.   Number of institutions affiliated to the university

Type of Colleges	Total	Permanent	Temporary
Arts, Science and Commerce	58	-	58
Law	04	-	04
Medicine(Including physiotherapy, dental and Ayurveda)	08	01	07
Engineering	05	01	04
Education	70	02	68
Management	03	-	03
Others (specify and provide details)	-	-	-

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

Yes   ✓   No   Number   2

15. Furnish the   following information

Particulars	Number	Number of Students (2014-15)
a. University Departments		
Undergraduate	01	429
Post graduate	35	2758
Research centres on the campus	12	-
b. Constituent colleges	-	-
c. Affiliated Colleges	148	67820
d. Colleges under 2(f)	N.A	N.A
e. Colleges under 2(f) and 12B	N.A	N.A
f. NAAC accredited Colleges	25**	4288
g. Colleges with Potential for Excellence(UGC)	-	-
h. Autonomous Colleges	02	5793
i.Colleges with Postgraduate Departments	09	1423
j. Colleges with Research Departments	-	-
k. University recognized Research Institutes/Centres	-	-

** Private Affiliated Colleges only

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

Yes   ✓   No

If the university uses any other nomenclatures, please specify.

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

Programmes	Number
UG	20
PG	49

Integrated Masters	-
M.Phil.	26
Ph.D.	37
Integrated Ph.D.	-
Certificate	04
Diploma	-
PG Diploma	10
Any other (please specify)	-
Total	**146**

List of courses enclosed as Annexure 'D'

18. Number of working days during the last academic year | 180 days |

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

| 180 days | 180 days | 180 days | 180 days |

('Teaching days' means days on which classes were engaged. Examination days are not to be included)

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

Yes | ✓ | No | |

If yes,

     a.   Year of establishment … 1973…

     b.   NCTE recognition details (if applicable) Notification

        Not Applicable

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

        Yes | | No | ✓ |

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

Yes | ✓ | No | |

If yes,

     a.   Year of establishment ……   2003… (dd/mm/yyyy)

     b.   NCTE recognition details (if applicable) Notification

        Not Applicable

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

Yes ☐   No ☑

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

Not Applicable

Yes ☐   No ☐

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

Yes, University has been reviewed by BCI for its Law programme and DEC for Distance Education.
(Copy of the Report annexed as Annexure 'E')

24. Number of positions in the university

Positions	Teaching faculty			Non-teaching staff	Technical staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the UGC / University / State Government	63	88	231	500	237
Recruited	100*	39*	115	389	161
Yet to recruit	44	49	116	111	76
Number of persons working on contract basis	-	-	146		

(* Professors and Associate Professors appointed under CAS included)

25. Qualifications of the teaching staff

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-

Ph.D.	68	32	26	13	36	43	218
M.Phil.	-	-	-	-	3	3	6
PG	-	-	-	-	23	7	30
Temporary teachers							
Ph.D.	-	-	-	-	23	29	52
M.Phil.	-	-	-	-	6	6	12
PG	-	-	-	-	46	36	82
Part-time teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-		-		-	-	-
PG	-	-	-	-	-	-	-

26. Emeritus, Adjunct and Visiting Professors.

	Emeritus	Adjunct	Visiting
Number	-	-	-

27. Chairs instituted by the university:

	Chairs
School / Department	-

28. **Students enrolled in the university departments during the current academic year, with the following details: (2014-15)**

Students	UG		PG		Integrated Masters		M. Phil.		Ph.D.		Integrated Ph.D.		D.Litt,/ D.Sc.		Certifi-cate		Diploma		PG Diploma	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
From the state where the university is located	242	187	1001	1712	-	-	46	56	94	164	-	-	-	-	-	-	-	-	35	10
From other states of India	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NRI students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foreign students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	242	187	1001	1712	-	-	46	56	94	164	-	-	-	-	-	-	-	-	35	10

*M - Male *F - Female

29. 'Unit Cost' of education

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

Total Annual Recurring Expenditure = 13004.49 lacs
Total No. of Students Enrolled = 3187

(a) including the salary component:

Total Annual Recurring Expenditure/Total No. of Students Enrolled=14024.49/20,098

= Rs. 0.69

(b) excluding the salary component

Recurring Expenditure excluding Salary/ Total No. of Students=5642.68/20,098

= Rs.0.28

30. Academic Staff College
   • Year of establishment …2006
   • Number of programmes conducted (with duration)
     * UGC Orientation
     * UGC Refresher
     * University's own programmes

Course	No. of Participants
Refresher Courses	34
General Orientation Courses	21
University Programmes	7

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

Yes [✓]   No [ ]

If yes, indicate the number of programmes offered.: 11(**Annexure-E attached**)

Are they recognized by the Distance Education Council?

Yes

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

Yes [ ]   No [✓]

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

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

Accreditation : Cycle 1 ☐ Cycle 2 ☐ Cycle 3 ☑ Cycle 4 ☐

Re-Assessment: ☐

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

Cycle 1: …**November 5, 2001**….. (dd/mm/yyyy), Accreditation outcome/Result………..**A grade**….

Cycle 2: **15-June-2009** (dd/mm/yyyy), Accreditation outcome/Result ….**3.13**….. grade

Cycle 3: ………………… (dd/mm/yyyy), Accreditation outcome/Result ……

Cycle 4: ………………… (dd/mm/yyyy), Accreditation outcome/Result …… * Kindly enclose copy of accreditation certificate(s) and peer team report(s)
(**Enclosed as Annexure G**)

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

Yes, the University has uploaded the list of accredited institutions under its jurisdiction on its website. Details of affiliated colleges is attached as an **Annexure 'F'.**

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

IQAC 3-06-2003 (dd/mm/yyyy)

AQAR (i) 23-August-2012 (dd/mm/yyyy)

(ii) 25-September-2013 (dd/mm/yyyy)

(iii) 25-August-2014 (dd/mm/yyyy)

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

Annexure 'A'

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

SPEED-POST

No. F. 5-5/2014 (CPP-I/PU)

June, 2014

9 JUN 2014

The Registrar,
University Of Jammu,
Jammu-180006.
Jammu & Kashmir.

Sub: - Status of University of Jammu, Jammu (Jammu & Kashmir).

Sir,

With reference to your letter No. PA/REG/14/69 dated 04.06.2014 on the above subject, I am directed to inform you that as per the list of Universities maintained by the UGC, University of Jammu, Jammu (Jammu & Kashmir) is a State University established by an Act of the State Legislature of Jammu & Kashmir as a State University and is eligible to award degrees as specified by the UGC under Section 22 of the UGC Act, 1956. The name of the University is also included in the list of Universities (S.No. 55) under section 12-B of the UGC Act, 1956 to be eligible to receive central assistance.

Yours faithfully,

(P.K. Sharma)
Under Secretary

ISSUED
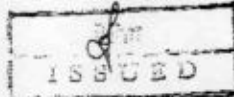
Main Campus:

Auditoriums: 02

Seminar Halls: In almost every Department

Sports Facilities

Play Ground: 02

Lawn Tennis: Under Construction

Gymnasium: 01

Fitness Centre :   01

Hostels

Boys Hostels

Number of Hostels : 04

Number of inmates: 412(For the Session 2014-15)

Facilities:

- Mess
- Dinning hall
- Guest room
- Well furnished reading room with national and local newspapers and magazines
- Internet facility
- Recreation hall with television facility
- Sports facilities (indoor games like carrom, chess, badminton, table tennis)
- First aid facility
- Ambulance is provided, whenever needed
- Telephone booth facility
- Security provision for boarders

- 24 hour electricity supply with power backup

- Filtered drinking water facility.

Girls Hostels

Number of Hostels : 03

Number of inmates: 527(For the Session 2014-15)

Facilities:

- Mess

- Dinning hall

- Guest room

- Well furnished reading room with national and local newspapers and magazines

- Internet facility

- Recreation hall with television facility

- Sports facilities (indoor games like carrom, chess, badminton, table tennis)

- First aid facility

- Ambulance is provided, whenever needed

- Telephone booth facility

- Security provision for boarders

- 24 hour electricity supply with power backup

- Filtered drinking water facility.

Offsite Campuses

Location of the campus and area:

Name of the Campus	Location*	Campus area (in acres)	Built up area (in sq. mtrs)
Bhaderwah Campus	Hilly Area	50 acres	12960

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other)

Information on the following:

Auditorium/seminar complex with infrastructural facilities : Yes, with a capacity of 200.

Sports facilities

Playground   : Work in Progress

Swimming pool   : Nil

Gymnasium   : Nil

Hostels

    Boys Hostel

The construction work of Boys Hostel is in progress.

    Girls Hostel

The construction work of Girls Hostel is in progress.

Working women hostel: NIL

Residential facilities for faculty and non-teaching

The faculty and non-teaching staff reside in rented accommodation. However, the construction work of Faculty house and quarters is in progress. A guest house has also been rented for visiting facility etc.

Cafeteria

Facility of Canteen is available on the Campus.

Health centre

As such there is no full fledged Health Centre available on the Campus but a dispensary headed by a pharmacist and a nurse (on deputation from State Govt.) and ambulance facility is available on the campus.

Facilities like banking, post office, book shops, etc.

Land is allotted to JK Bank for establishment of its Branch at Campus Site.

Transport facilities to cater to the needs of the students and staff

Facility of bus is available for the Students and Staff

Facilities for persons with disabilities: Nil

Animal house: NIL

Incinerator for laboratories : NIL

Power house : YES

Waste Management facility: Proposed

Location of the campus and area:

Name of the Campus	Location*	Campus area (in acres)	Built up area (in sq. mtrs)
Kishtwar Campus	Hilly Area	4.88	5537

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other)

Information on the following:

Auditorium/seminar complex with infrastructural facilities

Work is in Progress

Sports facilities

Playground: Nil

Swimming pool: Nil

Gymnasium: Nil

Hostel

   Boys Hostel

   Rented accommodation is available. However, the construction work of Boys Hostel is in Progress.

   Girls Hostel

   Rented accommodation is available. However, the construction work of Girls Hostel is in progress.

Working Women hostel: Nil

Residential facilities for faculty and non-teaching : Rented accommodation is available

Cafeteria: Nil

Health centre

Facilities like banking, post office, book shops, etc. : Nil

Transport facilities to cater to the needs of the students and staff : Nil

Facilities for persons with disabilities: Nil

Animal house: Nil

Incinerator for laboratories : Nil

Power house : YES

Waste management facility: Nil

Other Facilities : Library, Internet laboratory etc.

Location of the campus and area:

Name of the Campus	Location*	Campus area (in acres)	Built up area (in sq. mtrs)
Kathua Campus	Semi Urban	45	12480

(* Urban, **Semi-Urban**, Rural, Tribal, Hilly Area, Any other)

Information on the following:

Auditorium/seminar complex with infrastructural facilities : Nil

Sports facilities

Playground	:	Work is in Progress
Swimming pool	:	Nil
Gymnasium	:	NIL

Hostel

Boys hostel	:	The construction work of Boys Hostel is in Progress.
Girls hostel	:	The construction work of Girls Hostel is in Progress.

Working women's hostel : Nil

Residential facilities for faculty and non-teaching : Nil

Cafeteria

There is a facility of canteen on the Campus

Health centre

Facilities like banking, post office, book shops, etc. : Nil

Transport facilities to cater to the needs of the students and staff :

There is a facility of bus for the students and staff available on campus.

Facilities for persons with disabilities : Nil

Animal house : Nil

Incinerator for laboratories : Nil

Power house : Yes

Waste management facility : Nil

Location of the campus and area:

Name of the Campus	Location*	Campus area (in acres)	Built up area (in sq. mtrs)
Ramnagar Campus	Rural	31.80	3411

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other)

Information on the following:

Sports facilities

> **Playground**   : Nil
>
> **Swimming pool**   : Nil
>
> **Gymnasium**   : Nil

Hostel

> **Boys Hostel**   : The construction work of Boys Hostel is in Progress.
>
> **Girls Hostel**   : Rented accommodation is available. However, the construction work of Girls Hostel is in Progress.

Working Women hostel: Nil

Residential facilities for faculty and non-teaching : Nil

Cafeteria : Nil

Health centre

Facilities like banking, post office, book shops, etc.: Nil

Transport facilities to cater to the needs of the students and staff :

Facility of bus is available on the Campus.

Facilities for persons with disabilities: Nil

Animal house : Nil

Incinerator for laboratories: Nil

Power house : YES

Waste management facility: Nil

Location of the campus and area:

Name of the Campus	Location	Campus area (in acres)	Built up area (in sq. mtrs)
Poonch Campus	Hilly Area	7.58	2419

(* Urban, Semi-Urban , Rural, Tribal, Hilly Area, Any other)

Information on the following:

Sports facilities

    Playground   : Nil

    Swimming pool : Nil

    Gymnasium   : Nil

Hostel

    Boys Hostel   **:** The construction work of Boys Hostel is in progress.

    Girls Hostel   **:** The construction work of Girls Hostel is in progress.

Working Women hostel: Nil

Residential facilities for faculty and non-teaching : Nil

Cafeteria : Facility of canteen is available on the campus.

Health centre Nil

Facilities like banking, post office, book shops, etc. **Nil**

Transport facilities to cater to the needs of the students and staff :

The facility of bus is available on the campus

Facilities for persons with disabilities: Nil

Animal house : Nil

Incinerator for laboratories: Nil

Power house : Yes

Waste management facility: Nil

Location of the campus and area:

Name of the Campus	Location*	Campus area (in acres)	Built up area (in sq. mtrs)
Reasi Campus	Hilly Area	39.62	-

(*Urban, Semi-Urban , Rural, Tribal , Hilly Area, Any other)

Information on the following:

Auditorium/seminar complex with infrastructural facilities : Yes

Sports facilities

    Playground   **:** Work is in progress

    Swimming pool **:** Nil

    Gymnasium   **:** Nil

Hostel

    Boys Hostel   **:** The construction work of Boys Hostel is in progress.

    Girls Hostel   **:** The construction work of Girls Hostel is in progress.

Working Women hostel: Nil

Residential facilities for faculty and non-teaching : Nil

Cafeteria : Facility of canteen is available on the campus.

Health centre

Facilities like banking, post office, book shops, etc. **Nil**

Transport facilities to cater to the needs of the students and staff : Facility of bus is available on the Campus.

Facilities for persons with disabilities: Nil

Animal house : Nil

Incinerator for laboratories: Nil

Power house : Yes

Waste management facility : Nil

Offsite Campuses

In its endeavour to take higher education to the doorsteps of people and reach out to the disadvantaged sections of the region, the University of Jammu established eleven campuses in various areas of Jammu region. Out of 11 campuses, seven campuses (Bhaderwah, Udhampur, Reasi, Ramnagar, Kathua, Kishtwar and Poonch) are functional where as campuses at Doda, Billawar, Surankote and Patnitop are in the process of getting functional.

A brief overview of the various campuses is as under:

Bhaderwah Campus

The campus at Bhaderwah started in 2006. Initially, the campus started functioning in a rented accommodation in Bhaderwah town. Soon after, land to the tune of 410 kanals was acquired in village Sungli, about 2.5 kms from Bhaderwah town and construction work was undertaken.

The Campus was inaugurated by Her Excellency Smt. Pratibha Devi Singh Patil, the President of The Republic of India, on May 26, 2008. The Campus is administratively headed by a Rector assisted by an Academic Coordinator.

Academic Programmes and Research

The campus offers postgraduate and undergraduate courses in the following disciplines:

1. Masters in Computer Applications (MCA)
2. Masters in Business Administration (MBA) and Ph.D
3. Masters in English (M.A English) and Ph.D
4. B. Ed. Course (2 years program)
5. Bachelor of Business Administration
6. Bachelor of Commerce (Hons.)

Institute of Mountain Environment (Research Institute)

1. Life Sciences
2. Earth Sciences
3. Economics

In addition, a certificate course on E- Learning for women is also being offered.So far, nine batches have been provided training on basic skills in computer applications.

Infrastructural Facilities in the campus:

There are 6 departments, 14 class rooms, 4 pre-fabricated huts used as classrooms, 11 laboratories and 4 seminar halls in 410 kanals of campus area. There is a library for the students with facilities like text books, reference books, magazines etc. The campus regularly organizes Seminars/ Conferences/Workshops/Trainings etc for the staff and students of the campus.

There are 12 permanent faculty members and 11 contractual faculty members along with 34 non-teaching staff, 8 technical staff and 1 officer.

Campus at Kathua

Kathua Campus is fast emerging as the technical Campus of the University. Currently MBA and MCA programmes are being offered at the Campus. The other programmes like B. Pharma, five-Year integrated MBA and the various Engineering Programmes through the University Institute of Engineering and Technology (UIET) are in the pipeline, for augmenting quality and technical education and research. Kathua Campus is working with technological focus, futuristic outlook and social sensitivity.

The Offsite Campus of University of Jammu at Kathua started functioning in 2006 with the launch of MBA programme with an intake capacity of 20 students whereas the MCA programme started functioning in the year 2012.

The construction of upcoming buildings of the Campus with academic block and separate hostels for boys and girls is underway in 362 Kanals of land at Village Janglote, Kathua and are expected to be completed very shortly. The Campus shall move from the rented premises to the newly constructed Academic block (G plus 3) soon. All the buildings are environment friendly and equipped with modern facilities.

The campus is administratively headed by the Rector who is assisted by an Academic Coordinator. There is one permanent faculty members and 12 members have been appointed on contract basis in the campus for smooth functioning of the campus.

Infrastructure

- **Library:** The Library at the Campus is equipped with leading journals, magazines, text books and reference books that cater to the needs of the students and the faculty, supplemented and supported by Dhanvantri Library at the main Campus that provides 24 hours service at Jammu required for effective academic delivery.

- **Transport Facility:** The Campus offers paid transport facility to the students of the Campus who commute from Jammu to Kathua on daily basis.

- **Teaching Pedagogy:** Kathua campus is equipped with the latest teaching and learning facilities to facilitate the learning which include integrated approach of formal lectures, group discussions, power point presentations using projectors, simulation exercises, case study, project work, group assignments, management games, industrial visits and seminars.

48

- **Networked Computer Lab:** The Campus is equipped with a state- of- the- art computer lab with computers and the LCD facility. The computers are equipped with the latest software to cater the needs of students in accordance with curriculum and the latest industry requirements. The Campus has also got internet connectivity to cater to the academic requirements of the students. To strengthen the exiting infrastructure a new computer Lab has been created with the facility of 12 latest Computers along with one high speed internet connection.

- **ICT Lab:** The use of ICT is encouraged at the Campus. A state of the art Information Communication Technology lab equipped with video conferencing unit and interactive board is established and installed to facilitate teaching-learning processes and bring home the global expertise to the door steps. Moreover the ICT facility has been upgraded at the Campus recently with the addition of 2 more projectors, 2 high-speed internet connections and 10 computers in addition to the existing ones.

- **Smart Classrooms:** The Campus has also got facility of modern smart classroom for interactive sessions, panel discussions and workshops organized by the Campus from time to time.

- **Power Back-Up:** The Campus has installed 25 KVA Genset for providing uninterrupted power supply support for the smooth functioning of the teaching and lab activities.

- **Canteen:** There is also a canteen facility at the Campus to make available various food and refreshment items to the students.

The campus regularly organizes Seminars/Conferences/Workshops/Trainings etc for the staff and students of the campus and organizes industrial visits and placement drives.

Campus at Udhampur

The campus at Udhampur was established in 2007 under the Prime Minister's special package to the University of Jammu . 316 Kanals and 10 Marlas in Village Garnai Lotta Tehsil has been transferred to the University of Jammu for setting up of the Campus.

Academic Programmes offered:

- M.Com

- MA Economics

The campus is administratively headed by a Rector, who is assisted by Liaison officer appointed on contractual basis. The faculty comprises of four Assistant Professors (on contractual basis) for M.Com and four Assistant Professors (on contractual basis) for MA (Economics). The University has recently acquired 316 Kls 10 Mls of land at village 'Lotta' in Udhampur and construction work is expected to start shortly.

Campus at Ramnagar

The campus at Ramnagar established in 2007 started functioning in Government Degree College, Ramnagar. Two academic programmes – Master in Computer Applications (MCA) and M.A

(Sociology) are being offered in the campus.

The Campus is administratively headed by the Director, Ramnagar Campus. The faculty comprises of four Assistant Professors of MA (Sociology) and six Assistant Professors of MCA on contractual basis.

The construction of Academic Block and one Boys and one Girls Hostel is under process. Most of the construction of the Academic block which includes Teaching space, staff room and library is near completion , but the construction activity now has come to a halt due to non-availability of funds.

Kishtwar Campus

The Campus established in January 2008 was inaugurated by Jenab Omar Abdullah Chief Minister, J&K and Pro-chancellor University of Jammu in November 2010.

About 38 kanals of land near Degree College, Kishtwar has been transferred to the University by the State government. M.Sc. (IT) was started in the campus in the academic year, 2012-13.

The campus is administratively headed by a Director and there are 11 contractual faculty members in the campus.

Courses offered:

> M.Sc. IT
>
> M.Sc. Geology
>
> (Hydrology & Soil Dynamics)
>
> M.A. Kashmiri
>
> PGDCA

University is planning to start the following departments in the near future in the campus:

- School of Computer Science & IT
- Centre for Disaster Management
- Department of Journalism and Mass Communication

Facilities at the Campus:

> Guest House cum Office, Boys Hostel, Girls Hostel and Faculty House (in rented buildings)
>
> Mess, 24 hours Broadband internet Service, Genset 25 KV,Library with 600 books,Online UPS.

Campus at Reasi

The campus at Reasi started functioning in September 2007 in the Government Degree College, Reasi, (with three classrooms and one computer laboratory of the College). M.A. (Sociology) is being offered in the Campus with 20 students being admitted in the campus for session 2014-15. The faculty comprises of four Assistant Professors appointed on contractual basis. In the near

future, University is planning to start post graduate programmes in Economics, English, Urdu.

500 kanals of land is in the possession of the University for the campus and construction work for Academic cum Administrative block, Boys Hostel and Girls Hostel has been started.

Campus at Poonch

The campus at Poonch established in 2008 is currently housed in Government Degree College, Poonch. M.Sc Sericulture is presently being offered in the campus and 15 students have been admitted in the session 2014-15. 61.7 Kanals of land stands transferred to the Poonch Campus at village Janhyar, Dingla.

The Campus is administratively headed by the Rector, Poonch Campus.

Construction work of Girls hostel and Academic Block has been started.

University is planning to start the following courses in the near future in the campus:

- M.Sc. Zoology
- M.A. Persian
- Pahari & Gojri Research centre

Doda Campus

The approval to establish a campus at Doda was accorded in January 2008. The Campus was inaugurated by the then Hon'ble Chief Minister, Jenab Ghulam Nabi Azad on June 27, 2008.

Presently, the Campus is located in the building of Boys Higher Secondary School, Doda. The campus building is well furnished and a computer laboratory has also been established.

The Campus is administratively headed by the Rector, Bhaderwah Campus, assisted by Academic Coordinator.

Billawar Campus

The campus was announced in 2008. The campus is administratively headed by the Rector, Kathua Campus. ₹ 30 lacs have been released by the State Government as a Developmental Grant.

Surankote Campus

The campus was announced in 2008 and is administratively headed by the Rector, Kathua Campus. ₹30 lacs have been released by the State Government as a developmental grant.

Patnitop Campus

The campus is administratively headed by the Director, Patnitop.

Proposed courses

School of Winter and Adventurous Sports.

School of Eng & Vocational Studies.

Institute of Hotel management.

431 kanals and 07 marlas state land transferred to the University of Jammu for the establishment of campus

S.No.	Under Graduate Courses
1	B.A
2	B.Sc
3	B.Com
4	BCA
5	BBA
6	MBBS
7	BAMS
8	BDS
9	BPHT
10	B.E
11	Law-5 years
12	B.Ed
13	BBA(H&T)
14	BPEd
15	B.LISc
16	B.A (Eng. Honours)
17	B.Com Honours
18	B.Sc Nursing
19	B.Music
20	BVA

S.No.	Post Graduate Courses
1	M.A. Buddhist Studies
2	M.A. Dogri
3	M.A. English
4	M.A. Hindi
5	M.A. Punjabi
6	M.A. Sanskrit
7	M.A. Urdu
8	M.Sc.Chemistry
9	MCA
10	M.Sc.Geology

11	M.Sc.Geography
12	M.Sc.Home Science Human Development
13	M.Sc Home Science CRME
14	M.Sc.Mathematics
15	M.Sc.Physics
16	M.Sc.Electronics
17	M.Sc.Statistics
18	M.A. Economics
19	M.A. History
20	M.LISc
21	M.A. Political Science
22	M.Sc.Remote Sensing
23	M.Sc. Biotechnology
24	M.Sc. Microbiology
25	M.Sc. Biochemistry
26	M.Sc. Botany
27	M.Sc. Environmental Sciences
28	M.Sc. Zoology
29	M.Com
30	M.A.Education
31	MBA
32	MBA(IB)
33	MBA (Hospitality and Tourism Management)
34	M.A.Psychology
35	M.P.Ed
36	M.A.Sociology
37	LLB(3-Year)
38	M.Sc Human Genetics
39	M.A. Music
40	M.Sc.Food Science
41	MD
42	M.A.Kashmiri
43	M.Sc. IT
44	M.Sc. Geology(H&SD)
45	M.Sc.Sericulture
46	M.Ed
47	LLM
48	M.A Rural Development
49	M.Tech

S.No.	M.Phil
1	Dogri
2	English
3	Hindi
4	Punjabi
5	Sanskrit
6	Urdu
7	Chemistry
8	Geology
9	Geography
10	Museology
11	Mathematics
12	Physics
13	Electronics
14	Statistics
15	Economics
16	History
17	Political Science
18	Strategic and Regional Studies
19	Botany
20	Environmental Sciences
21	Zoology
22	Commerce
23	Education
24	Biotechnology
25	Psychology
26	Sociology

S.No.	Ph.D
1	Buddhist Studies
2	Dogri
3	English
4	Hindi
5	Punjabi
6	Sanskrit
7	Urdu
8	Chemistry
9	Computer Science
10	Geology
11	Geography
12	Home Science
13	Mathematics

14	Physics
15	Electronics
16	Economics
17	History
18	Library Science
19	Political Science
20	Museology
21	Biotechnology
22	Biochemistry
23	Microbiology
24	Botany
25	Environmental Sciences
26	Zoology
27	Commerce
28	Education
29	MBA
30	MBA (H&T)
31	Psychology
32	Statistics
33	Sociology
34	Law
35	Remote Sensing
36	Human Genetics
37	Strategic & Regional Studies

S.No	Certificate Courses
1	Certificate course in Human Resource Management and Labour Laws
2	Three months Certificate course in Yoga
3	Certificate course in Global Understanding
4	Certificate course in Cross Culture International Management

S.No	PG Diploma
1.	PGDBM
2.	PGDCA
3.	PG Diploma in Cross Culture Management
4.	PG Diploma in Global Destination Management
5.	PG Diploma in Bioinformatics
6.	PG Diploma in Yoga
7.	PG Diploma in Marketing & Sales Management
8.	PG Diploma in Human Rights and Duties
9.	PG Diploma in Banking and Risk Management
10.	PG Diploma in Accounting and Finance

Grams : ALINDIABAR, New Delhi
E-mail : info@barcouncilofindia.org
Website : www.barcouncilofindia.org

Tel. :(91) 011-4922 5000
Fax :(91) 011-4922 5011

भारतीय विधिज्ञ परिषद्
BAR COUNCIL OF INDIA
(Statutory Body Constituted under the Advocates Act, 1961)
21, Rouse Avenue Institutional Area, New Delhi - 110 002

BCI: D: 1286 /2015 (LE/Afflin)

Dated 13.7.2015

To,

The Registrar,
University of Jammu,
Jammu – 180 006
Jammu & Kashmir

Sub: Extension of provisional temporary approval of affiliation to **Department of Law, University of Jammu, Jammu** for three year LLB law course for the academic year 2015-2016.

Sir,

This is with reference to above mentioned subject regarding extension of provisional approval of affiliation to **Department of Law, University of Jammu, Jammu** which is already applied for extension of approval of affiliation for the academic year 2015-16 and inspection of the Bar Council of India is pending.

The matter was considered by Bar Council of India at its General Council meeting held on 6th June, 2015. After consideration the Council passed the following resolution:

"RESOLVED that colleges whose inspection fee has been deposited, application for extension of approval of affiliation is pending, no inspection could be done or the inspection has been done, but inspection report could not be placed before the Legal Education Committee or the Standing Committee for its consideration, then such colleges may continue to admit students only for the academic year 2015-2016. This will apply only in case where affiliation has been granted by the University which of course shall be subject to the inspection to be made by the Bar Council of India subsequently."

Therefore, you are requested to allow **Department of Law, University** **Jammu, Jammu** to admit students in view of the aforesaid Resolution, in **three year LLB Law course** with existing sections for the academic year 2016.

    This is for your information and necessary action.

Yours since

(Ashok K Pan
JOINT SECRET

Copy to:

1.   **The Principal,**
        Department of Law,
        University of Jammu,
        Jammu – 181 205

2.   **The Registrar,**
        Bar Council of Jammu & Kashmir,
        High Court Building,
        Srinagar (J & K)

डॉ.(श्रीमती) पंकज मित्तल
कुलपति, बीपीएस. महिला विश्वविद्यालय, हरियाणा
संयुक्त सचिव

Dr. (Mrs.) Pankaj Mittal
Former Vice-Chancellor, BPS Women University, Haryana
Joint Secretary

UGC/................Jammu/IK/2007

To,
The Director
Directorate of Distance Education
University of Jammu
Baba Saheb Ambedkar Road
Jammu – 180006. (J&K)

Sub: **Recognition to University of Jammu, Jammu, for offering programmes through distance mode for the year 2015-16-reg.**

Sir,

Reference is invited to office letter No. DEC/Univ Jammu/J&K/12/14249-51 dated 28th August 2012 conveying the approval of the University Grants Commission to your University for offering programmes through Open & Distance Learning (ODL) mode for the year 2012-13 to academic year 2014-15.

In reply to this office letter No. F/12-2/2015 DEB III dated 29th May 2015.the reference received vide your letter No. DDE/JU/15/442-43 dated 15.06.2015 on the subject cited above along with the affidavit on the standard format, I am to inform you that the University Grants Commission (UGC) in its 505th meeting held on 22nd December, 2014 has taken a decision to maintain status quo for 2015-16 and accordingly the recognition/approval granted to the State University vide the aforementioned letter would continue for the academic year 2015-16. Your University may continue to offer the programmes through ODL mode which were approved by the statutory body of your University and were offered during 2014-15 in accordance with approval conveyed by University Grants Commission vide letter referred above dated 28th August, 2012 (Copy enclosed) .

2.   The University shall compulsorily observe the following terms and conditions while offering the programmes through Open and Distance Learning mode during 2015-16 in accordance with the affidavit dated 12.06.2015 duly notarised and signed by Prof. V.D. Singh, the Director, Directorate of Distance Education, University of Jammu, Jammu, (Jammu & Kashmir State) and by submitted Director himself vide letter No DDE/JU/15/442-43 dated 15.06.2015 referred above :

i) The University shall offer only those programmes through open and distance mode which are approved by the statutory bodies of the University as per norms and also by UGC and wherever necessary by the Apex regulatory bodies of the country.

ii) It is the responsibility of the University to follow the norms prescribed by the concerned regulatory body/ies such as UGC/AICTE/NCTE, or any other and also seek its/their prior approval, wherever required, before offering any specific programme through distance mode.

iii) The University shall not start any new programme without prior approval of UGC and other concerned regulatory authorities in anticipation of recognition.

iv) The Nomenclature of all programmes shall be as per UGC/AICTE Regulations.

v) No teacher education programmes shall be offered without prior approval of the NCTE.

vi) The MHRD directions prohibiting B.E./B.Tech through Distance mode vide its letter dated 29.7.2009 shall be adhered to strictly (copy at UGC website).

vii) Programmes in Engineering and Technology i.e. BE/B.Tech/Diploma courses in Medicine/Nursing/Physiotherapy etc. are not allowed through distance mode and University shall not offer the same.

viii) University shall refrain from offering such programmes that are not allowed to be offered through distance mode by respective Apex body/ies.

ix) No on line programme leading to award of degree/certificate shall be offered by the University until a policy is framed and approved by UGC in this regard.

x) The minimum duration of a programme offered through ODL mode should not be less than the minimum duration of similar programme offered through the regular mode.

xi) The University shall run its Open and Distance Learning programmes in those subject/fields which are offered by it through regular mode only.

xii) The University should have at least one full time faculty member exclusively for coordinating each programme at the headquarters.

xiii) The eligibility conditions for admissions shall be as per norms of UGC/AICTE and other regulatory bodies.

xiv) The territorial jurisdiction in respect of University for offering programmes through distance mode will be as per the policy of UGC on territorial jurisdiction and opening of off campuses/centres/study centres as mentioned in the UGC notification No.F.27-1/2012 (CPP-II), dated 27th June, 2013, a copy of which is also posted in the UGC website www.ugc.ac.in/deb.

xv) In respect of standalone Institutions (other than the Universities), the territorial jurisdiction will be headquarters.

xvi)   The programme in distance mode will not be offered through franchising arrangement and/or through any Private Institution/College.

3.   Moreover, the University shall not offer any M.Phil/Ph.D Programme through distance learning mode in compliance to clause 5 of the UGC (Minimum Standard and Procedure for awards of M.Phil./Ph.D Degree), Regulation 2009.

4.   The Institution's management of the distance education programmes will be open for review and inspection by the UGC. The academic norms of the programmes shall be under monitoring by the concerned regulatory authorities.

5.   Yours university is required to send a list of programmes (approved by the statutory bodies) and DEC/UGC that are on offer through distance mode during 2015-16, duly authenticated by the Registrar. It may also be noted that :

i)   If the institution fails to comply with the conditions of recognition or if it is found conducting affairs in a manner that leads to deterioration of academic standards, the UGC may withdraw its recognition.

ii)   In case any information, documentary evidence submitted/produced by the University/Institution is found to be false or fake at a later stage, the recognition of University/Institution shall be withdrawn and the University/Institution concerned shall be solely responsible for the career of the students enrolled.

Yours faithfully,

(Pankaj Mittal)
Joint Secretary

Copy to :

1.   **The Director, Directorate of Distance Learning, University of Jammu, Jammu, Baba Saheb Ambedkar Road, Jammu – 180006. (J&K)**
2.   **The Principal Secretary, Technical and Higher Education Department, Govt. of Jammu & Kashmir, J&K.**
3.   **The Member Secretary, All India Council for Technical Education (AICTE), 7th floor, Chanderlok Building, Janpath, New Delhi -110001.**
4.   **The Joint Secretary (TEL), Department of Higher Education, MHRD, Govt. of India, Shastri Bhawan, New Delhi – 110015.**
5.   **Concerned File.**
6.   **Master File.**
7.   **Publication Officer (Web), UGC for updating website.**

ANNEXURE 'F'

Courses Offered in Directorate of Distance Education

B.A.

B.Com.

M.A. Sociology

M.A. English

M.A. Urdu

M.A. Dogri

M.A. Hindi

M.Com.

PGDBM

ANNEXURE 'G'

List of NAAC Accredited Private Colleges affiliated to the University

Sr. No.	Name of the College	NAAC	Year	No. & Date	Valid date of Accreditation
1.	Adarsh College of Education	B Grade	10.03.201	NAAC/A&AOC/EC 58/80/2012 Dated-21.03.2012	09.03.2017
2.	Bhartiya College of Education	B Grade	05.05.2014	NAAC/ANR/DS/Standing Committee-66ec/2014	04.05.2019
3.	Cosmic College of Education	B Grade	10.03.2012	_	09.03.2017
4.	Dogra College of Education	B Grade	_	_	Renewed with B Grade
5.	Galaxy College of Education	B Grade	16.09.2011	_	15.09.2016
6.	Guru Nanak College of Education	C Grade	15.06.2009	NAAC/A&AOC/EC 49/63/2009 Dated16.06.2009	14.06.2014
7.	Islamia Farida College of Education	B Grade	21.02.2014	NAAC/ANR/DS/66EC 31/2014	20.02.2019
8.	J.K College of Education	B Grade	16.09.2011	EC/PCA/53/49	15.09.2016
9.	K.C.Gurukul College of Education	B Grade	21.04.2012	EC/PCA/53/49	20.04.2017
10.	K.C.S College of Education	A Grade	11/5/2015	F.19.26/EC(SC 7)/DO/2015/6 Dated 27/05/2015	Renewed with A Grade
11.	Lal Bhadur Shastri College of Education	B Grade	10.03.2012	NAAC/A&AOC/EC 58/65/2012 Dated-21.03.2012	09.03.2017

12.	MIER College of Education	A Grade			
13.	Rajiv Gandhi Memorial College of Education	B Grade	16.09.2011 Valid for 5 Year	NAAC/A&AOC/EC 56/99/2011	15.09.2016
14.	Ramisht College of Education	B Grade	16.09.2011 Valid for 5 Year	EC/PCA/56/136	15.09.2016
15.	Sacred Heart College of Education	B Grade	01/05/2015 Valid for 5 Year	F.19.26/EC(SC 6)/DO/2015/65	01/05/2020
16.	Sai Shyam College of Education	B Grade			Renewed with B Grade
17.	Vaishno Devi College of Education	B Grade	31.12.2009 Valid for 5 Year	NAAC/A&AOC/EC 51/67/2010	30.12.2014 (Validity Expired)
18.	Vivekanand College Education	B Grade	4.09.2010 Valid for 5 Year	NAAC/A&AOC/EC 53/49/2010	03.09.2015
19.	Chenab College of Education	B Grade	21.02.2014		20.02.2019
20.	Taawish College of Education	B Grade	10.03.2012		09.03.2017
21.	B.N. College of Education	B Grade	10.03.2012	EC/PCA&A/58/22	09.03.2017
22.	Calliope College of Education	B Grade	21.04.2012		20.04.2017
23.	R.K College of Education	C Grade	05.07.2012		04.07.2017
24.	Handa College of Education	B Grade	05.07.2012		04.07.2017
25.	N.S.M College of Education	B Grade	10.12.2014		09.12.2019
26.	Trikuta College of Education	C Grade			
27.	Hill People College of Education	B Grade	23.03.2015		22.03.2018
28.	K.C College of Education	B Grade	05.01.2013		04.01.2018
29.	R.M College of Education	B Grade	01.05.2015		30.04.2020
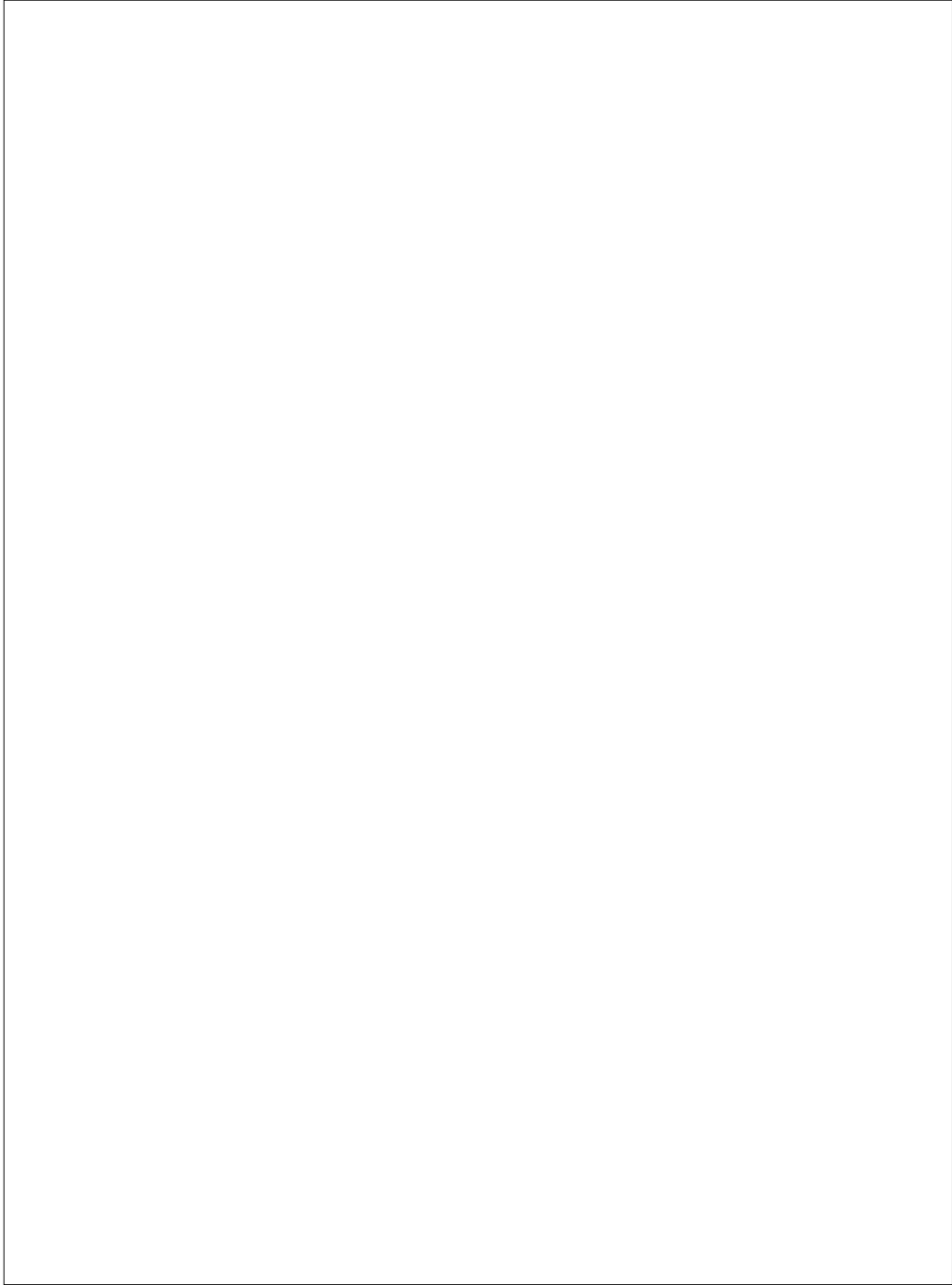
CRITERION WISE EVALUATIVE REPORT

CURRICULAR ASPECTS

CRITERION I
CURRICULAR ASPECTS

1.1 Curriculum Design and Development

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

The mission of the University is as follows:

From darkness to light…….

To become an innovative knowledge institution with capacity to meet the knowledge challenges of 21st century and contribute towards transformation of Jammu and Kashmir into a peaceful and prosperous State with balanced socio-cultural and economic development.

Vision Statement:

The vision of the University is to become an institution of excellence in higher education that:

- Constantly responds to changing social realities through the creation and application of knowledge

- Contributes towards a pupil centered and just society that nurtures innovation, protects dignity and ensures equality

- Aims at holistic development of students to face the challenges of globalised world.

The University of Jammu, through its academic and research programmes seeks to prepare the youth in joining and being a part of Jammu and Kashmir's quest towards becoming a knowledge society and a knowledge economy. It also endures to impart education that promotes employability, knowledge creation and its application in areas critical to the region. The various programmes offered by University of Jammu clearly reflect the vision and the mission of the university.

1. It offers post graduate and undergraduate programmes in varied disciplines under the Faculties of Science, Life Sciences, Arts, Social Science, Business Studies, Law, Education and Mathematical Sciences. In addition, there are other programmes under the Faculties of Medicine, Engineering and Ayurvedic Medicines that are offered in affiliated colleges and institutes.

2. The University has been in the past few years introducing new programmes

and post graduate diplomas in emerging areas, which have contemporary relevance, like M.Tech, MA (Rural Development), MBA(IB), M.Sc (Sericulture), M.Sc (IT) etc. The University has also introduced post graduate diplomas in areas like Bioinformatics, Global Destination Management, Cross Cultural Management, Marketing and Sales Management, Banking and Risk Management and Accounting and Finance.

3. Further, inquisitive learners have opportunities for continuous progression and can develop their intellectual vigour by pursuing research in the various research centres and departments like Department of Strategic and Regional Studies, Centre for Studies In Museology, Institute of Human Genetics etc.

4. The adoption of Choice Based Credit System (CBCS) has provided ample choice and opportunity to students to choose the courses (open courses) of their own interest, thereby promoting academic flexibility and enhancement of knowledge.

5. Further, the curriculum of the various programmes is revamped after every three years with major modifications and reviewed every year incorporating minor changes. This helps to keep pace with the latest developments in the various fields and helps in making the courses relevant to the demands of the industry and society.

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

Yes, the University follows a systematic multi level process in the design and development of the curriculum. The process is initiated by way of need assessment which is done after looking into various aspects like the potential employability of the course, feedback from experts in the fields, alumni, trends in other universities, its recognition by various regulatory bodies, curriculum model of UGC etc. This is done at the departmental level wherein other requirements like availability of expertise for the course, infrastructural availability etc. is also taken into consideration. This proposal is then put up before the Board of Studies (BOS) which comprises of the department's faculty members, heads of departments in the subject concerned from affiliated colleges and nominees of the Faculty. The BOS may form committees for this purpose where proposals (s) are then deliberated upon, before finalizing the proposed curricula. This proposal is then put up for the consideration of the Academic Council. The Academic Council is chaired by the Vice Chancellor, and comprises of Deans of all Faculties, Heads of Departments, Principals of affiliated colleges nominated by the Vice Chancellor, Professors of the colleges nominated by the Vice Chancellor and Deans of Faculties of University of Kashmir.

Subsequently, after ascertaining the general standards of the programme, its viability, the readiness of the Department to offer the programme, the Academic Council approves the course content for implementation preferably from the subsequent academic year.

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

- Employability
- Innovation
- Research

Employability : The curriculum is designed keeping in view the needs and requirements of the industry and inputs from experts in the field and brainstorming sessions. Several departments provide opportunities for internship and incorporate an element of hands-on practical training through fieldwork and laboratories. Besides, efforts are made to develop and enrich the skills of students like communication skills, computer proficiency. The University, recently, started training programmes/add-on courses in Financial Accounting Software, Auto CAD, Desktop Publishing etc. in collaboration with National Institute of Electronic and Information Technology. All these are aimed at making the students more employable.

Innovation : Curriculum is framed to inculcate the spirit of creativity and innovation in the students. This is done by incorporating in the syllabi, various components like case studies, projects, assignments etc to promote a spirit of critical and innovative thinking as well as by innovative teaching–learning methodologies.

Research : Research aptitude among the students is promoted through short term projects, dissertations and such like practical components, incorporated in the curriculum. Several departments have made subjects like 'Research Methodology' and 'Statistical Techniques" as mandatory courses in the curriculum. Students/ Scholars are also encouraged to attend guest lectures by experts, to participate in various seminars/exhibitions/workshops organized by various universities. Further, the University is continually upgrading its library and laboratory facilities to provide further support to students in undertaking research activities.

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

The recommendations of the regulatory bodies like University Grants Commission (UGC), Distance Education Council (DEC), Medical Council of India (MCl), Dental Council of India (DCI), Bar Council of India (BCI), etc. are given vital importance while framing the curriculum. The University ensures that no programme is allowed to be started/ continued without the approval of the requisite regulatory

bodies.

One of the curricular reforms introduced in the University is the adoption of Choice Based Credit System at the post graduate level and semester system at the undergraduate level. Choice Based Credit System has helped in making the programmes interdisciplinary and provide flexibility to the students to opt from a wider choice of courses.

Further, the university over the years, has introduced new programmes of study and revised the curricula to suit the needs of society and the local and global demands.

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

Yes, the university interacts with various stakeholders such as academia, research bodies, the civil society, industry etc. in the curriculum revision process.

The following benefits arise by way of interaction with the stakeholders :

i. Introduction of globally as well as regionally relevant courses in the curriculum in consonance with the contemporary trends.

ii. Emulation of good/healthy practices prevalent in other institutions .

iii. Interactions with industry help in streamlining the curriculum revision process. Further, such interactions facilitate student internships and enhance the placement opportunities for students.

iv. Interactions also help the University in identifying emerging areas/areas that are contemporary and have relevance, and accordingly help in building expertise and training its human resources.

v. Entering into collaborations/MOUs with government and non-government agencies resulting in sharing of resources, infrastructure, facilities, student and faculty exchange etc.

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

Any affiliated college intending to introduce a new programme can approach the University in accordance with the Statutes governing Affiliation of Colleges and other Institutions after obtaining necessary permission of the State Government and of the concerned statutory/regulatory body. Statute 15 of the Statutes governing Affiliation of Colleges and other Institutions is reproduced below:

Eligibility to apply for addition of new programmes of study:

1. Any proposal for adding new programme(s) shall be considered by the University

only after ensuring equitable distribution of facilities for higher education, having due regard, in particular, to the needs of the unserved, underdeveloped, rural, hilly, tribal and backward areas within its jurisdiction.

2. Proposal for raising the existing under-graduate college to post-graduate studies/level shall be considered by the University if the college satisfies the following requirement:

   a. College should be NAAC Accredited with a minimum of "B" Grade.

   b. College should be permanently affiliated with the University of Jammu.

   c. College should have permanent NOC from the Higher Education Department, Government of J&K.

   d. To begin with the College should have a permanent faculty consisting of the following:

      (a) Professor   -   one

      (b) Associate Professor   -   one

      (c) Assistant Professor   -   two

   e. The College should have separate physical infrastructure, class rooms, library and computer lab for the P.G. Course/s.

3. Each application for addition of a new programme or for upgrading the existing programme to post-graduate level shall be accompanied by the prescribed fee in the form of Demand Draft/s drawn in favour of the Registrar, University of Jammu.

4. The procedure for according temporary affiliation to additional programmes of study or for upgrading the existing programmes in the college shall be the same as prescribed under the statutes for temporary affiliation.

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

Yes, the University encourages its colleges to provide additional skill-oriented and job oriented programmes relevant to regional needs. Regional needs are assessed by different committees meant for approval of courses in colleges and number of seats required for the courses. Examples of some of the courses are PGDCA,BCA,BBA etc.Government in collaboration with the Universities and Colleges is trying to establish centres of skill development . These centres would offer courses and train students in different skills, so as as to make them more employable.

1.2   Academic Flexibility

1.2.1   Furnish the inventory for the following:

- Programmes taught on campus
- Overseas programmes offered on campus
- Programmes available for colleges to choose from

Programmes taught on campus (PG: 41, UG: 4, Ph.D: 37, M.Phil: 26)

PG Courses	UG Courses	M.Phil	Ph.D	PG Diplomas
M.A. Buddhist Studies	Law - 5 years	Dogri	Buddhist Studies	PG Diploma in Business Management
M.A. Dogri	B.P.Ed	English	Dogri	PG Diploma in Cross Culture Management
M.A. English	BBA (H&T)	Hindi	English	PG Diploma in Global Destination Management
M.A. Hindi	B.LISc	Punjabi	Hindi	PG Diploma in Bioinformatics
M.A. Punjabi		Sanskrit	Punjabi	PG Diploma in Yoga
M.A. Sanskrit		Urdu	Sanskrit	PG Diploma in Marketing & Sales Management
M.A. Urdu		Chemistry	Urdu	PG Diploma in Human Rights & Duties

M.Sc.Chemistry		Geology	Chemistry	PG Diploma in Banking & Risk Manage-ment
MCA		Geography	Computer Science	PG Diploma in Accounti-ng & Finance
M.Sc.Geology		Museology	Geology	
M.Sc.Geography		Mathe-matics	Geography	
M.Sc.Home Science (Human Development)		Physics Electronics	Home Science	
M.Sc.Mathematics		Statistics	Mathematics	
M.Sc.Physics M.Sc.Electronics		Economics	Physics	
M.Sc.Statistics		History	Electronics	
M.A. Economics		Political Science	Economics	
M.A. History		Strategic and Regional Studies	History	
M.LISc		Botany	Library Science	
M.A. Political Science		Environm ental Sciences	Political Science	
M.Sc.Remote Sensing		Zoology	Museology	
M.Sc. Biotechnology		Commerce	Biotechnology	
M.Sc. Microbiology			Biochemistry	
M.Sc. Biochemistry			Microbiology	

M.Sc. Botany		Education	Botany	
M.Sc. Environmental Sciences		Bio-technology	Environ-mental Sciences	
M.Sc. Zoology		Psychology	Zoology	
M.Com		Sociology	Commerce	
M.A.Education			Education	
MBA MBA(IB)			MBA	
MBA(Hospitality and Tourism Management)			MBA (H&T)	
M.A.Psychology			Psychology	
M.P.Ed			Statistics	
M.A.Sociology			Sociology	
LLB (3-Year)			Law	
M.Sc Human Genetics			Remote Sensing	
M.Ed			Human Genetics	
LLM			Strategic & Regional Studies	
M.A Rural Development				
M.Tech				

Overseas programmes offered on campus:

No separate course has been designed for the foreign students. However, they are free to chose any programme being offered in the university.

Programmes being offered in colleges :

UG Courses	PG Courses
B.A	M.A Mathematics
B.Sc	M.A Music
B.Com	M.Sc(Food Science and Technology)
BCA	M.Sc(Clothing and Textiles)
BBA	M.A English
MBBS	M.Sc Geography
BAMS	M.A Urdu
BDS	M.Sc Chemistry
BPHT	MBA
B.E	MCA
Law-5 years	M.Ed
B.Ed	M.Sc Home Sc (CRME)
B.A (Eng. Honours)	Law 3 Yrs
B.Com Honours	MD
B.Sc Nursing	MS
B.Music	MA Hindi
BVA	M.Sc/M.A Geology
BA (Islamic Studies)	M.Com

Besides, the University offers following courses in its offsite campuses

Campus	Courses
Bhaderwah	M.A English MCA B.Ed. B.Com BBA
Kathua	MCA MBA
Kishtwar	M.Sc IT M.Sc Geology (H&SD) M.A Kashmiri PGDCA
Poonch	M.Sc Sericulture
Ramnagar	MCA M.A Sociology
Udhampur	M.Com M.A Economics

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

    a. Core / Elective options

    b. Credit accumulation and transfer facility

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

Under Choice based credit system, all programmes of study are defined in terms of credit requirements. Each programme has a list of core courses and elective courses which are offered in different semesters as per programme requirements. In addition to the core courses and elective courses, a student is required to opt for one/more course/courses of his choice from any other programme. Thus, the total credits shall be distributed over three categories –Post graduate semester core courses(PSCC), post graduate semester Elective Courses(PSEC) and post graduate semester open courses (PSOC).Open courses provide an opportunity to the students to develop broad inter-disciplinary knowledge base or to specialize significantly in an area outside the parent discipline. These include elective and/or core courses from other disciplines for the students from other programmes. There are at present more than 70 open courses from which the student can choose from, across faculties.

An academic year consists of two semesters. Odd semester (I and III semesters): July to November and even semester (ll and IV semesters): December to April. A semester normally extends over a period of 15-18 weeks. Each week has 30 working hours spread over a 5 day week.

The curriculum includes industrial/field training as part of the programme.

In some departments, students are expected to carry out mandatory project work in the IV semester. There are many electives and the student can choose any elective depending upon his/her interest, related to main course and student's ability to cope with the course.

The University, at present, has no provision for Credit accumulation and transfer.

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

As such, there is no explicit policy and strategy for attracting international students but all the programmes offered by the University of Jammu are available for International Students. The Department of Buddhist Studies has ten seats reserved for foreign students.

The University of Jammu also offers a certificate course on Global Understanding. The course provides opportunity for students from 23 Universities in five continents to study and collaborate with their peers through live video, audio and chat technologies.

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

No. The University is planning to develop various courses targeting international students specifically. The major difficulty in attracting international students is the security scenario in J&K.

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

No, as such the University does not provide any twinning programmes. However, in certain departments such as Business School, Commerce etc, students are encouraged to undergo trainings in other institutions of repute.

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

Yes, the University offers the following self financing programmes :

Biochemistry, Biotechnology, Human Genetics, Microbiology**,** Remote Sensing & GIS , MBA(IB), B.P.Ed, M.P.Ed and M.Sc Geology. Also, all courses offered through distance mode in the Directorate of Distance Education are self-financing. The Department of Lifelong Learning offers short term courses on self financing basis.

The policies regarding admission, fee structure, teacher qualifications and salary are at par with the aided programmes. Besides permanent teachers, University has contractual appointments and guest faculty. Guest Faculties are paid on the basis of classes taken. Qualifications for selection of contractual teachers are at par with the permanent faculty.

1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.

Yes, the University does provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in. Students are given flexibility to complete their degree from conventional to distance mode. For example, if any student finds job while pursuing any programme and is unable to complete the programme from conventional method ,he/she can complete it via distance mode, if the programme is offered by the distance mode.

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

Yes, the University has adopted the Choice based credit system for all the post graduate programmes being offered in its main campus from the academic session 2014 -15.It has been resolved that the Choice Based Credit System shall be implemented in a phased manner. Spade work has been done for implementing the Choice Based Credit System for the undergraduate programmes from the session 2016-17. Choice Based Credit System shall also be implemented for the programmes offered in other Campuses and Distance Education in a phased manner.

1.2.9 What percentage of programmes offered by the university follow:

- Annual system

   Presently only undergraduate programmes in the Directorate of Distance Education follow the annual system. However, from the session 2016-17, the University shall be shifting to semester system for these courses as well.

- Semester system —100% for post graduate programmes offered by the University and undergraduate courses offered by the colleges.

- Trimester system – N.A

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

The adoption of choice based credit system has helped the students to opt for open courses under different faculties, thus promoting inter disciplinary studies. The offering of wide range options will go a long way to help the students to enhance their skills and expertise for better career/employment opportunities.

The University also encourages its faculty to undertake interdisciplinary research.

Some interdisciplinary programmes include M.Sc Human Genetics, M.ScRemote Sensing & GIS, M.Sc Microbiology and M.Sc Biochemistry. Most of the students of these programmes are pursuing further research in the Universities and other prestigious institutes.

1.3   Curriculum Enrichment

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

Generally, the review of course curriculum is undertaken annually (upto 25%) and the major revision is undertaken once in three years, after receiving feedback from various stakeholders - academia, government bodies, alumni and potential recruiters. Apart from this, regular informal feedback from current students helps in better dissemination of the course. Different programmes and courses also have internal review mechanisms and any change goes through the Board of Studies and the Academic Council.

The meeting of the Board of Studies is held periodically to keep track of the changes and identify the necessary changes to make the curriculum socially relevant and job oriented. The curriculum is revised in order to remove obsolescence and introduce a new direction to the courses so as to keep pace with the emerging needs. The modifications in the existing courses is done keeping in view the guidelines of regulatory bodies and taking into account the recommendations of the members of the Board of Studies who are experts in the courses concerned.

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

- Inter-disciplinary

- programmes in emerging areas

During the last four years, following programmes in emerging areas have been introduced

- M.Sc. Remote Sensing & GIS

- M. Tech (Comp Sc)

- M.Sc. (IT)

- M.A. (Rural Development)

- M.Sc. (Sericulture)

- MBA (IB)

- PG Diploma in Bioinformatics

- PG Diploma in Composite Culture Management

- PG Diploma in Global Destination Management

- PG Diploma in Sales and Marketing Management

- PG Diploma in Banking and Risk Management

- PG Diploma in Accounting and Finance

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

The University has adopted Choice Based Credit System for the post graduate programmes in the main campus and Semester System at undergraduate level in affiliated from the session 2014-15. The new revised courses have been put in place in all Departments in 2014-15. All courses underwent syllabus revision under the CBCS.

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

The PG Diploma and Certificate programmes are offered as add-on programmes for enriching the student's learning. Besides, recently, started training programmes/ add-on courses were introduced by the Department of Student Welfare in collaboration with Equal Opportunity Cell like Financial Accounting Software, Auto CAD, Desktop Publishing etc. at with National Institute of Electronic and Information Technology. All these are aimed at making the students more employable. From time to time, seminars are organized and students are encouraged to participate in the same. Other programmes like NSS, Sports, cultural events etc. are also attended by the students.

The Department of Lifelong Learning has a Career Counselling Cell which plans and advises career related value added courses for the students.

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

The University has not yet introduced any such programme but introduction of such programmes is under consideration by way of collaboration with NASSCOM.

1.4 Feedback System

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

The University informally seeks feedback from faculty who visit the University for other purposes like seminors, viva-voce etc. Apart from this, our teachers obtain course curriculum/syllabi of other prestigious Universties and syllabi of competitive examinations for updating the syllabi so that the students are at par with the others and are able to compete various competitives examinations like NET/UPSC etc. is planning to put a formal mechanism in place to obtain feedback from the students on courses /curriculum shortly.

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

As of now, the University does not have a mechanisim of eliciting formal feedback on the curriculum from national and international faculty. However, a few teaching departments are making use of ICT for the purpose and also take the opportunity of eliciting feedback from foreign delegates visiting the University for attending conferences/workshops. Example - School of Hospitality and Tourism Management.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.

The principals from various affiliated colleges as members in the Board of Studies

give feedback to the University on course curricula. There are regular interactions with the affiliated colleges with the Controller of Examinations on matters related to examinations reforms etc. and with office of Colleges Development Council which organizes meetings, trainings involving principals & faculty of the colleges. Besides, inspections of the affiliated institutions is also done on a regular basis. This helps the University to take cognizance of the needs of the affiliated institutions.

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

- The UGC model of curriculum is adopted.

- The principals and teachers of affiliated colleges included in the Board of Studies, thus seeking feedback on curriculum of design, development and update from different stakeholders.

- Departments also hold brainstorming sessions, conferences and invite experts from other institutions to deliberate on the emerging areas of the concerned subjects. This way feedback on curriculum, design and development is obtained from the different stakeholders.

TEACHING-LEARNING AND EVALUATION

CRITERION II
TEACHING-LEARNING AND EVALUATION

2.1   Student Enrolment and Profile

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

The admissions to the post graduate programmes offered by the University are based on an entrance test conducted by the University – Jammu University Entrance Test (JUET).

Detailed notifications regarding the procedure/regulations of the Entrance Test are advertised in the local dailies for the information of the applicants/ students. The same is also uploaded on the University Website to ensure wider publicity.

Efforts have been made to make the entire admission procedure transparent .Some of these initiatives include allowing the applicants to take carbon copy of their OMR answer sheets with them, publication of JUET answer key, immediately after the next day of the holding of Entrance Test to enable applicants to match their answers. Further, candidates are given an opportunity to represent to the Office of Dean Academic affairs if he/she has any doubt with respect to Answer Key/ Questions in the JUET.

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

The admission process for admissions to the various post graduate programmes of the University / Offsite Campuses / Affiliated Colleges is done on the basis of an Entrance Test i.e. **Jammu University Entrance Test (JUET).** The whole process of filling up of applications, downloading of Admit Cards, declaration of results and downloading of the Result cards are purely online.

The entrance test is conducted for the screening of the candidates only. The successful candidates of the entrance test are admitted purely on the basis of the academic merit in their qualifying examinations.

The University conducts an Entrance Test based on a Common paper for all programmes comprising of 150 objective type questions of one mark with the duration of 2 ½ hours. The test is conducted on the following aspects:

1) General English   40 questions

2)	General Knowledge	40 questions
3)	Reasoning	40 questions
4)	Numerical Ability	30 questions

No candidate securing less than 30% marks for general category and 25% for SC/ST category candidates in the JUET are eligible for admission.

There are two question papers for JUET, one for the candidates appearing after 12th class and other for the candidates appearing after graduation.The level of numerical ability is of 10th standard only for both the question papers.

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

There are presently 148 colleges affiliated to the University of Jammu. The colleges are categorized into government and non government colleges offering undergraduate and post graduate programmes.Two colleges have been given autonomous status.

Admission to all courses except B.Ed.,Nursing, Engineering, MBBS, BDS, Physiotherapy are done by the Colleges strictly in accordance with the Statutes prescribed in the University Calendar or through any guidelines, issued by the University, from time to time, for respective courses/examinations. The admissions are made, strictly in accordance with the schedule of dates approved by the University. The University monitors the admissions made by the colleges by way of the Registration Returns submitted by the colleges to the examination wing.It is mandatory for the colleges to submit the Registration Returns to the University, in computerized form within a prescribed time period.This helps the University to check for any discrepancy, in the admissions with regard to intake capacity, course offered, criteria of admitted students etc.

Admissions to B.Ed and Nursing programmes in Non-Government Colleges is done by the College Development Council, University of Jammu by an on-line admission process. Admissions to B.E, MBBS, BDS, Physiotherapy and B.Ed. programme in Govt. College of Education are made through Entrance Test conducted by the Board of Professional Entrance Examinations, J&K.

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

The University has constituted a Core Committee headed by the Vice-Chancellor to look into the entrance examination mechanism. This committee suggests changes for improvement in the admission process every year. It is discussed in a meeting of the Vice-Chancellor with Deans and Heads on various issues of importance for functioning of the University.

For eg. In 2014,the admissions to the post graduate programmes through Jammu University Entrance Test was done on the basis of composite merit calculated by giving 25% weightage to JUET Score and 75% to the academic merit. However, after receiving inputs from various quarters, the JUET , in 2015, was used only for screening purposes and the candidates were admitted purely on the basis of merit of the qualifying examination. Thus, the University keeps reviewing its admission process as per the need and feedback. However, the methodology followed last year is being repeated for admissions in 2016-17, as per of the resolution of the University Council. Some other improvements made in admission process includes number of tests being reduced to one, online availability of forms and admit cards etc.

2.1.5   What are the strategies adopted to increase / improve access for students belonging to the following categories:

- SC/ST

- OBC

- Women

- Persons with varied disabilities

- Economically weaker sections

- Outstanding achievers in sports and other extracurricular activities

The University of Jammu has a provision of providing reservation of 33% of seats to the students belonging to SC/ST, OBC, Persons with varied disabilities, Economically weaker sections, outstanding achievers in sports and other extracurricular activities etc. Remedial coaching programmes are offered to students of reserved categories to increase their knowledge base, language proficiency, quantitative attitude and competitive skills through Directorate of Life Long Learning at regular intervals. University has Statutes in place to provide relaxation in marks for admission in consonance with Government policies.

Break-up of the Reserved Categories in the University

Category (i)	Scheduled Caste	8%
Category (ii)*	a) Sports Persons	4%
	b) Persons who have excelled In Cultural & Literary Activities	2%
Category (iii)*	a) Persons who have participated with distinction in NCC activities	2%
	b) Persons who have participated with distinction in National Service Scheme/Bharat Scouts & Guides Activity	2%
Category (iv)	Defence Service Personnel including Ex-Servicemen and their children who are permanent residents of the State and have had a satisfactory service record.	2%
Category (v)	Candidates belonging to the Areas adjoining the Actual Line of Control.	2%

Category (vi)	Candidates belonging to Scheduled Tribes (Gujjar, Bakerwals, Gaddies, Baltis)	5%
Category (vii)	Candidates belonging to ST (Resident of the Districts of Leh & Kargil)	2%
Category (viii)	Candidates belonging to Backward area other than that of districts Leh & Kargil	2%
Category (ix)	Candidates belonging to Weak and Under-privileged Classes as notified in S.R.O. by the State from time to time.	2%
Category (x)	Candidates with disabilities (Orthopedically Handicapped and Blind candidates). (Supernumerary)	3%
Category (xi)	** Single Girl Child (one seat in each course) - Supernumerary	

2.1.6   Number of students admitted in university departments in the last four academic years:

Categories	Year 1 (2011-12)		Year 2 (2012-13)		Year 3 (2013-14)		Year 4 (2014-15)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	97	152	96	158	81	152	124	178
ST	129	72	149	76	108	78	87	105
OBC	68	74	42	35	34	61	46	76
General	1069	1610	1086	1589	1117	1603	970	1530
Others	14	11	10	8	11	2	51	20

2.1.7   Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Yes, the University collects information related to the demand ratio for various programmes on an yearly basis. Trends are analysed and courses , with declining demand ratio, if any, are identified and put up before the higher authorities so that the reasons for a declining trend are analysed and necessary action is taken accordingly. For example, some of the courses which have a high demand ratio are Departments of Zoology, Sociology, Environmental Science, Botany etc.

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

Two programmes namely M.A(Economics) and M.A(Political Science), offered in the Directorate of Distance Education were discontinued from the session 2015, due to approval not granted by DEB, UGC. However, the University is pursuing

the matter in this regard. M.A (Economics with Specialization in Public Policy) was discontinued due to lack of demand.

2.2   Catering to Student Diversity

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

Yes, most of the teaching departments of the University organize induction programmes for freshers in the beginning of the first semester each year. Infact, from the current academic session, an Orientation programme was also organized at the central level, which was chaired by the Vice Chancellor and attended by all freshers. The orientation programme at the departmental level mainly involves:

a.   Introduction to faculty members and non-teaching staff of the department.
b.   Background of the university and central facilities available for students.
c.   Courses offered in the department and the examination scheme.
d.   Placement opportunities
e.   Introduction with senior students of the department.
f.   Awareness regarding anti-ragging issues and the Student Charter of the University.
g.   Floor plan of the department for access to facilities.

The Head of the Department, faculty members and senior students are involved in the programme. Feedback is always encouraged in order to make sure that queries/issues of all the students are addressed in the orientation programme.

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

Although the admissions to various programmes of study are made purely on merit, the University understands the needs of diverse students. The orientation programmes followed by informal discussions of the students with the course coordinators help in understanding the different requirements of the students.

Introduction of continuous assessment under the Choice Based Credit System has contributed towards tackling the issue. Individual requirements of students are worked out by respective teachers and Tutorial classes and extra inputs are provided to address this issue. The performance of students in the first and second internal tests which are a part of continuous internal assessment also helps in getting an understanding of the requirements of the students.

Scholarships are also granted to students from the economically weaker sections.

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

wise/faculty-wise?

The University through its Department of Lifelong Learning offers the following add on courses and coaching :

- Special coaching classes for UGC-NET and remedial coaching for SC/ST minorities/OBC and general category students

- Short term courses for Communication and Soft skill Development

- Certificate course in Foreign Languages

The above mentioned courses do not interfere with the academic time table of any department.

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

It has been observed that many students from disadvantaged sections of the society lack communication skills, computer skills etc. Different departments take care of the need of the students in different ways, formally/informally. The Department of Lifelong Learning provides coaching programmes for competitive examinations.

The Department of Lifelong Learning runs regular batches for coaching the aspirants for IAS, KAS examinations. These programmes are meant to nurture students from disadvantaged community. However, other students are also admitted.

The Department also holds coaching for NET, SLET examinations. Besides, the Department is actively reaching out to the marginalized groups, to disseminate information in the target population & motivate the youth in the relevant age group.

In addition to this, the University helps the students of disadvantaged community through concessions as per the reservation rules for admission to a course in which minimum percentage of marks has been prescribed.

Scholarships are disbursed to the SC/STs as per sanctions issued by the various governments(Centre and State).

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

The learning needs of the advanced learners are identified and responded to by the teachers in their classroom situations during the tutorial classes/project work by the course coordinators during each semester.

- Advanced learners are assigned additional project work in Industry and Research organizations dealing with advanced methodologies and approaches during semester breaks and vacations.

- They are encouraged to participate in workshops, conferences, seminars and symposia organized by the University or other organizations and motivate them

to publish their work in reputed journals.

- They are also associated in committees and programmes of the University which go a long way in enhancing their confidence levels.

2.3   Teaching-Learning Process

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

Yes, the University has a more or less uniform academic calendar which is issued by the Dean Academic Affairs on the basis of recommendation of the HODs & Deans of various faculties. However, the teaching departments have the direction to modify the academic calendar and allowed some flexibility and variety based on the unique needs of the course in order to fit activities like trainings, practicals, field visits etc. However, the academic calendar is by and large followed. The academic calendar for year 2015-16 is as follows, depicting that all courses in teaching , learning and evaluation schedule fit into the total scheme:-

ACADEMIC CALENDAR 2015-16

1.	Commencement of Admission Process after the declaration of result of JUET-2015	6th July, 2015
2.	The University re-opens after the Summer break	16th July, 2015
3.	Commencement of Teaching of 3rd and 5th Semester, as the case may be	16th July, 2015
4.	Commencement of Teaching of 1st Semester	1st August, 2015
5.	Completion of Admission process including transfer cases	Upto 10th August, 2015
6.	Minor Test I	Upto 11th September August 2015
7.	Minor Test II	Upto 20th October, 2015
8.	Diwali Break	9th November 2015 to 15th November, 2015
9.	Major Test	Upto 23rd December 2015
10.	Winter Break	24th December, 2015 to 3rd January, 2016
11.	Commencement of Teaching of 2nd, 4th, 6th & 8th Semester Courses as the case may be	Immediately after the termination of Winter Break
12.	Minor Test I	Upto 15th February, 2016
13.	Holi Break	March, 2016 (Five days) starting two days before Holi,
14.	Minor Test II	Upto 25th March, 2016
15.	Major Test	Upto 25th May, 2016
16.	Summer Vacations	1st June-15th, July, 2016

Each department also prepares a detailed course schedule (time table, minor I, minor II semester exams etc) after inclusion of special needs of students, special lectures and other co-curricular activities. The allotment of courses and allocation of teachers for specific academic programme is well defined well before the commencement of the semester.

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

Course outline, detailed syllabi, scheme of examinations and course schedule (time table) are provided to the admitted students for a course prior to the commencement of the academic session ensuring effectiveness of the teaching-learning process. The allotment of courses and allocation of teachers for various subjects is also well defined before the commencement of the semester. The effectiveness of the process is ensured through monitoring and periodic assessments of the target dates/schedules by the Head of the Departments and senior faculty members of the department.

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

Generally, the University does not face any challenges in completing the curriculum within the stipulated time frame and academic calendar. However, in case of any contingency, concerned faculty members take extra classes or services of external experts are taken to take up certain portion of the syllabi.

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

Thrust is laid on making learning student-centered in order to contribute to holistic development of students. This is done through the following ways:

- Interactive teaching methodologies are adopted in the classrooms.

- Project based learning

- Students are encouraged to participate in Seminars / Workshops

- Group Discussions

- Assignments of field oriented projects

- Participation in research activities & projects.

- Extra curricular activities –NSS camps,blood donation camps etc.

- Participation in cultural activities organized by the University.

- The University provides adequate opportunities through state of the IT facilities, well equipped and enriched central library, departmental libraries and reading

rooms for independent learning.

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

University's policy on inviting experts/people of eminence /academicians of repute to deliver lectures and/or organize the workshops/seminars for the benefit of the students is quite liberal. Special funds are allocated every academic year for Departments to organize seminars/guest lectures. Some departments have initiated the "Special Lecture Series" which are held annually and draw outstanding speakers at the national/international level, thereby providing an opportunity for faculty and students to have an insight into the contemporary and latest, in the field.

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

Recognizing the crucial importance of computer networking, the University developed a campus wide computer network in 2004 and linked all the computing resources located in different departments, centres and other buildings of the University for easy and effective access to a host of IT based services such as email, internet and access to a large variety of knowledge sources, for the faculty, scientific and research personnel, students and staff.

The University formally encourages blended learning by using e-learning resources in the following ways:

The Computer Centre of the University provides assistance to educate the students in acquiring computer skills such as use of internet, Microsoft/Excel, SPSS package etc.

The University has a central Dhanvantri library which provides for digital and e learning resources .Various e-learning resources such as online journals, CDs and online databases through INFLIBNET are used by the scholars for their research work.

Many departments have subject specific databases, interactive learning softwares and e-learning resources for the benefit of the students and the faculty.

The faculty members provide references to printed books, the links of web tutorials, e-books to the students as e-learning resources.

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

The Dhanvantri Library has a big electronic database available through the LAN on the campus.

Each department is provided with necessary number of computers and peripherals with latest configurations for supporting academic and research activities.

Centre for IT Enabled Services extends support for high speed internet path for better access.

Video Conferencing facilities are also available in the University.

A lot of departments have e-learning and open educational resources including collaborations with foreign universities and access to the databases of some foreign University's resources.

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

There is no formal designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community as such.

Many faculty members are interested in the trends and issues regarding developments in Open Source Community and integrate its benefits in the University's educational processes through sensitizing their collegues and students.

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

The University is making use of the latest Information and Communication Technologies for teaching and learning processes.

Each department is provided with computers and peripherals with internet services for supporting academic & collaborative activities to orient traditional classrooms into 24*7 learning places.

The use of modern multimedia teaching aids like LCD projectors, CD –ROMs, smart boards etc. are available in most of the Departments. Students are also encouraged to use computer software packages for research purposes.

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

Yes, there is a provision of counsellors/mentors/advisors for students in a class for academic, personal and psycho-social guidance. A faculty member in each department is made in charge of a class of students, functioning as a Course Co-ordinator under CBCS and providing academic, personal and career guidance to the students on all academic matters and personal counselling. This practice has led to a better sense of belonging and purpose for the students and a proactive involvement of the students in the academic and other activities. It also gives feedback to the teachers regarding various issues concerning the students. The Department of Life Long Learning also offers career guidance and holds various counselling programmes for the benefit of the students.

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

There have been a number of innovative teaching approaches adopted by the teachers from various Departments:

- Latest ICT techniques have been adopted/ put to use by the faculty for teaching.

- Usage of projectors in the class rooms for giving of lectures/tutorials.

- Formation of groups among the students and encouraging peer learning, which help the students who are academically less performing.

- The students are given many tasks such as group assignments, problem solving and small projects. These activities help the students to learn on their own about the developments in their field of study.

- Different training events like in-house workshops for teachers and students on various pedagogical as well as disciplinary issues have been organized at the Department and the University levels.

- Technology resources like video-conferencing, supplementary audio-video etc have been actively incorporated in teaching and learning.

- A number of Departments have improved their infrastructure by incorporating state-of-art seminar halls, presentation facilities, classrooms etc to provide latest technological exposure to the students.

- Some departments like Department of Home Science include role play, dramatics, quiz etc as an innovative teaching approach.

    Hence, efforts have been made by the University for procuring infrastructure, equipments and necessary hardware and software. The teachers based on their experience felt that the level of concentration, interest and attention span as well as time taken to comprehend has shown improvements. However, no psychological study or research has been conducted on the matter.

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

The culture of instilling and nurturing creativity and scientific temper among the learners, in the University, is primarily through:

- Theme-centric discussions, class seminars, conferences, dissertations and guest lectures by subject experts.

- The introduction of specific courses in emerging areas, field trips/industrial visits to scientific institutions/museums, participation in science exhibitions instill and nurture creativity and scientific temper among the students.

- Encouraging students to undertake M.Sc. Dissertation/minor project as a part of their course work.

- Extra-curricular activities are encouraged in the University in the form of sports activities, Debate competitions, Quiz competitions, Symposia, celebrating of important National days of importance etc.

- Assigning of projects to the students of certain courses as a part of the academic curriculum in their final semester.

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

Students enrolled in some departments like MBA, MCA, MBA (H&T), M.Sc(HD), M.Sc(Human Genetics), M.Sc (Geology), M.Sc (Zoology) etc. have student projects as a mandatory component in the course curriculum. Some Departments have field trips as a part of their course curriculum. For eg. a very formal mechanism exists in the Department of Hindi where students visit Universities of other Hindi speaking states. The Department of Education too has practical teaching as an essential component in their course curriculum. Thus, not only the management and science disciplines have project work mandatory but also other disciplines have a practical component in their courses as per the need of their programmes.

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

Yes, University has a well-qualified faculty with diversified areas of specializations which is available to design, develop and implement curriculum.

All the faculty members as well as the technical staff in the different Departments/Schools have extensive knowledge of their subject area and are able to impart education to the students to the best of the satisfaction of the students.

Wherever there is shortfall, human resource is supplemented by appointing temporary teachers on contract basis or by inviting visiting faculty.

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

- Most of the faculty members are well versed with computer-aided teaching and all the Departments have been provided computer aided facilities.

- Most of the Departments in the University have computer labs.

- Teachers have been provided personal computers in their rooms in the

Departments with internet facilities.

- The teachers who need assistance and training in computers are provided training and exposure from time to time through Computer Centre.

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

Yes, Most teaching departments have devised methods of seeking feedback fromstudents alumni. There methods are both formal and informal and some departments have maintained reports in this regard. The University has prepared a plan for takingstudent feedback on teaching-learning at the end of each semester. For each course,written feedback is to be taken from the students of each department on a performanceprescribed for the purpose in an atmosphere of congeniality and confidentiality, under the overall supervision of the Head of the Department. The filled in forms are then tobe analysed by the Directorate of Internal Quality Assurance and consolidated reportsare to be sent to the respective departments. The Heads of departments have to holddiscussions with respective teachers for further necessary action. This mechanism aftera nod from University bodies shall be put in use from the next academic year.

2.4 Teacher Quality

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

- Faculty members are encouraged to attend Orientation and Refresher Courses, organized either by the Human Resource Development Centre, University of Jammu or those of other universities. The Human Resource Development Centre of our University imparted training to more than 1400 faculty/staff during the period under report.
- By deputing faculty to attend workshops, conferences, symposia and encouraging teachers to avail study leave/sabbatical leave, etc. to take up research projects in emerging and innovative areas.
- To give fillip to this process, the faculty members are also encouraged for taking part in summer/winter training workshops in their respective specializations in reputed Institutions/Universities.
- Besides numerous programmes for academic enrichment are also conducted on the campus by the various departments.
- The linkages and collaborations with other institutes at national and international level also help our faculty members to keep themselves abreast with the latest in their fields.

2.4.2 Furnish details of the faculty

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	68	32	26	13	36	43	218
M.Phil.					3	3	6
PG					23	7	30
Temporary teachers							
Ph.D.					23	29	52
M.Phil.					6	6	12
PG					46	36	82
Part-time teachers							
Ph.D.							
M.Phil.							
PG					02	01	03

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

Department / School	% of faculty from the same university	% of faculty from other universities within the State	% of faculty from universities outside the State	% of faculty from other countries
Biotechnology	42.85%	-	57.15%	-
Botany	85.71%	-	14.29%	-
Buddhist Studies	-	-	100%	-
The Business School	81.82%	-	18.18%	-
Hospitality & Tourism Management	100%	-	-	-
Chemistry	81.82%	-	18.18%	-
Commerce	85.71%	-	14.29%	-
Computer Science	77.78%	-	11.11%	11.11%
Dogri	100%	-	-	-
Economics	54.55%	-	45.45%	-
Education	66.67%	-	33.33%	-
English	100%	-	-	-
Environmental Science	66.67%	-	33.33%	-
Geography	33.33%	-	66.67%	-
Geology	80%	-	20%	-
Hindi	85.71%	-	14.28%	-
History	50%	-	50%	-
Home Science	80%	-	20%	-
Law	90.10%	-	9.9%	-
The Law School	100%	-	-	-
Library and Information Science	50%	-	50%	-
Life Long Learning	75%	-	25%	-

Mathematics	100%	-	-	-
Physics & Electronics	88.89%	-	11.11%	-
Physical Education	-	-	-	-
Political Science	37.5%	-	62.5%	-
Psychology	25%			-
Punjabi				-
Remote SDensing & GIS	25%	-	75%	-
Sanskrit	71.42%	-	28.58%	-
Sociology	50%	-	50%	-
Statistics	40%	-	60%	-
Strategic and Regional Studies	-	-	100%	-
Urdu	85.72%	-	14.28%	-
Zoology	100%	-	-	-
Human Genetics	-	-	-	-
Directorate of Distance Education	82.36%	-	17.64%	-
Bhaderwah Campus	84.62%	-	15.38%	-
Kathua Campus	100%	-	-	-
Centre for Studies in Museology	100%	-	-	-
ICccR & HRM	100%	-	-	-
Centre for History & Culture Jammu & Ladakh	50%	-	50%	-
Academic Staff College	100%	-	-	-

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

Qualified faculty is appointed for new programmes in emerging needs of study as per the norms of the UGC, which takes into account API scores of the candidates. The following procedure is followed systematically for the appointment of faculty:

a) An advertisement is given in the national newspapers /local dailies as well as on University website , indicating the number of posts, essential/desirable qualifications and experience etc required.

b) All applications received in response to the advertisement are screened as per the laid down criteria and against the API score required as per the UGC guidelines and shortlisted candidates are invited to appear before the Selection committee for interview.

c) The Selection Committees comprise of the following members for selection of faculty :

   i) Vice Chancellor (Chairman)

   ii) Pro Vice Chancellor, if any

   iii) Chairman, Public Service Commission or member of the Public Service Commission nominated by him

   iv) The Head of the University Department concerned

   v) One member nominated by the University Council of the University concerned in case of appointment of Professors and Associate Professor and one member nominated by the Syndicate concerned in the case of appointment of Assistant Professor, as the case may be;

   vi) Two persons not connected with the University having special knowledge of the subject in which the appointment is to be made, nominated by the Vice Chancellor from the panel of experts approved by the University Council in the case of Professors and Readers and the Syndicate in the case of Lecturers.
   (NOTE : The panel is reviewed after every two years)

d) The Selection Committee after interviewing the candidates submits its recommendations to the University Council/Syndicate for approval.

Of the above mentioned emerging areas of study, the University of Jammu only offers Biotechnology and Bioinformatics, which are taught by seven faculty members in the School of Biotechnology. Our other programmes of emerging areas include MBA(IB) which have three permanent faculty members teaching

the programme, M.Sc. Tech (Applied Geology) programme which have nine faculty members etc.

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

Two faculty members - Prof. S.K. Khosa from the Department of Physics and Electronics and Prof. Purshotam Sharma, Department of Sanskrit have been awarded the prestigious Emeritus Fellowship.

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

The University lays great impetus on professional & academic development of its faculty members. All faculty members are encouraged to participate in National/ International Conferences/ Seminars/Workshops/Faculty Development Programmes/ Short Term Programmes etc. The University has a provision to provide financial assistance and study leave to teachers for attending such programmes.

Besides, the University has a Human Resource Development Centre which organizes regular refresher programme and General Orientation Programmers for the teachers from this University as well as teachers from the other Universities.

The University also encourages faculty members to apply for research grants. The University in 2010, was also granted Rs. 9 crores under the "Promotion of University Research & Scientific Excellence" (PURSE) programme by the Department of Science and Technology ,Government of India ,which helped us to strengthen our research facilities and equipments.

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

Seventy five faculty received awards/recognitions for excellence in teaching at the state, national and international level during the last four years.

Year	State level	National level	International level	Total
2009-10	3	12	5	20
2010-11	2	8	4	14
2011-12	1	4	-	5
2012-13	-	8	4	12
2013-14	2	12	2	16
2014-15	-	7	1	8

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

Academic Staff Development Programmes	Number of participants
Refresher courses	897
HRD programmes	-
Orientation programmes	572
Staff training conducted by the university	103
Staff training conducted by other institutions	4
Summer / Winter schools, workshops, etc.	3

2.4.9 What percentage of the faculty have

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

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

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

- teaching experience in other universities / national institutions and other institutions?

- industrial engagement?

- international experience in teaching?

Almost all faculty members are involved in the above mentioned categories in some way or the other except industrial engagement and international experience in teaching, which is very limited. Details have been provided in the Evaluative Reports of the Departments.

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

The Human Resource Development Centre, University of Jammu regularly organizes Orientation courses, Refresher courses and other short term training programs for teachers to enrich the teaching - learning process.

These courses of different nature are aimed at imparting the teacher participants the specific subject knowledge, orientation with the goals of nation building such as establishing linkages between the society and higher education and the overall development of teachers by keeping abreast with the latest techniques in pedagogy and research methodology.

Besides, the University conducts seminars/conferences/workshops on regular basis, all of which contribute towards knowledge building.

2.4.11 Does the university have a mechanism to encourage

- Mobility of faculty between universities for teaching?

- Faculty exchange programmes with national and international bodies?

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

Yes, the University of Jammu has a provision to encourage faculty mobility between universities through MoUs. Various University teaching departments have signed MoU with other Universities/ Institutions in India and abroad for exchange of faculty between universities.

Eighteen MOUs have been signed during the last five years.

Also, faculty members regularly visit other universities to deliver guest lectures as resource persons. There is a provision of lien/leave for Faculty members undertaking teaching/ research assignments at other universities /institutions.

2.5 Evaluation Process and Reforms

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

The University ensures that all the stakeholders are aware of the evaluation process of the University.

Relevant Statutes and Regulations and the process of evaluation are available on the University website and in the Admission Brochers made available to the students at the time of admissions.

Important notifications related to examinations like declaration of results, re-evaluation results etc. are also issued in the important local dailies for wider circulation and information of the stakeholders.

In addition, individual Departments inform students about the evaluation processes that exist in their respective departments during the orientation programme. Further, individual teachers at the beginning of the semester provide the course-outline and the evaluation criteria to the students.

The provision of showing students their answer scripts after evaluation before the announcement of results reflects the true spirit of transparency of the evaluation process.

The Grievance Committee of the University further bolsters this spirit of transparency.

The Examination Wing has been proactively providing information and updates with the help of regular advertisements in the local dailies with respect to date

sheets/results etc and we are also moving steadily towards reducing the time taken for declaration of results.

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

Some of the important examinations reforms introduced in the University include:

- Online submission of Registration Returns of B.Ed examination.
- Online Pre-conduct process of semester system at undergraduate level.
- Continuous assessment and 100% internal assessment or evaluation in the recently adopted Choice Based Credit System.
- Xerox copy of the answer scripts are made available to the desirous candidates for their satisfaction before the re-evaluation of the answer scripts.
- Online examination forms are available for the students of distance mode and the undergraduate students under semester system.
- Results of some of the courses have been computerized.
- Online submission of Internal Assessment awards duly inspected by the Inspectors appointed by the University for the purpose.
- The marks certificates of all examinations being conducted by the University are uploaded on the University website to facilitate the students for their information and submission of their re-evaluation /re-appear examinations.
- Marks cards being issued with the photographs of candidates.
- Database created for customised SMS service and online downloading of forms.

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

All possible efforts are made for timely declaration of results within the time frame of 75 days. However, in case of any delay, evaluators are contacted by the concerned officers for the evaluation and the results are published both on the website of the University and in the print form in the form of the University gazette.Database for bulk customised SMS service has been created and the University shall soon be sending information pertaining to examinations through bulk SMS.

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

The University ensures the transparency in the evaluation process in the following ways:

- Xerox copy of the answer scripts are made available to the desirous candidates for their satisfaction before the re-evaluation of the answer scripts.

- There is a provision of re-evaluation of answer scripts for the candidates who are not satisfied with their results.

- There is a provision of re-checking of answer scripts for the candidates who are not satisfied with the main evaluation.

- Further, under the Choice Based Credit System, there is a provision of showing students their answer scripts after evaluation before the announcement of results which reflects the true spirit of transparency of the evaluation process.

The University ensures confidentiality in the following ways:

- Code officers allot codes to the answer scripts before sending answer scripts to the evaluators.

- To maintain confidentiality, the sealed packets containing answer scripts are marked with identification numbers before sending to the evaluators.

- Evaluators send sealed envelopes containing answer scripts and award rolls to the University.

- Code key and award rolls are supplied to the tabulators/ computing agency for initiating result process.

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

- Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.

- Examination process – Examination material management, logistics, etc.

- Post-examination process – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.

There does not exist any integrated examination platform. However, the process viz. pre-examination preparations like arrangements of Examination Centres, appointment of the superintendents as recommended by the Head of the Department/ Principal of the concerned College/ Institution and appointments of flying squad teams for the smooth conduct of the examinations are undertaken by the examination conduct section well in advance.

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

The University of Jammu has introduced reforms in the Ph.D evaluation based on the UGC regulations (2009).Following are some of the reforms introduced by the University with regard to Ph.D:

- Admissions to Ph.D programme are made through a combined Ph.D and M.Phil

entrance examinations.

- Course work as mandated by UGC Regulations 2009 has been made compulsory for all faculties.

- Assessment of research progress every six months by Departmental Research Committees (DRS).

- Publication of atleast one research paper in a reputed journal made compulsory before the submission of thesis.

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

Yes, the University includes the name of the college in the degree certificate. Further, the University also plans to have degrees depicting whether the degree has been earned from the Main Campus or Directorate of Distance Education or Offsite Campuses.

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

As per the Statutes of the University, there is a duly constituted Committee of the syndicate which looks after any complaint related to question papers, publication of results , scrutiny of marks and re-checking of results . The Committee is headed by the Vice Chancellor and the Controller of Examinations is the Secretary of the Committee.

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

The Controller of Examinations (COE) is vested with the power of administering all the examination-related matters in order to streamline the work in the examination section and for preparation of examination schedules. The Controller of Examinations holds weekly meetings with the branch officers of various sections under the Controller of Examinations office, wherein status reports of all the sections are taken , and problems faced, if any are taken up , for addressing the issues. This has proved to be very effective in addressing various issues in the examination wing.

2.6.   Student Performance and Learning Outcomes

2.6.1   Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

No formal process of articulation has been initiated. However, all Heads of Departments and faculty members try to ensure that students who pass out are not only academically sound but also good citizens.

2.6.2   Does the university have clearly stated learning outcomes for its academic

programmes? If yes, give details on how the students and staff are made aware of these?

Yes, the learning outcomes of the academic programmes are stated in the course guidelines. Each programme sets out its objectives and learning outcomes in the syllabus of respective programmes, in the admission brochure of the University and on the University website.

Further, the students are **sensitized** about the various opportunities available to them on successful completion of the academic programmes.

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

Following steps have been taken by the University to facilitate the achievement of intended learning outcomes:

(i) Adoption of Choice based credit system at post graduate level.

(ii) Introduction of semester system at under graduate level.

(iii) The Departments constantly monitor the performance of the students not only in the University examinations but also in other competitive career related examinations such as UGC/CSIR NET/SET/UPSC etc.

(iv) Infrastructural Development

(v) Initiatives have been taken for holistic development of students such as providing sports, cultural facilities and enriching residential life.

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

The learning outcomes of the Students are monitored through continuous evaluations and addressed through minor/major examinations, assignments and tutorials Besides, feedbacks received from students, alumni and the interaction with other stakeholders are also used for analyzing the student data.

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

ICT is being used in teaching-learning process. Many departments have facilities of smart boards . The Department also make use of e-learning materials and equipments and facilities available in the University/other departments, if required. Computer laboratories have been established in most departments during the reaccreditation period. The laboratories of the science departments have also been upgraded.

RESEARCH, CONSULTANCY AND EXTENSION

CRITERION III
RESEARCH, CONSULTANCY AND EXTENSION

3.1   Promotion of Research

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

Yes, the University has structured and statutory research committees to address and monitor the research related activities of the different faculties.

The University has established a full fledged office of the Dean Research Studies looking after the research activities of the University, under the overall supervision of the Vice Chancellor, in the post reaccreditation period.

For each faculty, there are Boards of Research Studies, comprising of Vice Chancellor, the Registrar, the Dean and the Heads of the University Departments of the subjects comprised in the Faculty, with powers to co opt members. The Boards of Research Studies have the power to consider and grant applications for registration for the research degrees , to appoint supervisors for the guidance of research studies, to prescribe the maximum number of research scholars to be guided by an approved supervisor, to submit to the Academic Council suggestions and proposals for organizing or improvement of research studies in the University etc.

Some of the major decisions/recommendations taken during the period include :

a)   Adoption of UGC Regulations 2009 on Minimum standards for the award of Ph.D/M.Phil degrees.

b)   Enhanced assistance to research fellows from Rs. 3500/- to Rs. 5000/-.

c)   Number of fellowships increased to 6, for all faculties.

d)   Introduction of common entrance test for M.Phil and Ph.D for ease and convenience of students.

e)   Monitoring and periodical review of the works of the research scholars every three months

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

An institution intending to undergo research can apply for its recognition in accordance with the provisions contained in the Statutes governing Affiliation of Colleges and others Institutions. The Syndicate has the power to declare an institution as an approved institution of the University.

Besides, the college teachers are exempted from giving the entrance examinations for admission to M.Phil and Ph.D. Further, once they are registered as a research scholar in the University, they are covered under the Faculty Improvement Programme of the University Grants Commission for a period of two years extendable by one year on full pay. They have access to the laboratory and library facilities of the University to conduct research.

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

Timely release of grants, timely sanction of purchases to be made by the investigators, timely auditing and submission of utilization certificate to the funding authorities are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/ projects

3.1.4   How is interdisciplinary research promoted?

- between/among different departments /schools of the university and

- collaboration with national/international institutes / industries.

Interdisciplinary research is promoted by encouraging the faculty members to take up collaborative research. Depending upon the specialization/expertise, the faculty members take up joint research collaborative research work.

Recently, a prestigious project entitled 'The Himalayan Cryosphere: Science and Society' has been sanctioned by the Department of Science and Technology, Government of India which involves collaboration between the Department of Geology and Department of Law, among others.

Further, to encourage interdisciplinary research, provision of a co-guide is also there. Students are also encouraged to participate in research programmes in National laboratories.

A number of MOUs are being signed with industries as well. The University through its Department of Computer Science & IT has also entered into MOU with Powai Lab Technology Pvt. Ltd, IIT, Mumbai for establishment of Image Very Large Scale Integration(VLSI) and Embedded Laboratory. Efforts are made to enter into collaborations with National Research Institutes. The University has also signed a MOU with Indian Institute of Integrative Medicine(IIIM), Jammu to promote joint research work.

Also, MOU has been signed between JU and National Institute for Public

cooperation and Child Development(NIPCCD) for monitoring of Integrated child development services scheme in Jammu province.

3.1.5 Give details of workshops/ training programmes/ sensitization programmes conducted by the university to promote a research culture on campus.

The University, through its teaching departments, has been holding numerous workshops /training programmes to promote a research culture on the campus. The Human Resource Development Centre and the Department of Lifelong Learning have also been holding short term courses on Research Methodology. Some of these include:

2014-15

- Workshop on Research Methodology
- Translators Orientation Programme for Knowledge Texts Translation in Dogri
- Workshop on 'Scholarly Writing and Plagiarism: Key Concerns'
- Workshop on 'Structural Equation Modeling'
- Training programme on 'Writing Research Papers and Proposals'

2013-14

- National Seminar on 'Importance of Research and Manuscripts in literature'
- Short term course on 'Fundamentals of Computers & Programming language'
- Two Week Workshop on 'Research Methods for Capacity Building Programme'

2012-13

- Workshop on 'Writing Research Proposals'
- Workshop on 'Developing and Identifying Location Specific R&D and demonstration Projects for SC And ST'
- Two day Workshop on 'Research Methodology'
- Short term programme on 'SPSS usage for teachers and scholars'
- Workshop on 'Research Methodology'

2010-11

- Three day Short Term Course on "Research Supervision"
- Two day short term course on "ICT"
- Short term course on 'SPSS for teachers and Scholars'

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

The University does not have adjunct professors. However, researchers of eminence are invited to hold workshops/lectures/demonstrations for the budding researchers. Such interactions provide students an opportunity to interact with the best in the field.

Collaborative research projects, joint publications and MOUs are some of the impacts of such activities of the University.

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

9.43% of the total budget was earmarked for undertaking research (including scholarships/fellowships to the research scholars.

The details of heads of expenditure, financial allocation and actual utilization is given as under:

RESEARCH SCHEMES

Source of funding	Budget Estimates (2014-15) (in lacs)	Actual Expenditure (in lacs)
UGC	103.93	89.23
CSIR	14.35	18.03
DST	560.36	300
DBT	88.74	85.31
Others	57.71	67.22
Total	**825.09**	**559.79**

Fellowships/Scholarships

Source of Funding	Budget Estimates (2014-15) (in lacs)	Actual Expenditure (in lacs)
State (Non-Plan)	74.85	85.47
UGC	434.00	458.75
CSIR	40.00	30.24
DST	30.00	29.05
DBT	10.00	7.50
Others	13.20	5.29
Total	602.05	616.30

	Budget Estimates in Lacs (2014-15)	Revised Estimates in Lacs	Actual Expenditure in Lacs (2014-15)
Thesis Grant	4.00	5.50	5.48
Equipments (Non-Plan)	27.11	-	26.43
(Plan)	124.88	-	42.19
Seminars/Conferences	0	9.85	4.49

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

Although, there is no specific budget earmarked for the affiliated colleges for undertaking research, the University encourages research in its affiliated colleges by extending its library and laboratory facilities to carry out research.

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

Yes, the University encourages Post Doctoral Fellowships/Research Associateships. The Post Doctoral Fellowships/Research Associateships include :

Name	Department	Funding Agency
Dr. Anamika Baru	Home Science	ICSSR
Dr. Jyotsana Sharma	Botany	UGC
Dr. Deepa Singh	Physics	DST
Dr. Rakesh K Panchliya	Zoology	DST
Dr. Veenu Sharma	Chemistry	DST
Dr. Yash Pal	Bio-Technology	DST
Dr. Shwetambri Jasrotia	Zoology	DST

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

The following faculty members have availed Sabbatical leave w.e.f 2009:

- Dr. Rekha Choudhary , Department of Political Science in October 2009.

- Dr. Kulwant Kour, Department of Political Science in April 2012.

- Dr. Nirmal Singh, Department of History in August 2012.

- Dr. Desh Bandhu, Department of Commerce in July 2015.

- Dr. Raju Goyal, Department of Political Science in July 2015.

The programme to be followed during the sabbatical leave is to be submitted for approval. On return from leave , the teachers report to the University, the nature of study, research or writing work undertaken during the period of leave.

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

The University of Jammu has organized around 200 conferences/seminars at the national/international level. The various national and international conferences organized by the University have been enlisted in the Evaluative Reports of the University.

3.2 Resource Mobilization for Research

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

University Research Scholarships for Ph.D and M.Phil scholars, UGC-Junior Research Fellowships for NET –JRF qualified, CSIR –Junior Research Fellowship for M.Phil /Ph.D scholars, UGC Rajive Gandhi National Fellowship for M.Phil/Ph.D(SC/ST category),UGC-BSR Research Fellowship for meritorious research scholars, DST Inspire Fellowship, ICSSR Fellowship for Ph.D scholars are some of the fellowships awarded to the students for research.

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

A post of Patent Officer has been approved by the University Council and stands advertised in order to initiate activities related to patent filing etc. A patent with no.2595/DEL/2013 was filed in 2012, by a faculty member from the Department of Physics and Electronics.

3.2.3 Provide the following details of ongoing research projects of faculty

The ongoing research projects of the University include:

S. No.	Year-Wise	Number	Name of the Project	Name of the Funding Agency	Total Grants Received

Ongoing Research Projects uptil March 2015

S. No.	Year-Wise	Number	Name of the Project	Name of the Funding Agency	Total Grants Received
1	2009-2010		Studies on Single Crystal Growth and Characterization of Modified M-Type Hexaferrites	UGC	2,90,000.00
2			Origin and Development of Urdu Prose in Jammu and Kashmir		2,90,000.00
3			Mycobial and Mycotoxin contamination in dried apricots and date -plum persimmons from Jammu Province		4,50,000.00
4			Research Awardee, Department of Economics		4,00,000.00
5			Bhartiya Lambi Kavitayen: Hindi, Dogri, Marathi Ke Visesh Sandarbh Mein		14,48,000.00
6			A Comparative Study of Dogri and Punjabi Folk Literature		2,88,200.00
7			A Qualitative an Assessment of Competency Based Tourism Education in India		3,27,400.00
8			Hindi ke evam Marathi aur Bangla ke Hindi mein anudit upanyaso mein oyakt samajik sarokar(1990 & 2010)tak prakshit		4,17,200.00
9			SAP- DRS (Phase-III), Department of Physics		3,28,652.00
10			SAP- DRS (Phase-III), Department of Commerce		5,00,000.00
11			Centre for Strategic and Regional Studies under UGC Area STUDY Programme		10,00,000.00
12			A Critical Study of Physiognomy		1,59,040.00
13			SAP- DRS (PHAS-E),Department of Management Studies		2,64,000.00
14			SAP- DRS(PhaseI), Department of Geology		20,60,000.00
15			Developing a typology of Service Failures and Service Recovery Strategies in the Indian Tourist and Hospitality Industry		30,000.00
16			A study on the impact of CSR Practices on SMEs Performance in Jammu		3,49,200.00
17			House Architecture in Ancient India		3,27,700.00
	Total	17			89,29,392.00

1	2010-2011		Health seeking behaviour among women (35 -65 years) of Jammu		3,77,800.00
2			Single Crystal Growth, Activity Determination, X-Ray Structure & Hydrogen Bonding Analysis of Bioactive Orgainic Molecules		6,23,800.00
3			Pb-Zn mineralization in Riasi India, J&K: Fluid evolution and origin		7,37,800.00
4			Dogri Version and Commentry of Selected, Outstanding Works on Indian Poetics Written in Kashmir		1,69,600.00
5			Destination Brand Positioning Analysis using Tricomponent Model of Attitude		1,68,800.00
6			To Trace vulnerabilities in Network Applications and Develop Generalized Snort Rules to counter these Vulnerabilities		6,41,800.00
7			Development management and consumption of water: A core study of Jammu city,J&K		1,12,500.00
8			SAP- DRS (PHASE-I), Department of Chemistry		45,00,000.00
	Total	9			**75,72,100.00**
1	2011-2012		Limnology of the river Chenab at Akhnoor, Jammu		9,00,888.00
2			SAP Chemistry		50,81,702.00
3			DRS SAP		2,031,267.00
4			Preparation and thermal characterization of novel hydrogen bonded mesogens incorporating non mesogen through select recognition		1,130,400.00
5			DRS SAP		1,724,322.00
6			DRSI SAP		2,205,370.00
7	2012-2013		Development of sulfonic acids from renewable resources as heterogeneous acids catalysts in organic synthesis.		7,66,800.00
8			Investigations on the prevalence and enxymatic potential of fungi causing Onychomycosis		12,14,560.00
9			Stereochemistry around group 13 metals in macrocyclic complexes containing auxiliary ligand		9,91,800.00
10			Development of efficient and rapid micropropagation system and molecular characterization of Glorisa superba L, an endangered medicinal plant		8,30,800.00
11			Investigation on the structural, electrical and magnetic properties of pervoskite oxides		6,16,800.00
12			Isolation, characterization and exploring antioxidant properties of some economically important bioactive compounds from arisaema growing in J&K		10,61,800.00
13			Relationship of religiosity with subjective well being among tribal adolescents in Jammu District		1,45,000.00
14			Survey & status of wild goat in catchment area of ragi nallah of district Doda, J&K		88,000.00
15			Women and Leadership : The case of select organizations in corporate India		7,01,000.00
16			Depiction of socio-cultural changes of India in Urdu Novel (After Independence)		1,10,000.00
17			A study of school dropout tribal gujjar girls in the twin border districts of Poonch and Rajouri in Jammu & Kashmir		1,00,000.00
18			Jammu Kashmir ka hindi natak aur Rangmanch		5,75,000.00
19			DRS SAP		43,17,352.00
20			DRS SAP		26,42,067.00
21			UGC BSR Research Start -Up-Grant		10,80,000.00

22	2013-2014		Designs of a low power integrated antenna for bluetooth applications			1,35,000.00
23			Metagenomic anlaysis of rhizosphere diversity of crocus sativus grown in Kashmir			7,54,800.00
24			Bioprocess development for production of sturdy bacterial proteases for potential commercial applications using agricultural residues as substrates			7,62,800.00
25			UGC BSR Research Start-Up-Grant			5,40,000.00
26			Production on Courseware e-content development for post-graduate subjects (e-PG-Pathshala)			700,000.00
27			DRS- III SAP			400,000.00
28	2014-2015		Research Award			1,286,800.00
29			DRSII SAP Management Studies			6,20,000.00
	TOTAL	29				3,35,14,328.00
1	2009-2010		ALICE- Operation and Utilization			1,52,50,000.00
2			Pre-Operative programme for Indian Participation in the FAIR Project at GSI			27,50,000.00
3			Enzymology and Bioprocess development of industrially robust microbial zylanases			33,75,200.00
4			A large Ion Collider Experiment (ALICE) Operation and Utilization			40,00,000.00
5			Setting up of additional Seismology Observatories in Jammu			17,54,000.00
6			Production and Structural charactersterization of Thermostable ackatestable cellulose free Xylanese and studies on strain improvement and process optimization			3,18,000.00
7			FIST Geology (PHASE-I)			95,81,306.00
8			Continental Jurassic Vertebrate Fauna of India: Biodiversity, Evolution and Intercontinental Affinities			17,47,000.00
9			Geotechnical investigation, instrumentation and monitoring of Panthial and Pera Landslide along NH-I, J&K			35,42,000.00
10			Cytological and molecular characterization of Diversity in Allium Sativum			23,58,000.00
11			Synthesis and applications of room temperature ionic liquids			18,12,000.00
12			Inter and Intra- Annual seasonal variability and its effect on snow cover (Ladakh)			52,29,608.00
	TOTAL	12				5,17,17,114.00
1	2010-2011		DST PURSE		DST	9,00,00,000.00
2			Enhancement of Regional World Wide Computing Grid (WLCG)			29,70,000.00
3			Seismotectonic analysis of the Jammu region and adjoining areas, J&K			37,12,000.00
4			Synthesis of unnatural a-amino acids by transfer hydrogenation and building blocks for medicinal chemistry and material science from a-nitroacetate			47,30,000.00
5			DST DAAD (German Academic Exchange Service)			2,60,400.00
6			Design and simulation Studies of the resistive plate chamber detectors for the INO Experiment			13,83,000.00
	TOTAL	6				10,30,55,400.00

1			FIST Chemistry	75,98,465.00
2	**2011-2012**		Molecular approaches in understanding the aetiology of oesophageal carcinoma in Jammu - Progress achieved so far	1,725,000.00
3			Seismotectonic analysis of the Jammu region and adjoining areas, J&K State	3,344,200.00
4			Biochronology and depositional environment of the upper Siwalik Subgroup of Jammu Province, Jammu & Kashmir, India	190,000.00
5	**2012-2013**		Collaboration by Indian Physicists on neutrino projects at Fermilab (USA)	32,80,800.00
6			The Himalayan Crystophere: Science and Society - inter-university consortium	3,52,60,000.00
7	**2013-2014**		Molecular Genetic Study of breast cancer in J & K State	1,350,000.00
8			Ecology impact assessment for the construction of a barrage across the river Tawi for pondage purpose	1,100,000.00
9			FIST Physics and Electronics	15,500,000.00
10			Synthesis and Characterization by spectroscopic techniques of some rare earth containing oxide and multiferroic system	858,500.00
11			Functional genomics of venturia inaequalis: Identification and characterization of pathogenicity genes	900,000.00
12			Tectonic Geomorphology and cenozoic morphotectonic evolution of Dharamsala - Palampur area of Kangra valley in Himachal Pradesh	1,296,000.00
13			Seismic hazard assessment in the Kashmir Himalaya using geological, seismological and geodetic data	6,480,000.00
14	**2014-2015**		Assessment of current status and cytomorphological diversity in five cucurbit genera from north - West India and determining molecular diversity in coccinia Indica	1,200,000.00
15			Isolation of androgrpholie and andrographis paniculata (Burn F.) Ness and its structure modifications to generate novel compounds for biological screening	300,000.00
16			Molecular Characterization and genetic diversity of wild pomegranate	1,300,000.00
17			A Large Ion Collider Experiment Experiment ALICE-3	12,300,000.00
18			Seismotectonic Analysis	7,286,578.00
19			Updating and Operation of Regional WLCG Grid System	17,36,000.00
20			Crustal deformation studies and active fault mapping in Jammu region	10,980,400.00
21			Culture of giant freshwater prawn macrobrachium rosenbergli in Jammu, Technology transfer	628,440.00
22			Active fault study around Kishtwar area, Jammu & Kashmir	2,771,000.00
	TOTAL	**22**		**11,73,85,383.00**

1	2011-2012		Bioinformatics Infrastructure Facility (BIF)			89,35,300.00
2			Creating a Genomics Platform for Apple research in India			66,51,600.00
3			Tomato metabolome network Group			5,706,000.00
4	2012-2013		Induction of variability for genetic improvement of Kashmir saffron			32,47,800.00
5			Characterization of microflora of phizosphere associated with saffron with a target to develop consortia of beneficial microbes			27,02,600.00
6	2013-2014		Functional genomics approaches in understanding the regulation of synthesis and accumulation of apocartoteniods in Saffron Crocus			3,997,200.00
7	2014-2015		Characterization & consolidation of hippophae genetic resources and propagation of elite genotypes for Varietal Evaluation			1,032,400.00
	TOTAL	7				3,22,72,900.00
1	2009-2010		Bioactive molecules from micromycetes of J&K	CSIR		25,74,531.00
2			Biotechnological Perspective for product of poly-b-hydroxybutyarate(PHB)			14,37,000.00
3			Screening of mycobial diversity of J&K state for some novel secondary metabilities			16,03,308.00
	TOTAL	3				56,14,839.00
1	2011-2012		Identification and characterization of pyocin produced by pseudomonas aeruginosa Ch-I isolated from totemic clay of chambyal (J&K)			1,532,977.00
2	2013-2014		Bioprospecting of fungi from unexplored ecological niches of J & K for antimicrobial & bioactive compounds			2,137,205.00
3			Chemical and biological investigations of some important medicinal plants growing in north -western himalayan region for anticancer and antioxidant activities antioxidant activities			1,262,811.00
4	2014-2015		Emritus Fellowship			460,000.00
	TOTAL	4				53,92,993.00
1	2009-2010		Preparation and characterization of pure and Doped Perovskite structured crystal	OTHERS		15,30,600.00
2			Snow and glacier study of Nubra valley including Siachen			20,20,000.00
3			Destination Positioning analysis for promotion of Tourism in violence prone regions			4,60,000.00
4			Development of Porous coordination polymers			51,00,748.00
	TOTAL	4				91,11,348
1	2010-2011		Watershed development management			13,27,672.00
2			All India Coordinated Research Project on Reproductive Biology for Four Rare Endangered and Threatened (RET) Tree Species			36,90,240.00
3			Conservation and management of Pollinators for sustainable agriculture, through an ecosystem approach			5,02,780.00
4			Monitoring snow and glaciers of himalayan region			34,22,000.00
5			Monitoring of snow and glaciers of himalayan region Phase-II			14,33,000.00
6			Effect of temperature Doping & irradation on structural, optical , electrical and photo electrical properties of A11BV1 semiconductor thin polycrystalline film and their Schottky interface			16,29,999.00
	TOTAL	6				12,006,691.00

1	**2011-2012**		All India Coordinated Research Project on Reproductive Biology for Four Rare Endangered and Threatened (RET) Tree Species		27,36,400.00
4			Destination Brand Personality Dimensions - Developing a strategic model for Indian economic growth		4,89,125.00
5	**2012-2013**		Educational Challenges of Scheduled Castes/tribes in J & K: Attainments and Challenges		42,14,193.00
6			Monitoring of snow and glacier of Himalayan region Ladakh (J&K) state (Second Cycle)		8,14,774.00
7			Conciliation Resources		1,691,726.00
8	**2013-2014**		Level of Human Development and quality of life: A case study of Scheduled Castes in Jammu Region		500,000.00
9			ICSSR National Fellowship		1,080,000.00
10			Social Exclusion and achievement of the millennium development goals in SCs and STs and minority population of Jammu & Kashmir		320,000.00
11			Phytochemical and antimicrobial analysis of in-virto grown plants of picrorhiza kurroa and aconitum heterophyllum for exploring their medicinal importance		1,500,000.00
12	**2014-2015**		Analyzing Travel Risk perception: A study of Brand Burn management in Airlines Industry		320,000.00
13			Development of microbial consortia as bio -control for corn rot in Crocus Sativus		1,427,535.00
14			Kwar HE Project		661,500.00
15			Kiru HE Project		933,600.00
16			Cultivation and productive potential of milky mushroom on different lignocellulosic wastes of Jammu division		344,000.00
	TOTAL	**14**			**1,70,32,853.00**
	GRAND TOTAL	**135**			**41,04,41,341.00**

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

Most of the sponsored projects or collaborations of the University are with Government Semi Government/Autonomous Bodies/Institutes/Universities etc. However, recently, a Memorandum of Understanding has been signed between University of Jammu and Powai Lab Technology Pvt. Ltd, IIT, Mumbai for establishment of Image Very Large Scale Integration (VLSI) and embedded Laboratory in the Department of Computer Science and IT in collaboration with Centre for Distance Engineering programme. A Grant of Rs. 3.85 crores has been sanctioned by the State Government. This facility will have 50 users capacity for running different types of VLSI and Embedded type courses.

3.2.5   How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is

the quantum of assistance received?

DRS-SAP

Department	Funding Agency (UGC)	Level	Amount
Commerce	DRS-SAP (2009-2010)	II	45,00,000.00
Geology	DRS-SAP (2009-2010)	I	35,00,000.00
Management Studies	DRS-SAP (2009-2010)	I	24,00,000.00
Chemistry	DRS-SAP (2010-2011)	I	60,50,000.00
Environmental Science	DRS-SAP (2011-2012)	I	28,25,000.00
Botany	DRS-SAP (2011-2012)	I	21,50,000.00
Education	DRS-SAP (2011-2012)	I	36,00,000.00
Biotechnology	DRS-SAP (2012-2013)	I	50,00,000.00
Zoology	DRS-SAP (2012-2013)	I	50,75,000.00
Management Studies	DRS-SAP (2013-2014)	II	56,00,000.00

DST-FIST

Department	Funding Agency (DST)	Level	Amount
Geology	DST-FIST (2009-2010)	I	1,00,00,000.00
Statistics	DST-FIST (2009-2010)	I	12,00,000.00
Chemistry	DST-FIST (2010-2011)	I	44,00,000.00
Physics'	DST-FIST (2010-2011)	I	2,80,00,000.00
Biotechnology	DST-FIST (2013-2014)	I	50,00,000.00

3.2.6 List details of

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

b. Inter-institutional collaborative projects and grants received

    i)   All India collaboration

    ii) International

a) Research projects completed and grants received during the last four years

		Projects Completed during the last four years		
S.No.	Funding Agency	Year	Number	Total Grants Received
1	UGC	2009-2010	8	6,312,859.00
		2010-2011	9	9,506,353.00
		2011-2012	2	634,200.00
2		2012-2013	4	5,563,114.00
3		2013-2014	4	4,424,067.00
4		2014-2015	6	3,702,753.00
	TOTAL		33	30,143,346.00

1	**DST**	2009-2010	8	16,335,790.00
		2010-2011	4	54,690,200.00
		2011-2012	6	19,012,976.00
2		2012-2013	2	24,059,840.00
3		2013-2014	1	190,000.00
4		2014-2015	4	6,967,168.00
	TOTAL		**25**	**121,255,974.00**
1	**OTHERS**	2009-2010	0	5,935,967.00
		2010-2011	7	5,322,272.00
		2011-2012	4	2,029,743.00
2		2012-2013	3	5,707,507.00
3		2013-2014	1	365,715.60
4		2014-2015	3	2,199,924.00
	TOTAL		**18**	**21,561,128.60**
1	**CSIR**	2009-2010	0	3,043,280.00
		2010-2011	0	5,970,091.00
		2011-2012	0	0.00
2		2012-2013	2	3,151,531.00
3		2013-2014	0	0.00
4		2014-2015	0	0.00
	TOTAL		**2**	**12,164,902.00**
1	**DBT**	2009-2010	1	8,211,100.00
		2010-2011	1	9,295,772.00
		2011-2012	0	0.00
2		2012-2013	0	0.00
3		2013-2014	1	2,937,458.00
4		2014-2015	1	3,331,000.00
	TOTAL		**4**	**23,775,330.00**
	GRAND TOTAL		**82**	**208,900,680.60**

b) Inter-institutional collaborative projects and grants received

ALL INDIA COLLABORATION PROJECTS				
S.No.	Name of P/I	Project title	Funding Agency	Grant Received
1	Prof. R. K. Ganjoo, Geology	The Himalayan Crystophere: Science and society - inter-university consortium	DST	35,260,000.00
2	Prof. G. M. Bhat, Geology	Seismic Hazard Assessment in the Kashmir Himalaya using geological, seismological and geodetic data		6,480,000.00
3	Prof. M. K. Dhar, Bio-Technology		DBT	
4	Prof. M. K. Dhar, Bio-Technology	Tomato metabolome network Group		5,706,000.00
5	Prof. M. K. Dhar, Bio-Technology	Induction of variability for genetic improvement of Kashmir saffron		3,247,800.00
6	Dr. Jyoti Wakhlu, Bio-Technology	Characterization of microflora of phizosphere associated with saffron with a target to develop consortia of beneficial microbes		2,702,600.00
7	Prof. M. K. Dhar, Bio-Technology	Functional genomics approaches in understanding the regulation of synthesis and accumulation of apocartoteniods in Saffron Crocus		3,997,200.00
8	Dr. Veenu Koul, Botany	Characterization & consolidation of hippophae genetic resources and propagation of elite genotypes for Varietal Evaluation		1,032,400.00
	TOTAL			**58,426,000.00**

INTERNATIONAL PROJECTS				
S.No.	Name of P/I	Project title	Funding Agency	Grant Received
1	Prof. P. S. Manhas, SHTM	Conciliation Resources	CR n U , UK	1,691,726.15
	TOTAL			1,691,726.15

3.3 Research Facilities

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

The University of Jammu has augmented its infrastructure facilities in the last few years. The University, based on the scientific publications during 1988-2008, was among the few universities in the country to receive grants to the tune of Rs. 9 crores in November 2010, under the **"Promotion of University Research and Scientific Excellence"** (PURSE) programme, by Department of Science &Technology, Government of India. Under these grants, the University upgraded its research facilities by procuring new equipments like NMR, Compact Ion Chromatograph, Refrigerator Centrifuge etc. Further, laboratories of various departments are being upgraded. For eg. A four storeyed laboratory complex for the Department of Chemistry is under construction. An Institute of Mountain Research has been established in the Bhaderwah Campus for undertaking research related to Environment Science. A Herbarium Museum has also been established in the Department of Botany.

Besides, construction of additional accommodation for various Department Physics & Electronics Department of Home Science, School of Biotechnology and Department of Environmental Sciences is under process.

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

The Dhanvantri Library with all ICT facilities and e-resources serves as the major Information Resource Centre to cater to the needs of the researchers. In addition, the independent office of Dean Research Studies also facilitates the research work by providing all information, guidelines with regard to submission of R&D projects etc.

The University also has a Centre for IT enabled services which is responsible for providing internet connectivity to all the departments, offices, hostels etc. for the benefit of the students and scholars.

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

Yes, the University has a University Science Instrumentation Centre (USIC) which is mainly meant to help various Departments in maintaining the instruments. The

facilities provided by the USIC are fully made available to the research scholars. The funding allotted to USIC is Rs.77,000/- per annum.

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

Yes, the University provides residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows and research associates.The University has 7 hostels in its main and old campus.

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

There is no common research centre/workstation on the Campus. However, facilities created in one department can be used by teachers/scholars/students of other departments.

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

Yes, following centres have been established in the University :

- Dr. Ambedkar Studies Centre : Established in 2006, under the UGC Epoch Making Social Thinker's scheme, the centre is engaged in academic and extension activities concerning the underprivileged sections of the society.

- International Centre for Cross Cultural Research and Human Resource Management: Established in 2008, the Centre offers MBA (IB),PG Diploma in Composite Culture Management, 3 months certificate courses in Cross Cultural International Management,Human Resource Management Practices and Labour Laws, International Perspectives of Marketing Management and International Business and Foreign Trade.

- Computer Centre, is making consistent efforts to up-date the various facilities available in hardware, software and also in technical field by organizing courses for the students faculty/other staff of the universities.

- Disaster Management Centre was established in 2005, soon after the devastating earthquake that rocked Jammu and Kashmir State and organizes various programmes thereby imparting awareness about climate change, disaster management etc.

- The Gandhian Centre for Peace and Conflict Studies was established in 2004 with an objective to study and disseminate knowledge through research on Gandhian approaches towards improvement in human life, understand Gandhian holistic interpretations of politics, economics, psychology, ecology, science and comparative religion, to propagate Gandhian ideas and alternatives, to study

the Gandhian ethos in respect of harmony and universal brotherhood of man and expand the horizons of mutual exchange of ideas on Gandhi as a "practical idealist" among Universities and educational institutions in and outside India.

- The Institute of Himalayan Glaciology (IHG), formerly known as Regional Centre for Field Operations and Research on Himalayan Glaciology (RCFORHG), was established in 2006. The objective of setting up the Institute of Himalayan Glaciology is to undertake detailed scientific study of glaciers occupying the J&K Himalaya.

- The Centre for History and Culture of Jammu and Ladakh Region was established in 1995 in the Department of History. Since its inception, the Centre has collected rare coins, maps, paintings, articrafts etc. and is engaged in organizing exhibitions and culture awareness programme.

- The Nehru Studies Centre was established on May 6, 2006 under the UGC scheme of Epoch Making Social Thinkers of India with an aim to create awareness about the contributions of Nehru, among the intelligensia, University community, civil society and common masses of the J&K state in particular and the nation, in general.

- The Centre for New Literatures started initially as the Centre for Canadian Literatures in September 1994. It soon became the Centre for New Literatures, to be counted as the first of its kind in India and possibly amongst a handful in the world that began providing research and teaching facilities in African, Australian, Canadian, Caribbean as well as Indian Literature in English including translated texts from Indian Literatures into English, under one roof.

- Sheikh Noor-ud-din Noorani Museum of Heritage and Centre for Studies in Museology was established in 2007 and 2008 respectively. This is the only Centre in the State of Jammu and Kashmir that has been set up to train students in museum profession. The Centre seeks to develop into "laboratory, or an interpretation centre", where the community studies its past and present, its environment, its natural and cultural heritage, in order to have a clearer grasp of its own future.

- The Centre for Women Studies was established in University of Jammu under UGC scheme for Xth Plan. The main objectives are promoting gender sensitive work environment in the institute of higher learning, strengthening incorporation of gender theme in the curriculum of post graduate and undergraduate studies, development research and training inputs on gender components etc.

- The Yoga Centre was established in the University of Jammu in 1998 with an objective to create awareness among students, scholars, faculty members, other staff members about the benefits of the physical, mental and spiritual growth through Yoga. The Centre offers PG Diploma in Yoga.

- Centre for IT Enabled Services was established to manage the centralized internet facility of the University and to provide IT support to the University fraternity.The centre manages the centralized campus wide network on optical fibre backbone and wireless network of the University.

3.4   Research Publications and Awards

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

Yes, the University publishes biannually a multi disciplinary journal 'Researcher' bianually. The composition of the Editorial Board is as:

Prof. R.D.Sharma	Patron and convenor
Prof. Neetu Andotra	Co-Convenor
Dr. Sushil Sharma	Member
Prof. Satnam Kour	Member
Prof. Satya Paul	Member
Dr. Rajni	Member
Dr. Garima Gupta	Member

3.4.2   Give details of publications by the faculty:

- Number of papers published in peer reviewed journals (national / international)

- Monographs

- Chapters in Books

- Books edited

- Books with ISBN with details of publishers

- Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)

- Citation Index – range / average

- SNIP

- SJR

- Impact Factor – range / average

- h-index

	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15
Books	26	25	14	21	16	21
Number of papers published in peer reviewed journals (national / international)	382	319	394	470	750	478
Chapters in Books	17	50	28	38	12	59
Abstracts	203	136	140	59	-	-
Proceedings	-	-	-	-	18	49

Details of Publications alongwith other details shall be presented as a separate booklet at the time of peer team visit.

3.4.3   Give details of

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

Faculty serving on the editorial boards of national and international journals include:

Prof.Rajnikant, Editor in chief, Open Journal of Inorganic Chemistry published by Science Research Publishing, USA.

Dr. Rajni Dhingra, Member, Editorial Board, Journal of Home & Community Science.

Dr. Anurag Gangal, Member, Editorial Board, National Gandhian Research Journal of National Gandhian Society.

Dr. R.K.Ganjoo, Member, Editorial Board, Indian Journal of Geomorphology.

Dr. Neelu Rohmetra, Member, International Editorial Board for International Journal of Cross –Cultural Management, Sage Publication, UK.

Dr. Parikshat S. Manhas, Member, Editorial Board of the Journal of Management and Sustainability.

Dr. Anima Langer, Member, Editorial Board, The Society of Plant Reproductive Biologists, India.

Dr. Anima Langer, Member, Editorial Board, International Journal of Plant Reproductive Biology.

Dr. Satya Paul, Member, Editorial Board of *"The Open catalysis Journal"* published by Bentham Science Publishers.

Dr. Neeru Sharma, Member Editorial Board, Journal of Communication, a peer-reviewed scientific and research International Journal

Dr. Piyush Malaviya, International Journal of Chemical, Environmental and

Biological Sciences [**ISSN 2320 – 4079 (Printed Version) ISSN 2320 – 4087 (Online Version)] and** Current World Environment [ISSN: 0973-4929, Online ISSN: 2320-8031]

Dr. Namrata Sharma, Member, Editorial Board and Review Committee, International Journal of Plant Reproductive Biology.

Dr. Veenu Kaul, Member, Editorial Board and Review Committee of International Journal of Plant Reproductive Biology.

Dr. Monika Gupta - Member, Editorial Board, Open Catalysis Journal.

Dr. Chandra Shekhar, Member, Editorial Board, 'International Journal of Essential Sciences (IJES).

Dr. Geeta Sumbali, Member, Advisory/ Editorial board: Journal of Applied and Natural Science.

Dr. Rajender Gupta, Member, Editorial Board, Monthly Double Blind Peer reviewed refereed Open Access International e-Journal of Research in Commerce and management.

Dr. Ram Bahadur, Member, Editorial Board of Vedang Veethi – Published by Shri Vedang Santhan , Allahabad.

Dr. Satnam Kour, Member, Editorial Board, Researcher, University of Jammu.

Dr. Renu Nanda, Member, Editorial Board, Researcher- A Multidisciplinary Journal of the University of Jammu.

3.4.4   Provide details of

- research awards received by the faculty and students
- national and international recognition received by the faculty from reputed professional bodies and agencies

2009-10

Prof. Manoj K. Dhar awarded Ekbote prize by Maharashtra Association for Cultivation of Science, 2010.

Prof. Manoj K. Dhar awarded Distinguished Scientist Award by Society for Plant Research, Meerut, 2010.

Prof. Bijender Kumar Bajaj awarded Indo-US Visiting Professorship in Microbiology Research by ASM-IUSSTF to Visit Biotechnology and Fermentation Group, Department of Animal Sciences, The Ohio State University, Wooster, OHIO 44691 USA.

Prof. Neelu Rohmetra received "International Achiever's Award for Educational Excellence" during the "International Achiever's Summit" at Bangkok, Thailand, August 27, 2010.

Prof. G.M.Bhat awarded Education partnership award with UCL and Eni Italy in Kuala Lumpur, Malaysia, 2010.

Prof. Yash Pal Sharma – Prof. H.C. Dube outstanding Young Scientist Award 2010 by the Indian Society of Mycology and Plant Pathology, Udaipur.

Prof. Renu Nanda received Medal of Merit, J&K State, The Bharat Scouts and Guides, November 7, 2010.

Prof. H.N.Shiekh received "CRSI Best Teacher Award" from Chemical Research Society (Bangalore) of India at NISER/KIIST, Bhubaneswar, February 2011.

Dr. Monika Gupta awarded "Environmentalist of the Year-2010" by National Environmental Science Academy, New Delhi.

Prof. Anurag Gangal awarded Gandhi Youth Gold Medal by Gandhi Peace Foundation, New Delhi, April 2010.

2010-11

Prof. H.N.Shiekh received "CRSI Best Teacher Award" from Chemical Research Society (Bangalore) of India at NISER/KIIST, Bhubaneswar, February 2011.

Dr. Monika Gupta awarded *"Environmentalist of the Year-2010"* by National Environmental Science Academy, New Delhi.

Prof. R.D.Sharma, Dr. Jeevan Jyoti and Ms. Jyoti Sharma received BBAY award (Gold Medal) in 63rd All India Commerce Conference at Goa during October 1-3, 2010 for their paper "Impact of Talent Management on Employee Effectiveness".

Sikander Pal - Visiting scientist by Chinese Academy of Sciences at Zhejiang University on a research project "Interdependence of Brassinosteroids with Polyamines and Selenium at the physiological and molecular levels and its implications to improve yield, nutritional status and tolerance potential of *Raphanus sativus* L. growing under heavy metal stress

Prof. Shohab Inayat Malik honoured by Union Human Resource Development Minister on March 29,2011 in connection with service for promotion of Urdu language.

Prof. Renu Nanda received Medal of Merit, J&K State, The Bharat Scouts and Guides, November 7, 2010.

Prof. Anurag Gangal awarded Gandhi Youth Gold Medal by Gandhi Peace Foundation, New Delhi, April 2010.

2011-12

Dr. Monika Gupta, awarded Scientist of the Year- 2011, National Environmental Science Academy in collaboration with CSIR & Ministry of Earth Sciences(MoES), New Delhi.

Dr. Falendra Kumar Sudan, Adjunct Research Fellow, Centre for Comparative Water Policies and Laws, University of South Australia, Adelaide, Australia for collaborative research since June 2011 till June 2014.

Dr. Jyoti Vakhlu awarded 2nd prize in 3rd Global Conference, "Plant pathology for food security" organized by Indian society of Mycology and Plant pathology and Maharana Pratap University of Agriculture & Technology, Udaipur.

Dr. B.K.Bajaj was awarded an International Travel Grant Award (DST, Govt. of India) to present paper at Annual Symposium - Frontiers in biological catalysis, Robinson College Cambridge, UK.

Dr. Ritu Mahajan was awarded overall achievement award on 'Phyllosphere biology in plants' in an International Conference on "Perspectives in Phyllosphere Biology", Amity University, Noida.

Dr. Sarika Manhas received Best Poster Award in Home Science and Food Science & Technology in the 7th J&K Science Congress .

Prof. Sanjeev Singh Sambyal, Best Poster Award in Physics in 7th JK Science Congress.

Dr. Pratibha was awarded first Prize by Uttarakhand Sanskrit Academy -as Sanskrit Kathakar.

Dr. Poonam Dhawan was awarded by Sahyog India Social Samaritan Woman of Excellence Award .

2012-13

Dr. B.K.Bajaj was awarded INSA-Indian National Science Academic -Visiting Scientist Fellowship 2012, National Dairy Research Institute (NDRI), Karnal.

Dr. B.K.Bajaj was awarded Invited Professor Scholarship (under ERASMUS MUNDUS programme), University of Naples, Italy (Nov 4- Nov 16, 2012).

Dr. B.K.Bajaj was awarded DST-Visiting Faculty Fellowship 2012(J&K Special Package),Department of Microbiology, University of Delhi, South Campus, New Delhi.

Dr. Jyoti Vakhlu awarded best paper presentation in the 4th international conference on 'Saffron Biology', SKUAST Kashmir, November 25-26 2012.

Dr. Parvinder Kumar, received Young Scientist Award, J&K Council for Science and Technology, Govt. of J&K.

Dr. Inderjeet Singh, awarded best paper by International Association for Geoinformation and Communication Technology, Waterloo, Canada.

Dr. Yudhbir Singh was awarded J&K Young Scientist Award-2010 in the field of Environmental Sciences including Earth, Atmosphere and Planetary Sciences.

Dr. Yash Pal Sharma was awarded second prize in poster presentation entitled "Systematic studies on wild mushrooms in Jammu and Kashmir" with Sanjeev Kumar in North Zone Meet and National Symposium.

Dr. Veenu Kaul was awarded Woman Scientist Gold Medal in 35th Botanical Conference of Indian Botanical Society.

Dr. Monika Gupta awarded 'Eminent Scientist of the Year-2012', National Environmental Science Academy(INSA), New Delhi.

Dr. Monika Gupta received 'Young Scientist Award' in Chemical Sciences for Science & Technology.

Prof. Vibhakar Mansotra conferred National Level Best Teacher Award in Information Technology by the Amar Ujala B-School Excellence Awards.

2013-14

Dr. B.K.Bajaj, Commonwealth Academic Fellowship, for research on Biomass to Bioethanol; September 2013- November 2013; IBERS, Aberystwyth University UK.

Dr. B.K.Bajaj, VLIR-UOS Scholarship for Short Research Stay, for Research on Probiotics, Department of Bioscience Engineering, University of Anterpen, Antwerp Belgium.

Dr. Veenu Koul, awarded Women Scientist Gold Medal of the Year.

Dr. Geeta Sharma, National award for Woman Botanist -2013.

Dr. Piyush Malaviya, awarded "Raman Postdoctoral Research Fellowship", University Grants Commission, Government of India to work at Texas Technical University, Lubbock, Texas, USA.

Dr. Parvinder Kumar, 'Thomas Edison Award' by Photon Foundation, USA.

Dr. Ramni Gupta, awarded J&K Young Scientist Fellowship-2013 by the J&K State Council for Science and Technology to undergo advanced research cum training course/programme in the field of Experimental High Energy Physics at institute of Variable Energy Cyclotron Centre.

Prof. Neelu Rohmetra became the first professor and academic administrator from the State of Jammu and Kashmir to be awarded with the prestigious USIEF Fulbright-Nehru International Education Administrator's Fellowship, USA.

Prof. Neelu Rohmetra was awarded with Fellowship by The British Council, under GLOBAL EDUCATION DIALOGUE: SOUTH ASIA SERIES, as a part of 14 -member Indian delegation.

Prof. Neelu Rohmetra received the EDUCATION LEADERSHIP AWARD 2013 in World Education Congress at Mumbai.

Dr. K.K.Sharma, received a Gold Medal by Environmental Academy, Uttrakhand, Gurukul Kangri.

Dr. Parvinder Kumar, 'Bharat Shiksha Rattan' by Global Society for Health & Education Growth, Delhi.

Dr. Arti Bakshi, Nominated by Tata Institute of Social Sciences (GFATM project) for QAS visit (monitoring and evaluation of refresher training programme) organized by Karnataka State Women's University, Bijapur.

2014-15

Prof. Anju Bhasin awarded Fulbright-Nehru Academic and Professional Excellence by the J. William Fulbright Fellowship Board at Lawrence Berkeley National Lab, California, USA.

Dr. K.K.Bamzei awarded Materials Research Society of India Medal for the Year 2015 (MRSI Medal 2015).

Dr. Bijendra Bajaj, Researh Fellowship VLIR-UOS (Govt. of Belgium) at Antwerp University, Antwerpen, Belgium, April 2014, (Probiotics for Health) .

Dr. Sarika Manhas, J&K Young Scientist Award in the field of Home/social Science instituted by J&K State Council for Science and Technology.

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

379 Ph.Ds and 632 M.Phils have been awarded during the last four years.A Professor is allowed to guide a maximum of 8 scholars , Associate Professors :6 and Assistant Professors :4.

The University is in the process of signing a Memorandum of Understanding with INFLIBNET for depositing the Ph.D theses for electronic dissemination for open access as well as plagiarism. As of now, hard and soft copies are submitted by the research scholars to the Evaluation Section of the Controller of Examination Wing.

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

The University is in the process of signing a MOU with INFLIBNET , which will help curb malpractices, if any and also check plagiarism . Further, a policy on Plagiarism is also being evolved.

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

Yes, interdisciplinary research does take place across faculty. Details are available in the Evaluative Reports of the Departments.

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

The University of Jammu, through its Directorate of Internal Quality Assurance has re-introduced the practice of celebrating the success of its internal stakeholders i.e. the faculty members, for their contributions in their respective fields by presenting them the Annual Quality Assurance Awards. The faculty members who have been awarded international fellowships or selected to prestigious academic bodies/ associations, as per the Annual Report submitted by the Head of the Department are felicitated by the University on this occasion.

The Annual Quality Assurance Award is conceived to be an annual feature which will be extended to officers and staff of the University also.

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

Though the University does not provide monetary incentives, University holds felicitation programmes to honor the achievers.

3.5 Consultancy

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

The University is in the process of formulating formal consultancy norms. At present, there is no policy for structured consultancy of the University but the University encourages faculty members to undertake consultancy services. Department of Environmental Sciences has been providing consultancy to some government ,autonomous bodies and private industries . This includes consultancy provided to Patnitop Development Authority for commissioning of passenger aerial ropeway , to ERA for EIA and EMP of Surinsar and Mansar Road, Environmental Analysis of Industrial Area Establishment at Ghatti,Kathua, Environmental Analysis and EMP studies of a Cement Factory at Kathua.

The Department of Home Science has also been providing consultancy informally for establishing ECCE centres, ICDS centres, to Child Welfare Institutions like SOS Home and NGOs. Similarly other departments like Department of Library & Information Science, Department of Remote Sensing & IT, School of Hospitality & Tourism Management also provide consultancy to different institutions.

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

In the University of Jammu, Office of Dean, Placements looks after industry-Academia partnership. Besides, Departments like Business School, School of Hospitality & Tourism, Department of Commerce regularly interact with the industries for summer trainings, lectures, placements etc.

3.5.3 What is the mode of publicizing the expertise of the university for consultancy services? Which are the departments from whom consultancy has been sought?

The profiles of all faculty members including their qualifications, experience and specialization has been uploaded on the University website. Also, the details of all

the faculty members is printed annually in the Annual Report of the University. This helps in making public the expertise available in the various faculties in the University. Further, the University faculty members have developed close linkages with organizations dealing with their area of interest and University facilitates and readily grants permissions for those desirous of taking up consultancy/advisory roles.

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

From time to time when University receives request from government/semi-government/higher education Institutions for consultation, the same is forwarded to the concerned.

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

The teaching faculty is not involved in paid consultancy work but play advisory roles in Higher Education Institutions/industry/government/semi-government agencies.

The department of Environmental Sciences, however, is actively engaged in consultancy/research activities and has taken a number of projects related to various environmental issues, which include:

Project Title	Name of the Funding Agency	Total Grant Sanctioned	Total Grant Received	Duration
EIA & EMP for H.E. Project Kiru, Kishtwar Jammu	CVPP	Rs.26,67,600/-	Rs.9336600/-	Two years
EIA & EMP for H.E. Project Kwar, Kishtwar, Jammu	CVPP	Rs.18,90,000/-	Rs.661500/-	Two years

3.6   Extension Activities and Institutional Social Responsibility (ISR)

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

The National Service Scheme (NSS) runs several programs and conducts activities promoting institutional social responsibility such as, Environmental Awareness Campaign, Plantation Drive, Tree-Talk, Awareness about drug-abuse, Clean Campus and Swachh Bharat Abhiyan, activities in collaboration with agencies like NDRF, Red Cross Society, Narcotics Control Bureau (NCB) etc.

Enriching learning opportunities are created for faculty of the University and Colleges, Research Scholars, Students, out of school youth, non students, Jail

inmates, and field functionaries of different Government/Non Government departments through the various outreach extension programmes of the Department of Life Long Learning. The different target groups selected are provided with need based learning packages. These include Community Summer Camps, Seminar on Right to Information, Programme on Career Counselling and Drug Abuse Preservation awareness etc.

Besides, departments like Department of Home Science conducts workshops , offer consultancies on various social issues. At the State level, the department has linkages with various NGOs and ECCE centres. Similarly, the Centre for Disaster Management in the University in association with other organizations has been conducting students education programmes to create awareness among the youth of the challenges and management of natural hazards, growing energy demands etc.

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

NSS, University of Jammu has a sanctioned strength of 16,000 cadets. Infact University of Jammu gives substantial credit to NSS volunteers for seeking admission in the various post graduate programmes, on the basis of their performance as NSS volunteers. One seat is reserved for NSS volunteers in each post graduate programme and admission is given on the basis of score given to various NSS activities undertaken as NSS volunteers. Following are some of the activities of the NSS, which may help in enriching linkages between community and the University:

Participation in National Camps: The students get an opportunity to participate in various National Camps like National Integration Camps, Pre Republic day camps, Republic day camps and youth camps every year.

Participation in International Youth Programmes: The students get an opportunity of international exposure through the participation in International Youth Programmes, wherein students are selected by the Ministry of Youth Affairs and Sports and are sent to various countries to understand their culture and enrich their own experiences. Under this programme, students have visited China and Japan in the last few years.

Participation in Adventure Camps: The NSS volunteers are selected for various adventure camps like Trekking which include Heritage trekking camps held across different States in India.

Special Camping: Annual Camps and Special Camps on themes like social harmony, National Integration, Non-violence, Youth Week, Women's week etc. are held by the NSS, university of Jammu, where students get experience and exposure to various aspects of social and community life. There is also special focus on literary campaigns during the camps.

Plantation Drive: A compulsory component of NSS is plantation wherein every NSS unit has to plant samplings every session involving students in order to support the environment, increase aforestation and inculcate in them the value for understanding the environmental care and contributing their bit to sustainable development.

Blood Donation Camps: There is a special emphasis on donating blood voluntarily by the NSS volunteers. With this the importance for service to the others and to the nation is instilled in the young volunteers.

Adoption of Villages: NAA also has an important component of adopting villages or slums by the respective NSS units, wherein the volunteers get involved in participating in community and social service. In these adopted areas, various awareness programmes are taken up by the volunteers.

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

There is no formal mechanism to track the students involvement in different social activities. However, University organizes certain events under NSS, like Awareness Camps, National Voters' Day Seminar, Run for Unity Rally, Swachh Bharat Abhiyan in and around the campus. These activities instill in students a high sense of responsibility and citizenship. The university keeps record of all events and students' participation in these activities.

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

The various extra-curricular, cultural and outreach activities of the University provide an enriching and first hand experience to students thereby inculcating many values and skills. Given the university's commitment to extensional activities, it gives equal opportunity to all students to take part as well as organize events of variety of interests such as educational/awareness based activities, campaign and rallies, fund-raising, environmental, disaster management training, cyber safety and society etc. These go a long way in inculcating values of social responsibility and self service in students and sensitizes them on issues of Nation and regional importance. The skills learnt include working on teams, accountability, meeting deadlines, effective communication, leadership and coordination, event/activity management etc to mention some skills.

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

The Department of Lifelong Learning encourages community participation by visiting neighbourhood villages and organizing Rural Camps. Further, students are encouraged to make field visits, collect and analyze data and write reports, related to their project. Visits to orphanages, old age home have been made during the past few years. Some of the outreach activities undertaken by the University for the past four years are as follows:

o   Trip organized for Balniketan children to University of Jammu
o   World Asthma Day
o   Women's Day Celebration
o   Workshop on Disaster Management
o   NSS Volunteers attend National Heritage Trekking Expedition
o   Peace Rally
o   Workshop on 'Role of yoga in stress management'
o   Workshop on 'Cambat HINI Flu (Swine Flu) – A Pendamic threat'
o   National Integration Camp at Hamirpur, Himachal Pradesh
o   Youth Exchange Programme 2011 at China
o   NSS unit of Shivalik college of Education, Udhampur organized one day Workshop on 'Protection of Environment'
o   MILAN-2013(1ˢᵗ All J&K Universities Youth Festival)
o   Workshop on Short Film Making and Festival of Short film and Documentary making.
o   Celebrating National Integration week
o   Seminar on "AIDS-Myths and Realities"
o   Seminar on "Women Safety and Role of Media"

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

No award has been received by the University on this account.

3.7   Collaboration

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

Collaborations with agencies/institutions/universities at International /National/ Regional/State level have facilitated faculty/student exchange programme and mutual utilization of research and other infrastructural facilities. Apart from this, visits of resource persons/scientists etc from other institutions/agencies provide an opportunity for the faculty/scholars/students to interact with the best in the field.

Collaborations with industries is beneficial in many ways like opportunity for placements for students, student projects etc.

Besides, the student are able to explore new opportunities for conducting post doctoral research work in the collaborating agencies.

3.7.2 Mention specific examples of how these linkages promote

- Curriculum development
- Internship
- On-the-job training
- Faculty exchange and development
- Research
- Publication
- Consultancy
- Extension
- Student placement
- Any other (please specify)

Internship: Students enrolled in various programmes get an opportunity to undergo internship in the organizations with which the departments have linkages with.

On the job training: Summer trainings/projects enable students to do on the job training e.g. The Business School, School of Hospitality and Tourism Management.

Faculty Exchange: Linkages with institutions at national and international level help in faculty exchange programmes. Faculty members visit other institutions as visiting professors and vice versa. E.g. School of Biotechnology.

Publications: All the departments which have linkages provide an opportunity to publish joint papers.

Consultancy: Linkages also pave way for consultancy, if required, and if requested by the collaborative partner on any field e.g. Department of Environmental Science.

Extension: All knowledge gained by the research carried out in partnership/ collaboration indirectly or directly contributes as extension activities for the society e.g. the Disaster Management Centre (DMC) /Department of Geology.

Student Placement: Collaboration/linkages provide an opportunity for possible placement of students e.g. students from the School of Biotechnology have secured placements in CCMB, Hydrabad; IISC, Bangalore; National Institute of Immunology, New Delhi etc. mainly because of the interactions/ collaborations with the institutions/visiting scientists.

Sharing of laboratories and other facilities: Linkages with institutions help in utilization of facilities and laboratories of the collaborating partner e.g. Department of Botany.

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

Although a lot of collaborative reseach is being undertaken, formally the University has signed the following MOUs with the institutions of national/international repute in the last five years:

- Shiri Mata Vaishno Devi University (SMVDU).
- Indian Institute of Integrative Medicine, Jammu.
- Department of Biotechnology, Ministry of Science and Technology, Government of India.
- Oil and Natural Gas Corporation Ltd (ONGC), Delhi.
- Vaishnavi Biotech Ltd.
- Prathista Industries Ltd.
- Baba Ghulam Shah Badshah University, Rajouri, J&K.
- Tribhuvan University, Nepal.
- Jawahar Lal Nehru University and Sikkim University.
- Reliance Money Infrastructure Ltd.
- R.S. Envirolink Technologies Pvt. Ltd.
- All India Disaster Mitigation Institute(AIDMI) Ahmedabad.
- Indian Council of Agricultural Research.
- Brookhaven Science Associated, LLC
- National Plant Board(NMPB), Department of Ayush, Ministry of Health and Family Welfare, Government of India.
- Phreah Sihanouk Raja Buddhist University, Combodia.

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

The Department of Computer Science & IT set up an IMAGE VLSI and Embedded Systems Laboratory also called as IMAGE VLSI Lab in collaboration with Powai Labs Pvt. Ltd, Mumbai, which is an incubated company entity of IIT Bombay. This project has been sanctioned by the J&K State Govt. to boost academic and research in the area of VLSI and Embedded System in the State. The objective of the setting up of such a lab is to provide an in-depth training to the students community belonging to the field of Computer Science and IT, Electronics and Communication Engineering, Electrical Engineering etc. in the area of VLSI and Embedded systems. VLSI (Electronics design) is one of the upcoming areas with fast growing job prospects and opportunities for the research.

INFRASTRUCTURE AND LEARNING RESOURCES

CRITERION IV
INFRASTRUCTURE AND LEARNING RESOURCES

4.1   Physical Facilities

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

The University prepares short term and long term plans for its immediate and long terms requirements. The Development Section invites proposals from different Departments/Sections/Offsite Campuses regarding their future plans. The said proposals are placed before the Planning Board/ Works Committee/ Building Committee for scrutiny and evaluation of the proposals .

The proposals which are approved by the Committees or Planning Board are placed before the requisite statutory bodies of the Universities or submitted to the State Government / UGC or any other funding agency with Detailed Project Reports for seeking financial assistance. Once the physical Infrastructure is created it is handed over to the concerned section/Department for optimal utilization.

The infrastructure facilities for academic & co-curricular activities are put to maximum use by the students, faculty & staff of the University for their activities. The departments which do not have their own seminar halls are given such facilities by those who possess them.

The departmental buildings are allowed to be utilized for the purpose of holding examinations of external agencies on holidays & Sundays. The University playground is also given to other agencies/ institutions for holding sports, athletic competitions etc. Besides, the General Zorawar Singh Complex (which includes an Art gallery, Museum, Brig Rajender Singh Auditorium and seminar halls of other departments are also being allowed to be used by the civil society, colleges and other institutions.

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

The University of Jammu is committed to improve the teaching-learning facilities and infrastructure. It encourages all teaching departments to have classrooms equipped with latest ICT facilities like LCD, Laptop, projector, interactive smart boards etc. The laboratories of Science Departments are all well equipped. The University of Jammu, under the PURSE scheme, has purchased state of the art equipments like Digital Storage Oscilloscope, Compact Ion Chromotagraph, NMR

Spectrometer, Refrigerator Centrifuge etc. which will go a long way in undertaking quality research. All the departments have internet facilities available for faculty members, scholars and students. Some departments have also recently upgraded their laboratories facilities by way of procuring SPSS modules.The Department of Psychology has procured various psychology tests like Bayley III, BOT II ,KABS II etc. which will help in facilitating effective teaching –learning.

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

The University campus is well endowed to run various academic and research programmes in terms of the physical infrastructure. The campus houses all teaching departments and centres with well furnished classrooms, laboratories, libraries and other facilities. Buildings of departments like The Business School, School of Biotechnology, Geology, Chemistry, Physics and Electronics, Home Science etc. have been /are being completely refurbished to provide state of the art facilities to the students.

- Further, most teaching departments have well furnished classrooms with modern audio-visual facilities like OHPs, LCDs etc. Students get free access to these facilities.

- There are 2 Auditoriums and a number of Seminar halls of various seating capacities to cater to the academic activities.

- All departments have a departmental library apart from Central library, which have internet connections.

- The central library, which is 3 storeyed building spread over an area of 60,000 sqft. has books, journals, periodicals of all subjects. INFLIBNET facilities are available. Besides, there is an internet lab for faculty, students & scholars, who have free access to the internet.

- All laboratories are well equipped with material and staff. With the help of grants from PURSE, the University has been able to procure important scientific equipments.

- The University has a Botanical garden for conservation and academic purpose.

- The University has an Academic Staff College where training & refresher courses are held for the faculty of the University and affiliated colleges.

- A modern state of the art building is coming up for the Centre for IT enabled services.

The Computer Centre has been renovated and refurnished.

The campus is networked with optical fibre for 24 hour dedicated internet connectivity through NKN and central internet facility with internet connections in

all the teaching departments, guest house, offices, hostels and auditoriums. The campus is completely Wi-Fi. All the departments have an internet/computer lab where free access to internet is provided to the faculty and students. The University has also provided laptops to all Deans, Heads ,Assistant Professors and officers to facilitate the use of computers.

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

All teaching departments /centres have been provided with an office room/room facilities. The Departmental buildings have been designed in such a way that free common spaces are available either at the entrance of the ground floor and/or at the landing of first/second floor. No separate facility has been created for women students/scholars/women faculty members/women administrative staff. However, separate scholar rooms are available in the departments. In each department / administration block / examination wing, there are separate washroom facilities for women.

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

The University is making conscious efforts and planning to make all the new University buildings with ramps and other facilities for the differently abled. At present, proposals for creating ramps have been approved in select areas of the University.

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

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

- Recreational facilities in hostel/s like gymnasium, yoga centre, etc.

- Broadband connectivity / wi-fi facility in hostels.

Capacity of the hostels and occupancy

The University of Jammu provides hostel facility to its students and scholars. There are three girls hostels located on the main campus and four boys hostels, one of which is located in the old campus and the other three in the main campus. The University strives to provide congenial atmosphere to its boarders. The hostels have modernized kitchens, PA system for the convenience of boarders, telephone lines, indoor games, water coolers fitted with water purifiers, uninterrupted power supply through generator sets, hot water geysers fitted in all bathrooms, subscription of national/local newspapers. Hostels also have dining halls, guest room, recreation halls etc. The hostel runs its mess on cooperative basis. First aid facility is also available for the boarders. Internet facility & LCD televisions are also available for the boarders.

The capacity and occupancy of the various hostels is as under :

Boys Hostels	Intake capacity	Occupancy
Nehru Hall Boys Hostel	125	125
Swami Vivekananda Hostel	120	120
Shaheed Bhagat Singh Boys Hostel	100	79
Baba Jitto Boys Hostel	120	120

Girls Hostels	Intake capacity	Occupancy
Chanderbhaga Girls Hostel	110	155
Priyadarshani Girls Hostel	184	200
Sarojini Naidu Girls Hostel	175	245

Recreational facilities in hostel/s like gymnasium, yoga centre, etc.

As such, there are no separate facilities like gymnasium, yoga centre etc. in each hostel. However, the University has a well equipped gymnasium and a full fledged centre for Yoga in the University campus and these facilities are available to the students of the University. Besides, there is a recreation hall with facility of indoor games , television facility in the hostels.

Broadband connectivity /wi-fi facility in hostels

Yes the whole University Campus, including hostels are provided with the internet facility through wi-fi 24*7.

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

Yes, the University campus has a full-fledged Health Centre headed by a Chief Medical Officer. The Health Centre provides services like General OPD, Dental facility, Physiotherapy, ECG, Ultrasound etc. Facility of Clinical Laboratory wherein different lab tests like routine blood , urine, lipid profile etc are conducted, is also there. The Health Centre also provides for reimbursement facility during hospitalization of employees.

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

The facilities available on campus to promote students' interest in sports and cultural events/activities are:

• A cricket ground with net facility

• Cemented Basket ball court with fibre glass boards/indoor wooden flooring

• Athletic Track(400 mtrs)

- Hockey field
- Lawn tennis/ Volley ball court
- Football field
- Gymnasium hall with facility of Badminton, Table-Tennis and Basketball court
- University Fitness Centre

To support the co-curricular and cultural activities, the University has the following facilities:-

1. Two auditoriums of varying seating capacities for organizing cultural and academic functions.
2. NSS activities.
3. Separate office of Dean Students Welfare

4.2 Library as a Learning Resource

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

The University has a Library Committee constituted of the following members :

- Vice Chancellor
- Deans of Faculties
- Heads of the University teaching departments nominated by rotation by the Vice Chancellor
- Three Principals of affiliated colleges nominated by rotation by the Vice Chancellor.
- Registrar
- Two persons not being employees of the University or colleges nominated by the Syndicate and
- Librarian (ex-officio member and Secretary)

The said Committee has the power to suggest measures for the development and improvement of the functioning of the library and monitors the overall working of the library. It sanctions the budget grant for purchase of books and journals and/ or any other equipment required for the Library; to enforce Library Regulations etc.

4.2.2 Provide details of the following:

Total area of the library (in Sq. Mts.)   3344Sq Mtrs.

Total seating capacity   750

Working hours

The Library is open throughout the year except on four gazetted/national holidays.

The reading area of the library is open for 24 hours. The Internet section remains open from 9.00 am to 6.00 pm while other sections remain open as per the University working hours.

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

The Central Library is a well established multi-storeyed building consisting of spacious, well lit floors and is arranged as per the floor plan. The library is centrally located and constructed on modular plan. It has a total area of 93000 sq.ft which includes a stack area of 3600 sq.ft. The library has three main reading halls and additional reading areas in the text book section, reference section, Jammu &Kashmir section.

Floor Plan of the Central Library

Ground Floor : The Floor is approached through main entrance of the library which has a well furnished spacious hall and encompasses a Reception Counter alongwith the Display Almirah for New Arrivals. A Browsing Section has been separated for the newspaper consultation of the users. The floor also has a Circulation Counter , besides the main entry for transaction of the resources of the library for user community. It also has a special fully air conditioned Reading Hall especially for the scholars.

(a) Acquisition Section: To its left extreme side, the floor has a well established Acquisition Section along with the Officers' Room which procures and stores all the purchased books, before being dispatched to their respective sections/departments.

(b) Technical Section: Adjacent to Acquisition Section, there is a well equipped Technical Section, handled by professional staff.

(c) Periodical Section: All the periodicals/journals which are procured for the utilization for the student fraternity are procured and accordingly all the track records and official management is done through this section.

(d) Xerox cabin: Duplication of resources for user community at minimal prices is provided to the user community through this section.

First Floor

The first floor of the Central Library has a well planned stack area which archives the books from Social Sciences, Sciences, Humanities and Arts, besides reading tables for quick consultation. The Floor also has a well managed section particularly having collection on Jammu & Kashmir for the scholars and academic fraternity.

(a) Reading Hall : The Reading hall along with adequate lighting facility is at the disposal of the student community to carry their academic and research The internet services are available here.

(b) Text book section : The floor has a specially identified area which shelves textbooks covering almost the subjects being taught in the University. The students can consult the resources without being issued books permanently. Xerox facility of the same is also provided. The books are arranged and can be issued to any student by depositing their identity cards in the section.

(c) For carrying out administrative and official routine work, office rooms are available.

Separate toilets for males and females, clean drinking water facility fitted with aquaguard has been installed at the same floor.

Second Floor

This Floor holds the overall research output of the University as all the thesis and dissertations are shelved in this floor for easy and quick access for the users. The Open Access System is followed for consultation of resources of the section.

The Floor has a well lit and good ventilation system besides having a well spacious reading/consulting area for the scholars and students.

Third Floor

This floor hosts all the resources pertaining to Law, Management, Language and Literature for the consultation of the students. It also has a special area designed to perform the tagging of all resources of the library for online retrieval through OPAC and other features of the Libsys Software installed for the management of the resources of the Library. The Floor also has a very well managed Reading Area for the consultation of the resources of the users.

4.2.3 Give details of the library holdings:

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

441839 books and 8031 theses

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

6000 per year

(c) Non Print (Microfiche, AV)

No

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

Available under UGC-INFONET

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

9910 text books and 8833 reference books

(f) Book Banks

250

(g) Question Banks

Not Applicable

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

OPAC

www.jgateplus.com/search for accessing INFLIBNET Consortia journals from JGate

www.searchebscohost.com for accessing Business Source Complete and Academic Search Database.

www.scifinder.cas.org for accessing the SciFinder Database.

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

- Library automation: The Library is fully automated. The University has updated the LibSys Software and is now equipped with LibSys -7 that can be accessed over a network such as Internet or Intranet.

  The Dhanvantri Library has also subscribed online journals and databases for the benefit of the academic community of the University. Access to online journals can be done from :

  www.jgateplus.com/search for accessing INFLIBNET Consortia journals from JGate

  www.searchebscohost.com for accessing Business Source Complete and Academic Search Database.

  www.scifinder.cas.org for accessing the SciFinder Database.

  RFID with TAGSYS , a special feature of the Libsys software for anti –theft has been installed, thus keeping a check on the circulation of the resources of the library.

- Total number of computers for general access

  15 Computers.

- Total numbers of printers for general access :

  Nil

- Internet band width speed   ☐   ☐   ☐

  10 mbps

- Institutional Repository

  None

- Content management system for e-learning

  No

- Participation in resource sharing networks/consortia (like INFLIBNET) : Through INFLIBNET under the UGC-INFONET.

4.2.6 Provide details (per month) with regard to

- Average number of walk-ins

    22500 per month

- Average number of books issued/returned

    172 per month

- Ratio of library books to students enrolled

    10:1

- Average number of books added during the last four years

    6025 per year

- Average number of login to OPAC

    30000 per month

- Average number of login to e-resources

    30000 per month

- Average number of e-resources downloaded/printed

- Number of IT (Information Technology) literacy trainings organized

Workshops are held from time to time.The Central Library recently organized literacy programme in collaboration with Libsys.

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

- Manuscripts
- Reference
- Reprography/Scanning
- Inter-library Loan Service
- Information Deployment and Notification
- OPACS
- Internet Access
- Downloads
- Printouts
- Reading list/ Bibliography compilation
- In-house/remote access to e-resources
- User Orientation

- Assistance in searching Databases

- INFLIBNET/IUC facilities

All the above mentioned facilities except Manuscripts and printout facilities ,are available for the students.

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

Non-Plan

	Budget Estimate (2014-15)	Budget Spent (2014-15)
Central Library	4.55 lacs	4.46 lacs
Departmental Libraries	22.96 lacs	20.75 lacs
Journals for Library	26.00 lacs	25.72 lacs

Plan

	Budget Estimate (2014-15)	Budget Spent (2014-15)
Departmental Libraries	16.08 lacs	4.61 lacs

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

The Dhanvantri Library is located centrally in the campus with spacious ,modular ,well lit floors. The library is fully air conditioned, fully Wi-Fi and has 24 hours power back up through Genset.

The Library is fully automated and implements the RFID technology.

Access and use of library materials are ensured through the library orientation programmes and different type of surrogates like catalogues, bibliography, etc. created by the library.

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

Feedback from various stakeholders is collected through a suggestion box. The suggestions are analysed fortnightly and action is taken accordingly.

4.3   IT Infrastructure

4.3.1 Does the university have a comprehensive IT policy with regard to

- IT Service Management

- Information Security

- Network Security

- Risk Management

- Software Asset Management
- Open Source Resources
- Green Computing

The university is in the process of formulating an IT policy. IT services are being managed by the Centre for IT enabled services, which manages the centralized internet facility of the University, provides IT support to the University fraternity and manages the centralized campus wide network on optical fibre backbone and wireless network of the University.

University has installed Cyberoam Unified Threat Management (UTM) which combines firewall, gateway anti-virus, Anti spam, Intrusion Detection, Web and Application filters and prevention capabilities into a single platform. UTM is designed protect users from blended threats while reducing complexity

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

- Number of systems with individual configurations

    There are more than 1000 systems available in the various teaching departments/ centres/offices/libraries/Labs etc. Further, many faculty members and officers also have laptops. The computers are mostly with Pentium III/IV/1-3/1-5/1-7/Xeon configurations.

- Computer-student ratio : 1: 5 (appr).

- LAN facility: University has got a 1000 mbps LAN facility with optical fibre backbone.

- Computing facility : Available in Computer Centre and Central Library.

- Proprietary software :The softwares such as Windows XP, Win 7, are pre loaded with the computer systems.Besides, University has also procured SPSS,IBM Modeler, Matlab.

- Number of nodes/ computers with internet facility :Approx. 1000 computers are connected with internet facility installed at various teaching departments, offices, central offices etc.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

All the computing resources of the University located in different departments, centres, offices, central facilities of the University are linked together through campus wide computer network for easy and effective access to a host of IT based services such as email ,internet etc. The following are being planned for upgradation of IT infrastructure and facilities:

- Up gradation of existing links and providing internet connectivity to the Residential Campus, adjoining the main campus and to the off site campuses.

- Infrastructure for video conferencing and IP telephony.

- Infrastructure for Intranet based virtual class room lectures on common topics such as language skills, computer languages, research methodologies.

Apart from the above, the University has initiated the process of Enterprise Resource Planning (ERP), in order to automate and link together all processes under a single software solution.

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

University is connected with the INFLIBNET and the online journals/publications can be accessed by the faculty members/students/scholars through the LAN facilities. The Centre for IT enabled services also provides support to the video conferencing course on Global Understanding being offered in collaboration with the University of East Carolina.

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

- Interactive boards

- High speed internet access system

- Automation of examination related activities such as generation of hall tickets, admit cards etc.

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

IT facilities such as computer/ laptop with Internet, Wi-Fi connectivity, printer and UPS and are being used extensively by the staff/faculty members of the university. Softwares like Matlab, SPSS etc. are also available in the University for research purposes.

4.3.7 Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

- During training and teaching, faculty members use PPTs, LCD projectors and pointers during lectures.

- Some departments also have smart boards installed in their classrooms.

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

The faculty in most teaching departments prepare their lectures through MS Office Power Point. The University Library has a vast database of journals/periodicals/ books, to which the University faculty members have access to.

4.3.9 How are the computers and their accessories maintained?

- Computer systems are purchased on DGS&D rates with 3 years warranty.

- Annual Maintenance contracts (AMC) available for systems/ equipments.

- The services of an IT Engineer are used on call basis, for troubleshooting , if and when the need arises.

- The University Science Instrumentation Centre is a central facility that provides support to the teaching departments/offices for repairs and maintainence of instruments. It also provides and assists analytical services on specialized instruments available in the University.

4.3.10 Does the university avail of the National Knowledge Network connectivity? If so, what are the services availed of?

Yes, the University of Jammu is connected with the National Knowledge Network. Presently, videoconferencing and internet services are being availed of from the National Knowledge Network.

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

At present, the University does not have a policy in this regard. However, users after getting registered can access the internet services and avail web resources such as Wikipedia, Google search, YouTube, e-mail communication etc. Resources of Wikipedia dictionary, e-books, video tutorials and PPTs can be used by the students and faculty. Web-access is also available for students.

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

Budget Estimates (2014-15): Rs.24,15,000/-

Expenditure incurred (2014-15): Rs.23,50,902/-

4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

- Centres and departments of the university are connected through Campus Network with leased line.

- Internet facility and Wi-Fi connectivity are available round the clock.

- LCD projectors, computers and Wi-Fi access points are used where ever it is necessary.

- On-line enrolment and submission of examination forms

- Examination results and mark sheet can be viewed and downloaded from the website accordingly.

4.4 Maintenance of Campus Facilities

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

The University has an Estates Wing which is being presently headed by the Estates officer. The Estates Wing of the University has the responsibility of allotment of space and related jobs i.e. allotment of staff quarters, Academic. Administrative buildings of the University. The University Works department, headed by an Executive Engineer, looks after the maintenance of roads, buildings, classrooms and laboratories

Tree Plantation Drives, Upkeep of Botanical garden, naming of the flora , new tiles for the pavements, new pathways, fencing of the lawns have been some of the initiatives undertaken to improve the physical ambience.

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

University of Jammu has its own Works department to carry out Civil and Electrical works. The Department maintains the infrastructure of the Campus with all the basic services to fulfill the needs of the Faculties, Staff and Students of the Campus as per the requirement from time to time.

Further, the IT related infrastructure facilities and services, provided by the University Management are maintained by the University Science Instrumentation Centre (USIC) and Centre for IT Enabled Services.

STUDENT SUPPORT
AND PROGRESSION

CRITERION V
STUDENT SUPPORT AND PROGRESSION

5.1   Student Mentoring and Support

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

Student support and mentoring is an integral part of the University academic programmes and most of the departments undertake various activities to ensure that students are adjusted well to the University learning environment. The comfortable teacher student ratio (1:8 to 1:11) makes the student mentoring and support system stronger and facilitates involvement of all faculty members to participate in academic and personal counseling. The implementation of the Choise Based Credit System has put in place a provision of having Course Co-ordinators, who provide academic & personal counselling to students.

Apart from the support from the departments, the students are also supported and mentored in learning, research, co-curricular, extra curricular and sports activities through the various committees/offices of the University.

Following are some of the offices/functionaries/committees that offer student support and mentoring:

1) The Department of Students Welfare monitors the infrastructural facilities which are used for organizing various academic and cultural/literary activities. The office also oversees the working of the Cafeteria, Canteens, Kiosks and other student services like Stationery, Book Shop etc. Law & Order and maintaining discipline on the campus is also being looked after by this office.

    The Department of Student Welfare organizes various cultural/literary competitions to inculcate creativity among the students. On the basis of the performance in Inter-Collegiate contests, students are deputed for Zonal, National and International Level Competitions organized by Association of Indian Universities, Ministry of Youth Affairs and Sports and Ministry of Parliamentary Affairs, Government of India, Indian Council of World Affairs, National Council for Cooperative Training, Shiksha Mandal Wardha and other Universities and prestigious Institutions from time to time. It also organizes performances of visiting artists of national and international repute and conducts special lectures and workshops etc. for the benefits of the students. The students of the University have excelled in various competitions and have visited various countries outside India like USSR, Japan, Bulgaria, South Korea & U.K etc.

2) Directorate of Sports and Physical Education: The Directorate organizes sports activities/tournaments/events that facilitate students to participate actively in sports.

3) Placement Cell: .The University has set up a Central Placement Cell headed by Dean, Placements which facilitates and provides opportunity to the students of the University, its offsite campuses and affiliated colleges in gaining employment.

4) Career Counselling: The Department of Lifelong Learning offers student counselling and conducts personality /skill development /training programmes (Communication skills, personality development etc.), coaching classes for NET/ SLET ,career related orientation programmes etc.

Anti-Ragging committee, Prevention of Women Harassment Committee, Grievance Redressal Committee, Hostel mess committees etc. work towards student support and mentoring.

The University also has a SC/ST cell which deals with the queries/grievances of the reserved categories. The cell has also been entrusted with the responsibility of coordinating scholarship schemes for the benefit of the students belonging to SC/ STs.

5.1.2 Apart from classroom interactions, what are the provisions available for academic mentoring?

Apart from classroom interactions, the University encourages students to take part in academic activities which include:

- Participation in departmental/inter-departmental Seminars/Conferences etc. to help students update themselves on the latest trends and developments in their fields.

- Central library is open for 24X7 with books, journals and online subscriptions. Internet facility is also available for students.

- All hostels have reading room facility.

- Internet facility is available in almost all departments for the students.

- Various departments like Botany, Environmental Sciences, Business School, School for Hospitality and Tourism Management etc. organize study tours/ industrial visits for their students. These are a compulsory component of the academic programmes being offered by these departments.

- Lectures by visiting faculty are being organized for the students from time to time.

- Further, under the choice based credit system, students have the option to opt for Open courses from across faculties , which help the students gain knowledge in other fields, thus helping broaden their knowledge and competencies.

5.1.3 Does the university have any personal enhancement and development schemes for the students.

The University has personal enhancement and development schemes like career counselling, soft skill development etc.

Department of Lifelong Learning organizes skill development programmes for the students of the University and affiliated colleges of the University. Also, the Department organizes skill development programmes for the rural women, rural youth, school dropouts, community adolescents and women. Under these schemes, about 1500 students and 1000 non-students were benefited in the post reaccreditation period.

Certificate courses in French, Spoken English and Personality Development, Arts and Crafts, Urdu language, Basic Course in Computers etc. are being offered by the Department of Lifelong Learning (DLL).

Career path identification programmes are conducted by the Department for the 10+2 students and under this scheme about 4000 students have been benefitted during the last six years.

Career counselling and coaching programmes for the students like coaching for Kashmir Administrative Services (KAS), Bank POs/Clerical exams, NET/JRF etc. are organized by the Department of Lifelong Learning.

Besides, the University has set up a Central Placement Cell headed by Dean, Placements which provides opportunity to students of the University, its offsite campuses and affiliated colleges in their possible placements.

5.1.4 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

As such, the University does not directly provide assistance to the students for obtaining educational loans from banks and other financial institutions.

5.1.5 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Yes, University publishes its updated prospectus annually and the same is accessible online on the website of the University. The prospectus includes overall information needed by the students e.g. about the programmes being offered by the University, eligibility criteria to various programmes, information on intake capacity, outline of the programmes, fee structure and academic calendar, format of application forms, details on off site campuses etc.

Besides, the Business School publishes its own prospectus, as the admissions are done through MAT/CAT for the MBA programme.

5.1.6 Specify the type and number of university scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil/Ph.D./ Diploma/others (please specify).

Scholarship /Fellowships available for students in the University are:

- Merit-cum-means scholarship for postgraduate students
- University Research Scholarship for M.Phil scholars
- University Research Scholarship for Ph.D scholars
- UGC-Junior Research Fellowship for M.Phil/Ph.D scholars(NET-JRF qualified)
- CSIR-Junior Research Fellowship for M.Phil/Ph.D scholars(NET-JRF qualified)
- UGC-Rajiv Gandhi National Fellowship to M.Phil/Ph.D scholars(SC/ST category)
- UGC-BSR Research Fellowship for Meritorious Research Scholars.
- UGC- Maulana Azad National Fellowship.
- DST-INSPIRE fellowship for Ph.D students.
- Indira Gandhi Scholarship for Single Girl Child.
- ICSSR-Fellowship for Ph.D scholars.
- UGC- Post graduate Merit Scholarship for University Rank holders.
- Dr. D.S Kothari Post Doctoral Fellowship
- ONGC Scholarship under Industry-Academia Interface.

Scholarships for the period 2011-2015

Name of the Department	Merit Scholarship for PG Students	Merit-cum-means scholarship for PG students	University Research Scholarship for M.Phil scholars	University Research Scholarship for Ph.D scholars
Chemistry	6	-	8	9
Geology	-	-	6	3
Geography	4	-	-	8
Physics and Electronics	-	-	12	17
Home Science	-	-	-	5
Mathematics	3	-	7	5

Computer Science & IT	-	-	-	7
Statistics	7	-	6	5
Botany	4	-	8	8
Biotechnology	-	-	4	2
Environmental Sciences	6	-	8	9
Zoology	1	-	8	10
Human Genetics	4	-	-	-
Buddhist Studies	-	-	-	1
Dogri	1	1	4	4
English	7	-	6	11
Hindi	7	2	8	8
Punjabi	2	2	6	5
Sanskrit	1	2	6	7
Urdu	4	2	8	11
Economics	1	-	2	8
History	8	-	8	10
Library Science	5	-	-	1
Political Science	6	2	8	6
Sociology	-	-	6	7
Psychology	2	-	-	2
Centre for Studies in Museology	-	-	4	-

Centre for Strategic and Regional Studies	-	-	7	2
Centre for History Culture for Jammu & Ladakh Region	-	-	-	-
Business School	-	-	-	8
SHTM	-	-	-	5
Commerce	-	-	8	10
Law	-	-	-	6
Education	-	-	-	1
Physical Education	1	-	-	-

Category	Amount (2013-14)	Amount (2014-15)
Fellowships& Research Scholarships	69,92,501/-	84,97,462/-
Merit & Merit cum Means	37,734/-	49,352/-

5.1.7   What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

Name of Scholarship/Fellowship	2009-10 (No.)	2010-11 (No.)	2011-12 (No.)	2012-13 (No.)	2013—14(No.)	2014-15 (No.)
Rajiv Gandhi National Fellowships for SC/ST (UGC)	26	24	21	-	-	3
Research fellowship for meritorious students(UGC)	4	4	5	-	-	-

University Research Scholarships for Ph.D Programme	86	80	75	83	62	50
University Research Scholarships for M.Phil programme	38	40	23	63	55	43
UGC fellowships	40	65	82	40	-	59
CSIR/ICSSR fellowship	23	13	9	7	-	2
INSPIRE Fellowship	-	-	6	-	-	7
Indira Gandhi Scholarship	-	-	1	-	-	-
UGC/BSR Scholarship	-	-	-	3	-	11
Merit-cum-Means Scholarship	-	-	-	-	25	20
Maulana Azad National Fellowship	-	-	-	-	-	1
Swami Vivekanand Girl Child Scholarship	-	-	-	-	-	2

5.1.8   Does the university have an International Student Cell to attract foreign students and cater to their needs?

Yes, the University has an International Student Cell with an independent Convener.

5.1.9   What types of support services are available for

- overseas students
- physically challenged / differently-abled students
- SC/ST, OBC and economically weaker sections
- students participating in various competitions/conferences in India and abroad
- health centre, health insurance etc.
- skill development (spoken English, computer literacy, etc.)

- performance enhancement for slow learners

- exposure of students to other institutions of higher learning/ corporates/ business houses, etc.

- publication of student magazines

i) For overseas students

There are no international students enrolled in the University primarily because of the security scenario in the State of J&K. However, a Committee has been constituted for the purpose and norms are being framed for the admission of the International students. A faculty member of the level of Professor has been appointed as Advisor, International students.

ii) For physically challenged/differently abled students

3 % seats are reserved for the physically challenged/differently abled students. The University plans to keep a provision of ramps in all its new buildings. Modalities of conducting access audit are being worked out in order to make the campus, a universal accessible one. At present, the University has approved construction of ramps in select areas of the University.

iii) SC/ST/OBC and economically weaker sections

15% seats for SC and 7.5% for ST seats are reserved in all the programmes being offered by the University. Besides, scholarships like post matric scholarship for OBC students who belong to a family having income not exceeding Rs.1 lac per annum, post matric scholarship for students belonging to minorities, merit cum means based scholarship for the minorities, financial assistance to students for SC/STSs categories, post matric scholarships for SCs are provided.

Apart from the above, special coaching classes for KAS/NET/SET and other competitive examinations for the SC/ST/OBC students are conducted by the Department of Lifelong Learning on regular basis.

iv) Students participating in various competitions/conferences in India and abroad

The University encourages its students to participate in various inter-university sports and cultural activities at the national and international level. Academic guidance and financial support is given to students to participate in such events. Information about such like events is circulated in the teaching departments and uploaded on the university website for wider circulation. Students of the University have been participating regularly in the Youth Festivals, Sports tournaments and other co-curricular activities

and have been bringing many laurels to the University from time to time.

v) Health centre : The University has a full fledged health centre with a full time Medical Officer with all basic facilities. Besides, annual camps, visits by specialists, routine check ups are also organized in the campus.

vi) Skill development (spoken English, computer literacy): The Department of Life Long Learning organizes different skill development and communication skills courses from time to time. Besides, computer literacy programmes of short duration are also organized by the Computer Centre of the University.

vii) Performance enhancement of slow learners: Tutorials are organized for slow learners.

viii) Exposure of students to other institutions of higher learning/corporate/ business houses etc.: Many departments across faculties expose their students to institutions of higher learning/corporate/business houses by way of tours, projects, etc. For eg. Students from the Business School, Department of Commerce, School of Hospitality and Tourism Management send their students to corporate/industry for internships. Students are also given industry based assignments as a part of curriculum. Students are also provided opportunities under Cultural Exchange programmes through the Department of Student Welfare.

ix) Publication of student magazines: Students are encouraged to publish their creative outputs in the form of articles, poems etc. Some departments bring out their own magazines/placement brochures.

5.1.10 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

Yes, University provides career counselling and coaching programmes for the students of the University, conducted by the Department of Lifelong Learning. The Department conducts coaching for Kashmir Administrative Services(KAS), Bank POs/Clerical exams, NET/JRF etc. Following are the details of the said coaching programmes conducted in the post reaccreditation period:

Coaching programme	Duration of courses	No. of beneficiaries
KAS (Mains) Coaching for General Category Students	26thOctober to 24th December, 2009	23 Minority 24 SC 21 ST
KAS (Mains) Coaching for SC/ST/Minority Category Students	29thOctober to 21st December 2009	35 Minority 18 SC 17 ST

KAS (Preliminary) Coaching for SC & ST Category Students	12th July to 6th October 2010	28 SC 27 ST 33 Minority
KAS (Preliminary) Coaching for Minority & General Category Students	12th July to 6th October, 2010	27 Minority 28 SC 22 ST
KAS (Mains) Coaching for SC/ST/Minority & General Category students	17th Jan. to 25th Feb. 2011	25 Minority 15 SC 15 ST
KAS (Preliminary) Coaching for General Category Students	25th July to 16th September, 2011	23 Minority 26 SC 22 ST
KAS (Preliminary) Coaching for SC/ST & Minority Category Students	25th July to 16th September, 2011	25 Minority 26 SC 25 ST
KAS (Pre) Coaching for SC/ST/Minorities Category Students	7th June to 27th July 2012	10 SC 10 ST 20 Minority
KAS Pre cum Mains Coaching for SC/ST/OBC/Minority Category Students	17th September to 9th December 2014	17 SC 17 ST 17 Minority 4 OBC

Total : 600

Coaching Programme	Duration of courses	No. of beneficiaries
Coaching for NET/JRF Examinations for SC/ST/ Minority & General students	18th May to 19th June, 2009	25 Minority 17 SC 8 ST
Coaching for NET/JRF Examinations for SC/ST/ Minority & General students	12th November to 12th December, 2009	25 Minority 14 SC 13 ST
Coaching for NET/JRF Examinations for SC/ST/ Minority & General students	6th May to 11th June, 2010	33 Minority 36 SC 10 ST
Coaching for NET/JRF Examinations for SC/ST/ Minority & General students	15th Nov. to 16th Dec. 2010	25 Minority 15 SC 15 ST
Coaching for NET Examination for June 2011 for SC/ST/Minorities/ Gen. Category Students	18th May to 17th June, 2011	35 Minority 35 SC 35 ST
Coaching for NET/JRF Examinations for SC/ST/ Minority & General students	17th Nov. to 16th Dec. 2011	35 Minority 35 SC 35 ST

Coaching for NET/JRF Examinations for SC/ST/ Minority & General students	2nd to 30th March 2012	20 Minority 20 SC 20 ST
Coaching for NET/JRF Examinations for SC/ST/ Minority & General students	23rd May to 21st June 2012	15 Minority 15 SC 15 ST
Coaching for NET/JRF Examinations for SC/ST/ Minority & General students	26th Nov to 21st December, 2012	15 Minority 15 SC 15 ST
Coaching for NET/JRF Examinations for SC/ST/ Minority & General students	21st May 2013 onwards	20 SC 11 ST 20 Minority
Coaching for SET Examination for SC/ST/Minorities Category students	16th July 2013 to 27th August 2013	Gen-30 ST-17
Coaching for NET Examination for SC/ST/Minorities Category Students	26th Nov.to 24th Dec 2012	15 SC 15 ST 15 Minority
Coaching for SET Examination for July 2013 for SC/ST/Minorities Category Students	16th July 13 to 27th Aug 2013	45 SC 18 Minority
Coaching for NET Examination for SC/ST/Minorities Category Students	21st May 13 to 19th July 13	Gen=14 SC=20 ST=11 Minority=23
Coaching for NET Examination for SC/ST/Minorities Category Students	24th October to 4th December 2013	18 Minority 36 SC 34 ST
Coaching for NET Examination for SC/ST/OBC/Minorities Category Students	22nd May 14 to 20th June 2014	Minority=15 OBC=11 SC=20 ST=20
Coaching for NET Examination for SC/ST/OBC/Minorities Category Students	10th Nov.14 to 19th Dec. 2014	Minority=20 SC=15 ST=15 OBC=10
Coaching for NET Examination for SC/ST/OBC/Minorities Category Students	11th May 2015	Minority=9 OBC=4 SC=31 ST=16

Total : 1149

Theme of coaching	Duration of course	No. of beneficiaries
Coaching Classes for Bank P.O/Clerical for ST Ladakhi	21st December 2010 to 10th March, 2011	80 ST
Coaching for Bank PO for SC/ST/Minority & General Category students	11th November to 22nd December, 2011	25 SC 25 ST 25 Minority
Coaching Classes for Bank P.O/Clerical Examinations for SC/ST/Minorities Category Students	5th March to 29th March 2012	20 Minority 10 SC 10 ST
Coaching Classes for Bank P.O/Clerical Examinations for SC/ST/Minorities Category Students	21st May to 9th July, 2012	18 Minority 24 SC 16 ST
Coaching Classes for Bank P.O Examinations for SC/ST/Minorities Category Students	7th December to 11th January, 2013	15 SC 15 ST 15 Minority
Coaching Classes for Bank P.O Examinations for SC/ST/Minorities Category Students	24th October to 28th November 2013	13 Minority 26 SC 25 ST
Coaching Classes for Bank P.O Examinations for SC/ST/Minorities Category Students	17th September to 30th October 2014	16 SC 15 OBC 15 Minority 17 ST
Coaching Classes for Bank P.O Examinations for ST Ladakhi Students	4th February to 20th March 2015	ST=50

Total : 475

5.1.12 Mention the policies of the University for enhancing student participation in sports and extracurricular activities through strategies/schemes such as

• additional academic support and academic flexibility in examinations

• special dietary requirements, sports uniform and materials

• any other (please specify)

For enhancing student participation in sports and extracurricular activities, the following are the various strategies/schemes of the University:

• The students actively participating in Sports and extracurricular activities in

zonal/state level/national level inter-university level competitions are provided with the relaxation in the mandatory class attendance requirement.

- 4% seats are reserved for sportspersons for admissions to the postgraduate programmes.

- Uniforms or Dresses / Sports Kits are provided to the students, participating in the tournaments organized by the various Universities/institutions and also for the students participating in few Intra-University Tournaments, free of cost.

- Material / Sports Equipments are provided to the needy students on issuance basis during the session and at the time of tournaments.

5.1.13 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

Yes, the University has a Central Placement Cell headed by Dean, Placements which facilitates and provides opportunities to the students of the University, its offsite campuses and affiliated colleges for their possible placements. In addition, many departments like the Business School have their placements committees, the functions of which are to prepare placement brochures, liaison with prospective recruiters and help in campus placements. Besides, each department has a Placement Coordinator, who is in close contact with the Central Placement Cell and is responsible for maintaining a database of students at the departmental level and impart timely information about the various recruitment drives on the campus to the students in their departments.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

2011

No. of Campus Recruitments held during the year	No. of candidates selected during the on- campus recruitment drive	Discipline from which the candidates were selected	Name of the major Recruiting Companies/ Agencies
14	28	MBA MCA	Water Health India Pvt. Ltd., HDFC Bank, Yes Bank, Pratishtha, Axis Bank Chandigarh, Axis Bank Delhi, ICICI Lombard, ONCRA, Kotak Bank, ABC Consultancy, Aristrocrat Technologies Private Ltd, Oracle India Private Limited, Capgemini India Gurgaon, Ionnor Solutions Ltd. Mohali

2012

No. of Campus Recruitments held during the year	No. of candidates selected during the on-campus recruitment drive	Discipline from which the candidates were selected	Name of the major Recruiting Companies/ Agencies
6	18	MBA MCA	Water Health India Pvt Ltd., HDFC Bank, ITC, HDFC Life, L&T Infotech Ltd., MumbaiDeuthces Bank

2013

No. of Campus Recruitments held during the year	No. of candidates selected during the on- campus recruitment drive	Discipline from which the candidates were selected	Name of the major Recruiting Companies/ Agencies	Students Selected under 'UDAAN'
10	29	MBA MBAIB MCA M.SC Chemistry	HDFC Bank, AXIS Bank, Water Health India Pvt. Ltd, KIES, HAVELLS Pvt. Delhi, Sarveshwar,Axis Bank, Global Infotech Pvt. Ltd, Airtel, British Paints	1209 students Accenture, CMC, ONGC, Infosys, I Yogi, Rooman Technologies, 24 x 7, TCS, HCL Infosystems Pvt Ltd, Apollo Tyres, Future Group, Bhel, IISD, NTPC, Gumbi, Edu Sports, Wipro, Ratanakar Bank

2014

No. of Campus Recruitments held during the year	No. of candidates selected during the on-campus recruitment drive	Discipline from which the candidates were selected	Name of the major Recruiting Companies/ Agencies	Students Selected under 'UDAAN'
14	59	MBA MBA-IB MCA Chemistry Geography Hindi Botany Zoology Maths Biotechnology History Physics	ICICI Bank HDFC Life Airtel L&T Yes bank HDFC Bank Azim Premji Foundation Vodafone Reliance Communication Indus Bank UFLEX, Sarweshwar, Renault, ICICI Bank	1071 Students Accenture, CMC, ONGC, Infosys, I Yogi, Rooman Technologies 24 x 7, TCS, HCL Infosystems Pvt Ltd, Apollo Tyres, Future Group, Bhel, IISD, NTPC, Gumbi, Edu Sports, Wipro, Ratanakar Bank

Further, some placements take place at the departmental level also.

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

Although there is no registered Alumni Association at the central level, the Alumni activities have been decentralized at the departmental level. Amongst the key stakeholders, the University believes that the place of alumni as the brand ambassadors of the university is most significant. In this regard, the university encourages its departments to engage with the alumni so that they bring back to their alma mater, their experience and knowledge and the university recognises and honours its notable alumni. Infact, recently, the university has taken a decision to confer Honoris Causa on our most notable alumnus and son of the soil Mr. Justice Tirath Singh Thakur, the Hon'ble Chief Justice of Supreme Court of India.

Some departments like the department of Zoology , Botany etc. have been regularly inviting their Alumni for special lectures and interactive sessions with the students. The Business School has been regularly holding its Alumni Meet annually. The University is making efforts to activate the Alumni cells of all the departments.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

The Department of Students Welfare, University of Jammu has a Students Grievance Redressal Cell. The complaint of the students is initially examined at the departmental level and if the student is not satisfied with its redressal, it is then sent to Students Grievance Redressal Cell for examination and disposal.

5.1.17 Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

University of Jammu has a 'Committee against Sexual Harassment' to deal with and address any complaints of sexual harassment in the University Campus and its offsite campuses. The committee has been constituted as per the Vishakha Guidelines with explicitly laid down rules and procedures.

The University, through its CASH and Centre for Women Studies organizes orientation programmes for sensitization of gender issues among the students and staff of the University.

5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

In pursuance of the directions of the Hon'ble Supreme Court of India, the University of Jammu has an Anti Ragging Committee and Anti Ragging Squads constituted every year to curb the menace of ragging at the campus. All possible steps are taken by the University to prevent any ragging in the campus. The contact numbers of various members of the Anti Ragging Committee are widely circulated and are also displayed on the university website. Boards of Anti Ragging campaigns are displayed on the University campus on prominent locations in the campus. Only one ragging complaint (2013) ,was received in the campus in the last four years, which was suitably redressed , under intimation to the Under Secretary, UGC, New Delhi. Thus, our campus is a ragging free campus.

5.1.19 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

The University Council, the Syndicate, the Academic Council and other bodies of the University have a democratic set up. There is a representation of various external members in these bodies. This, thus ensures the participation as well as contribution of external stakeholders in the overall development of the University. The participation of various sections of the society is also ensured by inviting them to be a part of conferences, workshops, special lectures held in the University from time to time. Besides, external Stakeholders are also included as members in the Board of Studies for contribution of vital inputs in designing of the curriculum.

Besides, an initiative has been taken to obtain 360° feedback. The Vice-Chancellor has engaged and held interactions with different stakeholders of the University – members of the civil society, all faculty members, scholars, officers, non- teaching staff and non gazetted staff , in order to seek feedback and gather perspectives of different stakeholders. Formal parent teacher interactions have also been introduced. These interactions have enhanced our understanding and helped us plan and make interventions.

5.1.20 How does the university ensure the participation of women students in intra and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

Women students of the University of Jammu avail themselves of equal opportunities and facilities in all the activities and they have often brought laurels to the University in sports and cultural programmes, besides academics. There are very active sports section and NCC cadets in the various Women Colleges affiliated to the University of Jammu.

Various competitions are held annually in most of the games wherein equal opportunities are given to men and women to participate.

The University gym has separate timing for the women visitors.

5.2   Student Progression

5.2.1   What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

Name of the programme	2011-12			2012-13			2013-14			2014-15		
	M	F	T	M	F	T	M	F	T	M	F	T
M.A English	15	105	**120**	12	111	**123**	16	98	**114**	19	82	**101**
M.A Hindi	17	102	**119**	16	110	**126**	12	115	**127**	8	110	**118**
M.A Dogri	14	55	**69**	17	53	**70**	18	50	**68**	12	54	66
M.A Buddhist Studies	24	18	**42**	12	13	**25**	5	6	**11**	5	3	8
M.A Punjabi	5	34	**39**	9	25	**34**	8	27	**35**	5	25	30
M.A Urdu	82	30	**112**	93	15	**108**	69	30	**99**	69	35	104
M.A Sanskrit	16	51	**67**	15	50	**65**	24	45	**69**	23	42	65
M.A Economics	49	75	**124**	41	77	**118**	49	68	**117**	50	67	117
M.A Economic Policy	-	-	-	0	0	**0**	15	20	**35**	6	9	15
M.A History	63	60	**123**	71	44	**115**	66	49	**115**	51	**61**	**112**
M.A Political Science	60	72	**132**	70	64	**134**	66	62	**128**	48	65	113
M.A Education	35	122	**157**	37	128	**165**	23	133	**156**	20	137	157
M.A Psychology	3	52	**55**	2	50	**52**	3	51	**54**	8	43	51
M.A Sociology	25	40	**65**	22	42	**64**	21	48	**69**	19	47	66

M.A Library Science	11	47	**58**	12	38	**50**	21	29	**50**	9	29	38
M.Sc Chemistry	25	70	**95**	32	65	**97**	31	70	**101**	20	77	97
M.Sc Geology	51	12	**63**	59	7	**66**	58	9	**67**	46	12	**58**
M.Sc Remote Sensing	7	6	**13**	4	3	**7**	7	2	**9**	11	5	**16**
M.Sc Home - Science	0	44	**44**	0	41	**41**	0	39	**39**	0	42	**42**
M.Sc Mathematics	35	61	**96**	38	63	**101**	45	63	**108**	45	62	**107**
M.Sc Geography	32	40	**72**	35	33	**68**	32	38	**70**	32	39	**71**
M.Sc Statistics	17	49	**66**	11	46	**57**	7	46	**53**	5	48	**53**
M.Sc Computer Sciences	77	58	**135**	62	74	**136**	66	62	**128**	53	61	114
M.Tech	-	-	**-**	-	-	**-**	-	-	**-**	7	16	23
M.Sc Physics	51	34	**85**	53	37	**90**	51	34	**85**	38	37	75
M.Sc Electronics	18	29	**47**	21	17	**38**	25	19	**44**	19	25	44
M.Sc Botany	18	42	**60**	24	38	**62**	16	43	**59**	17	41	58
M.Sc Zoology	18	48	**66**	18	47	**65**	11	57	**68**	12	48	60
M.Sc Human Genetics	4	18	**22**	3	12	**15**	2	10	**12**	2	11	13
M.Sc Environment Sc.	16	43	**59**	12	52	**64**	3	47	**50**	8	46	54
Commerce	37	71	**108**	63	76	**139**	27	80	**107**	18	91	109
Physical Education	52	21	**73**	45	25	**70**	36	23	**59**	44	36	80
SHTM	22	29	**51**	21	26	**47**	20	21	**41**	20	24	44
BBA	28	17	**45**	28	22	**50**	19	21	**40**	27	11	38
M.Sc Bio-Tech	3	18	**21**	6	19	**25**	13	15	**28**	10	15	25
M.Sc Bio-Chemistry	8	20	**28**	4	20	**24**	2	14	**16**	3	13	16
M.Sc Micro - Biology	3	17	**20**	2	18	**20**	1	13	**14**	0	4	4

Bussiness School	38	29	**67**	46	43	**89**	58	53	**111**	60	45	105
MBA IB	-	-	**-**	0	0	**0**	11	17	**28**	18	10	28
PGDBM	18	20	**38**	21	9	**30**	27	9	**36**	25	6	31
Law	188	90	**278**	167	94	**261**	170	88	**258**	168	92	260
Law School	192	170	**362**	171	159	**330**	180	152	**332**	188	153	341
Diploma Human Rights and Duties	-	-	**-**	8	0	**8**	8	6	**14**	10	4	14
Life Long Learning	-	-	**-**	-	-	**-**	9	14	**23**	20	26	46
Grand Total	**1377**	**1919**	**3296**	**1383**	**1866**	**3249**	**1351**	**1896**	**3247**	**1278**	**1909**	**3187**

Student Progression

	UG	PG	M.Phil &Ph.D	Progression rate from PG to M.Phil/Ph.D
2011-12	71372	3296	276	8.3%
2012-13	79357	3249	350	10.7%
2013-14	75160	3247	484	14.7%
2014-15	72619	3187	360	11.2%

The progression rate from UG to PG cannot be accurately determined as there are limited seats offered at the PG level in the University at its main and offsite campuses and students tend to seek admissions in other universities of the state or outside the state.

5.2.2   What is the programme-wise completion rate during the time span stipulated by the University?

Programme wise completion rates are very high and students enrolled in teaching departments generally complete their course within the stipulated time span laid down by the University. However, there can be exceptions due to personal reasons.

5.2.2   What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.?

The number of students who qualified NET/JRF SET in the last five years are :

	2009-10	2010-11	2011-12	2012-13	2013-14
NET/JRF	114	239	163	430	142
SET	-	278	-	-	-

5.2.3   Provide category-wise details regarding the number of Ph.D./ D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Ph.Ds Awarded	114	100	76	123	62	118

On an average, around 100 students submit their thesis every year and no thesis has been rejected during the period under report. Only one case of resubmission is under process.

5.3   Student Participation and Activities

5.3.1   List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

Annual programme calendar for the cultural activities for the session 2014-15 is as under:

Events	Dates	Participation
Election of Students Cultural Council-2015	29th of August, 2014	
"Display Your Talent" 2014-15	17th of September to 1st of October, 2014	1350
Prize Distribution Function of the "Display Your Talent" 2014-15	1st of October - 2014	-
Veeranna Aivalli Memorial Debate	8th of November, 2014	44 students
Inter-Collegiate/Departmental Debating Competition of Population Education	As per the date to be notified by IAAPD, New Delhi	
National Debate on Population Education	As per the date to be notified by Indian Association of Parliamentarians of Population and Development, New Delhi, New Delhi	
Inter-Collegiate Elocution Contest on Gandhian Philosophy	30th November, 2014	
National Elocution Contest at Wardha (Maharashtra)	9th and 10th of January, 2015	
North Zone Inter -University Youth Festival	"UDGHOSH" 30th North Zone Inter -University Youth Festival w.e.f 15 -19, January, 2015 at University of Jammu	900 students
Inter University National Youth Festival	12 to 16 February, 2015	30 students
Hindi Drama– No Man's Land	30th of March, 2015	
Theatre Workshops	6th of April to 13th of April, 2015	
"Lok Rang Mahotsav" for B.Ed. Colleges	16th & 17th of April, 2015	300
SPIC MACAY	29th of April, 2015	

5.3.2   Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

The students of the University have been participating and bringing laurels to the University at various events held at university/state/zonal/national level. Some of these include :

- "RESURGENCE" held on 10th of April, 2010 at Shri Mata Vaishno Devi University, Katra. Jammu University Team lifted the Chancellor's Trophy by virtue of winning **Eight Prizes** in various Cultural & Literary Events.

- 25th Inter-University National Youth Festival w.e.f Feb. 2nd to 6th, 2010 held at Maharishi Dayanand University, Rohtak (Haryana). Jammu University Team won **two prizes.**

- **6th Sat Paul Mittal Inter-University** National Debating Competition on Population Education held on 19th & 20th of November, 2010 at New Delhi. The team of the University of Jammu won the **Third Prize and Cash Prize of Rs. Five Thousand**.

- Virasat-e-Riyasat", A Students Festival of Music, Dance and Drama held at University of Jammu w.e.f 24 to 26 Feb. 2011. Jammu University Cultural Team lifted the **Chief Minister's Championship Trophy.**

- 27th North Zone Inter-University Youth Festival held at Lovely Professional University, Jallandhar w.e.f 22nd-26th November, 2011. The cultural team from University of Jammu won **four prizes.**

- 27th Inter-University National Youth Festival held at Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur w.e.f 22nd to 26th January, 2012. Jammu University Cultural Team won t**wo prizes.**

- "Resurgence" held on 6th to 8th April, 2012 at Shri Mata Vaishno Devi University, Katra. Jammu University Team won **Three Prizes.**

- 39th Kamalnayan Bajaj Memorial National Inter-University Elocution Competition organized by Shiksha Mandal, Wardha (Maharashtra w.e.f 11-12, January, 2013. Jammu University team won **Third Prize and a cash prize of Rs. 5,000/- .**

- Apoorva Jamwal from the Department of Economics and Rimpla Kumari from the Department of Commerce, University of Jammu brought laurels to the Country by representing in Cultural Exchange Programme-Bulgarian International Seminar on Bulgarian Language from 14th of July to 3rd of August, 2013 organized by "St. Kliment Ohridski" University Sofia, Bulgaria. Both the candidates were awarded with **Participation Certificates.**

- 29th North Zone Inter University Youth Festival held at Baba Sahib Bhim Rao Ambedkar University, (A Central University) Lucknow w.e.f 15-19th November, 2013. Jammu University Cultural team won **Four Prizes.**

- "GREAT Debate - 2014" Competition held on 12th September, 2014 at Punjab University, Chandigarh. Jammu University team clinched the **Second Place** and was awarded with Certificates

- 40th Kamalnayan Bajaj Memorial National Inter-University Elocution Competition organized by Shiksha Mandal, Wardha (Maharashtra) w.e.f 10th and 11th of January, 2014. Jammu University team **Second Prize and cash prize of Rs. 7,500/-** .

- 30th Inter University North Zone Youth Festival "UDGHOSH-2015" held at University of Jammu w.e.f 15-19 January, 2015. Jammu University Cultural team won **Eleven Prizes** and **clinchied the Second Runners-up position in overall championship; second position in the Music events and third position in Literary and Fine Arts Events**

- 30th National Youth Festival "Pravah" held at Devi Ahilya University, Indore w.e.f 12 to 16 February, 2015. Jammu University Cultural team won **Seven Prizes.**

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

Yes, many departments have been involved in conducting drives/campaigns for promoting heritage consciousness. For eg. The School of Hospitality and Tourism Management has been annually, from the last three years, organizing "Jashn-e-Riyasat", a cultural event, which has participation from all affiliated colleges and universities of the state, to showcase the state's rich heritage & culture. Further, the School , to mark the celebration of World Tourism Day, has been organising heritage walks for the students. Similarly, the Centre for Museology has been organizing extension lectures and seminars to promote consciousness for heritage amongst the students. The Centre, has ,as a part of its outreach activities organised awareness campaigns on heritage in schools ,apart from holding quiz competitions, drawing competitions, celebration of Heritage Day etc. Very shortly, the Centre is holding a workshop with children with disabilities on the theme " Weaving together – Heritage and People with disabilities." Besides, University organizes tours for the students to the various heritage sites so as to promote heritage consciousness and preservation among the students.

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

As such, publishing of student magazine is not a regular feature. The Department of Student Welfare provides funds for any magazine that the elected Cultural Council may decide to publish , in order to catch the memory of their contributions. However, in the affiliated colleges, publication of college magazines is a regular feature .

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

Yes, University of Jammu has a Students Cultural Council that is constituted after the admissions to post graduate programmes every academic year, for the post of one Secretary and three Joint Secretaries, Cultural Secretaries of the various Post-graduate Departments, one from each Department.

The Regulations for the same is as under :

A candidate to be eligible for the position of the Departmental Cultural Secretary must have atleast 7(seven) credits obtained through participation in Solo and Group event(s) combined together at the time of scrutiny of nomination papers filed by the candidates as per criteria laid down for admission under Cultural and Literary Activities category. The provision be relaxed in case of such Departments, where no candidate securing 7 (seven) credits in solo or 15(fifteen) credits in Solo or 15(fifteen) credits from Solo and Group events combined together is available, subject to certification by the Head of the Department concerned in this regard. Such a Departmental Cultural Secretary shall not be eligible to contest/to be elected for the post of Secretary/Joint Secretary. While electing a Departmental Cultural Secretary, all the students of the Department be involved with proper prior notice in this regard.

Provided a candidate shall be eligible to contest to be elected for the post of Secretary only once during his/her stay in the University. However, a candidate once elected for the post of joint Secretary shall be eligible to contest/ to be elected for the post of Secretary during his/her stay in the University.

Provided no candidate shall be eligible to be considered for the position of Cultural Secretary if his/her age exceeds 25 years as on 1st of September of the current academic session.

The Students Cultural Council shall elect one Secretary and 3 Joint Secretaries out of the pool of Departmental Cultural Secretaries. It shall meet atleast once in each Semester. It shall recommend to the Campus Cultural Committee various measures required for the successful implementation of Cultural and Literary Activities for the post-graduate students. It shall also propose necessary Cultural and Literary Activities for inclusion in the Annual Calendar of activities. It shall review the various programmes conducted by the Campus Cultural Committee and suggest measures for their improvement. It will encourage students to take part in various activities organised by the Campus Cultural Committee. The Department of Students Welfare, University of Jammu provides the financial assistance as per their requirement.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

Following are the academic and administrative bodies in which a student representatives are working :

I. Local Fund Committee – A class representative of the respective departments is a member of the committee.

II. Students Cultural Council – A Students Elected body in which a student is represent their respective departments.

III. Sports Representative

IV. There is also a tradition to elect the Departmental Research Scholars through elections.

V. The students also have their representation in administration of Student Aid Fund.

GOVERNANCE, LEADERSHIP AND MANAGEMENT

CRITERION VI
GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1   Institutional Vision and Leadership

6.1.1   State the vision and the mission of the university.

The University of Jammu has a well defined vision and mission statement.

Vision:

The University of Jammu strives to be an institution of excellence in higher education that

- Constantly responds to changing social realities throughout the creation and application of knowledge.

- Contributes towards a pupil centred and just society that nurtures innovation, protects dignity and ensures equality.

- Aims at holistic development of students to face the challenges of globalized world.

Mission:

From darkness to light…….

To become an innovative knowledge institution with capacity to meet the knowledge challenges of 21st century and contribute towards transformation of Jammu and Kashmir into a peaceful and prosperous State with balanced socio-cultural and economic development.

6.1.2   Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes, the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc. It highlights excellence and innovation in knowledge generation for its students by high levels of teaching and research. Towards this endeavour, the University offers well-designed courses ,keeping in mind the changing requirements of society and the latest trends at the global level Further, as the Vision/Mission Statement builds upon the unique characteristics of the institution, it aims at inclusive and holistic growth of the students, thereby facilitating promoting a balanced socio-cultural

and economic development of the State.

6.1.3   How is the leadership involved

- in ensuring the organization's management system development, implementation and continuous improvement?

- in interacting with its stakeholders?

- in reinforcing a culture of excellence?

- in identifying organizational needs and striving to fulfill them?

The management of the University can broadly be categorized into two groups:

- Academic

- Administrative

The academic matters are supervised by the Vice Chancellor along with the Deans and Heads of Departments. The Vice Chancellor provides academic leadership and evolves strategies for academic growth of the University after consultations with the various statutory bodies of the University. Under the administrative category, a hierarchy of officers work with the Registrar who is the head of the administration.

Following are the statutory bodies of the University:

a) The University Council

b) The Syndicate

c) The Academic Council

d) The Faculties

e) The Boards of Studies

f) The Boards of Research Studies

g) The Boards of Inspection.

The powers and functions of all statutory bodies and officers of the University are laid down in the Statutes.

The University Council is the supreme authority of the University with the Chancellor, the Governor of the State as its chairperson. The University Council provides overall direction to the University and approves the various academic, administrative, infrastructural development and financial plans of the University.

The Vice Chancellor is the chairman of the other bodies viz Syndicate, Academic Council, Finance Committee.

The Deans of Faculties and Boards of Studies are responsible for introducing and restructuring new courses in the emerging areas of knowledge and monitor the working of the departments under their faculty.

The College Development Council (CDC) is responsible for taking all necessary steps for the promotion, coordination and raises the standards of education in colleges. It serves as an academic guide to the Colleges and advises the University on all matters related to the development of affiliated colleges.

The top leadership of the University of Jammu firmly believes in a participatory approach to decision making and obtaining a 360 degree feedback from its stakeholders. The Vice Chancellor holds regular meetings and interactions with the various stakeholders so as to obtain feedback and continually monitor the performance of the University as well as to chalk out short term and long term strategic plans of the University in consonance with its vision.

Some of the interactive sessions that the Vice Chancellor has held recently include those held with the civil society, the faculty members of the University, the officers of the University as well as non-teaching staff of the University. He has also held meetings with the Class IV staff and the security staff. Very shortly, the Vice Chancellor is planning to hold an interactive session with the Alumni of the University.

In order to determine the level of satisfaction of internal stakeholders, during an interactive session held with teachers and officers of the University, a blind feedback on the quality of the leadership provided by the University was obtained in which 95% people present gave a ranking of 3 and above on a five point scale.

Further, the representation of faculty members from other Universities and affiliated colleges, general educationists and experts in the field, in the Academic Council, University Council and other committees exhibit a participatory approach of the University.

Similarly, there are elected/nominated representatives of the faculty (of the University of Jammu) in all important committees of the University like University Council, the Syndicate, the Academic Council etc. This enables them to have a significant role in decision making, be it academic, administrative or infrastructure.

During the past five years, the University Council, Syndicate, Academic Council and Finance Committee have been meeting atleast twice a year to approve the various short term and long terms plans of the University.

Further, in order to identify organizational needs, both top-down and bottom-up approaches are practiced. Various committees at the level of departments/offices may propose any developmental plan or any academic recommendation in the form of new courses etc. which are subjected to thorough discussions at various levels (Statutory or constituted by the Vice Chancellor). The recommendations are then put before Academic Council, Syndicate, University Council etc. as per the statutes for final approval and implementation. Similarly, top-down approach is practised for implementing the plans and proposals of the Planning Board.

6.1.4 Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

The University is in the process of filling its position of Registrar, Controller of Examinations and Director, College Development Council and other senior positions. The posts stand advertised. At present, professors/officers of the University are in charge of these positions.

6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

All efforts are made to fill vacancies created in the statutory bodies. The University Council, Syndicate, Academic Council and Finance Committee meet twice in a year. In the past six years, nine meetings of the University council, twelve meetings of the Syndicate and nine meetings of the Academic Council have been held.

6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

Special emphasis has been laid down by the top leadership to promote a culture of participative management at all levels.

A culture of participative management is promoted by involving faculty members in various academic, research and administrative committees.

The academic and administrative matters of a teaching department are deliberated upon by the Departmental Affairs Committees of each Department.

Boards of Studies (BOS) deal with academic matters of both undergraduate and postgraduate programmes of study.

The College Development Council examines and recommends suggestions for improvement of functioning of the University.

The Academic Council approves and deliberates upon all academic matters related to the University.

The Syndicate and University Council are the two highest decision making bodies of the University which charter the future direction of the University. '

Apart from the functions of the above mentioned statutory bodies, committees comprising of faculty members and officers are constituted by the Vice-Chancellor while taking all important decisions. There are committees constituted at the time of events ranging from academic activities like holding of the entrance test, convocation, conferences/seminars to cultural events like North Zone Inter-University Youth Festival etc. The Vice- Chancellor has taken a keen interest in obtaining first hand feedback and interacting with the various stakeholders on regular basis. This includes interactions with the faculty members, officers, non teaching staff, Class IV, Security Staff, members of the civil society etc.

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

The College Development Council (CDC) acts as an intermediary between the university and its affiliated colleges and is responsible for the promotion, coordination and raising the standard of education in colleges. It serves as an academic guide to the Colleges and advises the University on all academic matters relating to the development of affiliated colleges. The CDC is responsible for preparing a perspective plan for the development and opening of new colleges to enable the University and the State, to take long term decisions on planning and development of colleges.

The College Development Council comprises of:

- Vice-Chancellor (Chairman)
- Commissioner/Secretary, Higher Education Department, J&K Government;
- Chairman, J&K State Board of School Education;
- Deans of Faculties of Arts, Science, Commerce, Social Sciences, Life Sciences and Dean Academic Affairs;
- Five Professors of the University to be nominated by the Vice-Chancellor by rotation;
- Director/Dean College Development Council, University of Kashmir, Srinagar;
- Six Principals of the affiliated colleges to be nominated by the Vice-Chancellor by rotation;
- Six Teachers of the Affiliated Colleges to be nominated by the Vice-Chancellor by rotation;
- Director, College Development Council;
- Registrar; and
- Controller of Examinations.

The members of the College Development Council other than ex-officio members hold office for a period of three years.

Other functions of the CDC include appointments of the faculty in the affiliated colleges (non government), processing cases of late admissions, conducting inspections through Inspection committees for assessing infrastructural and academic requirements before granting permission to commence new courses or granting extension of period of affiliation.

For wider circulation and ease and also to bring in transparency, the procedure and proformas regarding affiliations, approvals, appointments and late admissions are all readily available on the website of the University.

The admissions to the B.Ed and BBA programmes have been computerised.

With regard to granting of autonomous status to the colleges, the University, in its

post reaccreditation period, has approved the statutes to confer autonomous status to the colleges. During this period, the University has conferred autonomous status to two of its colleges.

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

Yes, relevant statutes have been incorporated and two colleges i.e. Govt. College for Women, Parade and MIER College of Education have been granted status of autonomous colleges.

6.1.9 How does the university groom leadership at various levels? Give details.

The University endeavours to encourage participation of all stakeholders in all relevant areas of its functioning. It advocates bottom up approach in order to prepare and groom its faculty, officers and officials for larger roles and responsibility.

Headships and Deanships are held for a period of three years on rotation basis. Further, short and fixed tenure (2-3 years) of membership of various statutory bodies ensures that a wider section of faculty members get trained in the necessary academic and administrative aspects of functioning of the University.

In departmental committees, the next incoming Head is also included in important committees. Senior Most Professors are also included in important committees pertaining to important academic matters of the Department/University.

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

The University has the minutes of the meetings of the important statutory bodies well documented and recorded. Copies of publications of the University like the Prospectus, Placement Brochures, Campus Bytes, Annual Reports are also retained. The Central Library has separate sections in which important documents from the past have been preserved. In order to ensure passing of knowledge, in many committees , former heads of departments /officers are also included.

6.1.11 How are the following values reflected in the functioning of the university?

- **Contributing to national development**

    The University endeavours to produce professionally and technically qualified human resources contributing towards nation building. The University while designing new courses and revising the existing curricula attempts to keep in mind the need of national development. For example use of ICT and the need for producing computer professionals is essential for the development of our nation. Keeping this in mind most of the courses offered by the University include the use of computers as an essential component in the curriculum. Besides, seminars/workshops on issues related to national development are also held to help students and faculty to develop insight and understand issues of national importance.

- **Fostering global competencies among students**

    The University considers the suggestions of UGC/ AICTE/MCI/DCI/Bar

Council/Nursing Council, competitive examinations like UPSC/PSC, while framing the curricula in different subjects. As a result, the students are required to do projects, seminars, research based dissertations, interaction with industry etc. which provides them an opportunity to gain knowledge of the trends in the industry as well as other institutions at national and international level. Besides, reputed academic experts and resource persons from institutions abroad are regularly invited for interactions with students and faculty, thereby providing a global insight to the faculty and students. The faculty members of the University also visit abroad for various conferences, seminars etc., bringing value to the department. A healthy trend recently has been the deputation of scholars/students to institutions/universties outside the country on account of collaborative research work or participation in cultural events.

- **Inculcating a sound value system among students**

  The University thrives to impart education that ensures responsible citizenship by inculcating in the students not only the values exemplifying high quality University education, but also values that are related to the sense of purpose and meaning that Universities try to inspire. Although science and technology are central components of our thinking and problem solving ability, they need to be balanced by other values, such as equality, dignity and service orientation. Students enrolled in various programmes, according to the linkage with their disciplines are formally taught subjects leading to inculcating a sound value system. Examples of some of the courses aiming to promote value education or social citizenship are as under:-

Programme	Courses
M.A (Sociology)	1. Sociology of Change and Development 2. Gender and Society 3. Modernity, Culture & Society 4. Social Development in India 5. Crime and Society
M.A (Psychology)	1. Community Psychology 2. Social Psychology 3. Individual Behaviour and Social Processes in Organisations
Law (LLB)	1. Insurance Law, Women and Law, Interpretation of Statues, Intellectual Property, Indian Legal History 2. Constitutional Law 3. Administrative Law 4. Family Law
M.Sc. (Environmental Sciences)	1. Environmental Pollution 2. Climate Change : Issues and Policies 3. Natural Resources Conservation & Management 4. Climate Change : Issues & Policies 5. Disaster Management 6. Man and Environment : Issues & Policies
MBA	1. Business Ethics and environment

Apart from this, class discussions, assignments, projects are conducted on such issues, even if they don't form part of formal course curriculum. Other activities like debates, seminars are also held on topics ranging from National Integration to Environment Protection.

Promoting use of technology

Use of ICT is an integral part of the curriculum in almost all the courses. All the departments are equipped with computer facility with internet connectivity in all the departments. The faculty is encouraged to use ICT in the transaction of curriculum & the students make use of computers in preparing projects, presentations, browsing internet for article journals & materials. Besides, the books, journals available in the Central Library can be accessed through internet. The facility of INFLIBNET is available on the campus. The IT enabled infrastructure available with the University for students on the campus is equipped with the latest facilities.

All the University teachers & scholars have been provided access to the on-line journals facility through UGC- Infonet programmes & teachers utilize it to the maximum.

Independent computer labs have been established in most of the departments. Latest Hardware and Software have been procured.

6.2   Strategy Development and Deployment

6.2.1   Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

- Vision and mission
- Teaching and learning
- Research and development
- Community engagement
- Human resource planning and development
- Industry interaction
- Internationalisation

For all matters related to various aspects of the University, like defining the vision and mission of the University, starting of new courses, initiating new practices/ guidelines in research and development, extension and outreach activities, identifying manpower needs, industry-academic interactions etc, perspective planning is done.

The University has a Planning Board which comprises of :

Vice Chancellor (Chairman)
Financial Advisor
Deans of Faculties

Registrar

Controller of Examination

Asstt. Registrar, Development

The Planning Board assists the Syndicate in formulation of perspectives in planning including academic planning; examining continuously the needs of the University, coordinating and screening of developmental proposals received from different quarters of the University and determining priorities in the development programmes of the University.

As mentioned earlier, there is a robust mechanism of functioning of Academic Council, Boards of Studies, Boards of Research Studies, Departmental Affairs Committees etc.

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

The University has a decentralized and participatory set up.The organizational chart of the University's internal organizational structure is as follows:
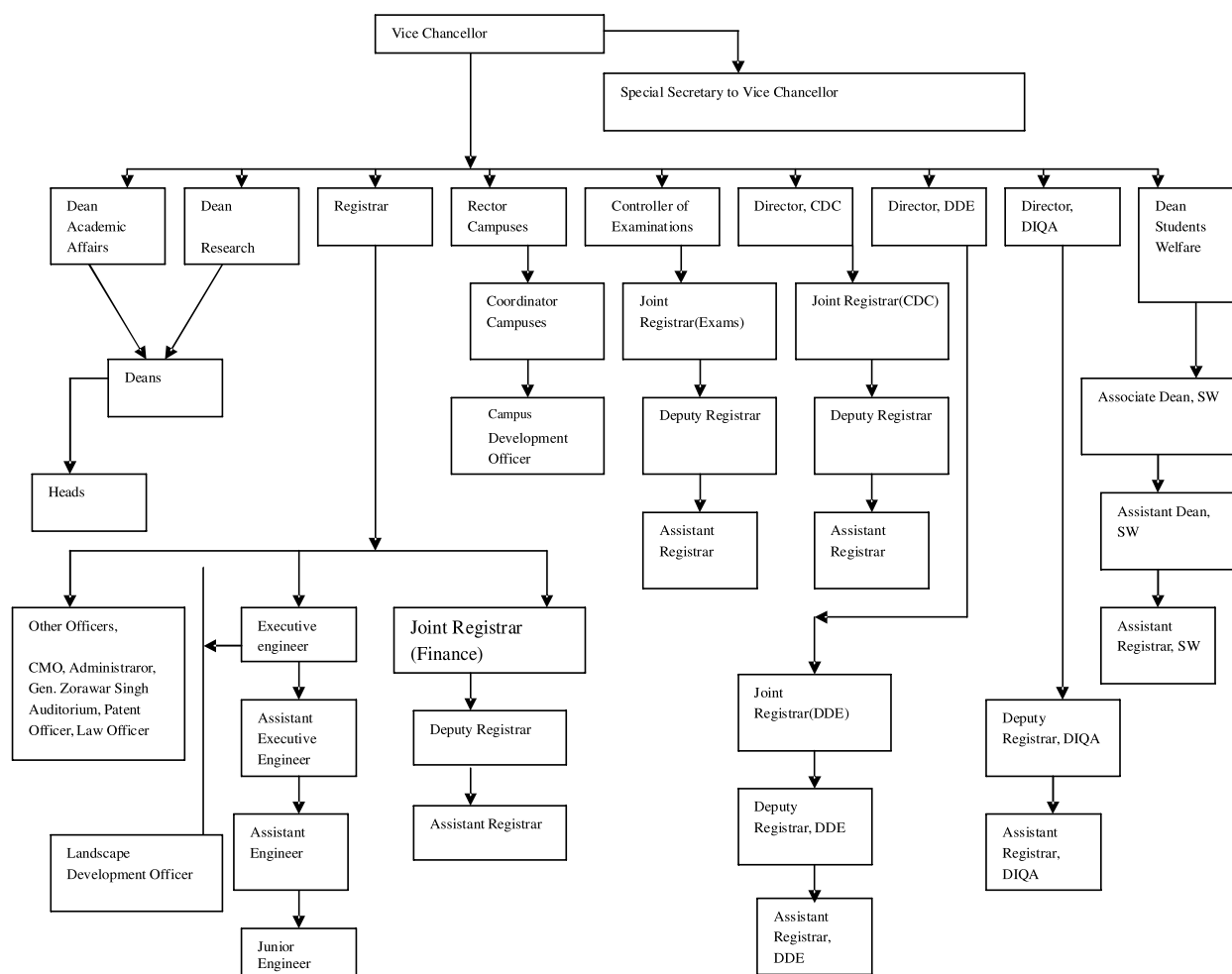
The University functions through various bodies such as the University Council, Syndicate, Finance Committee, Academic Council, Faculties, Boards of Studies and such other bodies.

The University Council is the supreme authority of the University and has the powers to make Statutes, Regulations, approve the plans of development and expansion of the University, approve the financial estimates framed by the Syndicate of the University etc. The Council is chaired by the Chancellor of the University.

The Syndicate is the Chief Executive Authority of the University, except in matters falling within the purview of the University Council and is chaired by the Vice Chancellor. The Syndicate is responsible for framing the budget estimates of the University, recommend draft statutes and regulations, administer the funds, property and assets of the University, make appointments of officers and teachers ,maintain proper standards of teaching and examination in consultation with the Academic Council of the University and perform such other functions and exercise powers necessary for the smooth functioning of the University.

The Academic Council of the University is also chaired by the Vice Chancellor and comprises of Deans of Faculties, Heads of Departments, Principals and Professors of affiliated colleges. The Academic Council has the power to control and regulate the standards of teaching and examinations, prescribe syllabi and courses of study for all examinations, promote research within the University, to advise the Syndicate and the University Council on all academic matters.

The Board of Studies makes suggestions to the Faculty with regard to the syllabi for the subject, new courses of study, combination of subjects permitted, appointment of paper setters and examiners etc. The Board of Studies comprise of Professors of the University Department in that subject, Associate Professors of the University Department in that subject, Head of the Department in the subject concerned from each affiliated college. The senior most Professor is the Convenor of Board of Studies in that subject.

The various officers of the University at the top management responsible for administration are the Vice Chancellor, Registrar, Controller of Examinations, Director, College Development Council and Director, Directorate of Internal Quality Assurance. Deans and Heads of the Departments are also responsible for administration at the Faculty and departmental levels.

6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Yes, the University has a formal quality policy which is as under :
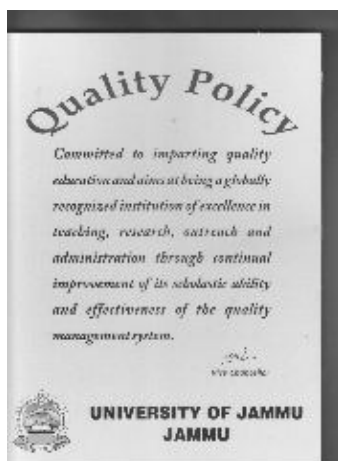
The quality policy was formulated after thorough discussions with the Deans of various faculties, after which it was formally approved by the Syndicate and University Council.

6.2.4   Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Yes, all the departments have considerable autonomy in the various areas of its functioning. The procedure and processes followed in the University are democratic and follow a bottom up approach, thereby encouraging participatory management. Certain policy matters are however taken at the centralized level. These include Academic calendar, course structures, recruitment policy etc. The University directs all the departments to submit Annual Reports which are reviewed to ensure accountability.

6.2.5   During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

Yes, around 50 – 60 cases approximately are filed against and by the University every year. About 50% of the cases are disposed / dismissed. The matters mainly pertain to service issues, affiliation, Right to Information etc.

6.2.6   How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

The University has grievance committees and procedures for its various stakeholders. For student related grievances like evaluation, a mechanism for re-evaluation exists; for handling issues related to unfair means in the examinations, students are given an opportunity to appear before the Examination Committee, for discipline related issues, there exists a Disciplinary Committee. Apart from this, the University has a Students Grievance Redressal Cell at the centralized level.

With regard to redressal of grievances related to employees, there exists a Grievance Redressal Committee.

For gender related issues, the University has a Committee against Sexual Harassment(CASH). In order to curb the menace of ragging, we have the Anti Ragging Committees and Squads.

6.2.7 Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

The University is in the process of Reintroducing student feedback on overall institutional performance for forth semester students after a nod from the bodies.

6.2.8 Does the university conduct performance audit of the various departments?

The University collects information with regard to the key performance areas of the departments such as teaching, research, extension activities, placement activites, etc and compiles all the information in the Annual Report , which thus helps to give a detailed view on the performance of the various departments.

Further, a recently introduced quality initiative includes visits to the teaching departments by the Vice Chancellor along with other senior functionaries like Dean Academic Affairs, Dean Research Studies, Deans, Registrar, Controller of Examinations, Director, DIQA to have firsthand information about the functioning of the departments. The departments were evaluated on key performance areas like teaching-learning, research, governance, extension and outreach, infrastructure and learning resources etc. Through this exercise, we have been able to identify good practices of the departments and share these practices widely among other departments for possibilities of emulation as well as to identify areas of improvement for quality enhancement.

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

The University monitors and helps the affiliated colleges to meet their academic needs. Interactions by various inspection committees with the principals and faculty also provide opportunities for finalization of developmental proposals.

Further, the University helps in facilitating placements, training of faculty members, organizing workshops, seminars etc

6.2.9 Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

The University of Jammu has a College Development Council as detailed in q.no 6.1.7

The functions of the College Development Council are enumerated in Statute 18.B pertaining to Authorities and Committees of the University, as contained in Chapter II

of the University Calendar Vol. I, which are reproduced below:

"B.1 The College Development Council shall serve as an academic guide to the college system on the one hand and on the other hand to ensure availability and use of facilities in the University Departments to the teachers in the colleges.

B.2 The College Development Council will take all steps as it may think fit for the promotion, coordination and raising the standard of education in colleges. For the purposes of performance of its functions, it will -

1. function as a policy making body in regard to proper planning and integrated development of colleges;

2. get surveys conducted of all affiliated colleges with a view to preparing and maintaining an up-to-date profile on each college affiliated to the University, reviewing the existing facilities and identifying the needs and gaps that need to be filled up for the development of colleges and make such information available to the UGC and other concerned bodies;

3. advise the University on all matters relating to development of affiliated colleges such as provision of adequate facilities-academic and physical-for raising thereof learning, teaching and research standard and its periodical evaluation for enabling the University to maintain reasonable continuity of policy in regard to the development of colleges;

4. prepare perspective plan for the development and opening of new colleges to enable the University and State Education authorities to take long term decisions on the planning and development of colleges and may advise the University on matters relating to different disciplines taught in colleges at different levels of University education;

5. advise the University in regard to rationalization and implementation of University policy on affiliation of colleges;

6. help the University in the implementation of the regulations framed by the UGC regarding minimum standard of instruction for the award of first degree and also regarding restructuring of courses at the undergraduate level;

7. help in the selective development of colleges, to remove regional imbalances and also assist the colleges to realize their potential and in identification of colleges for autonomous status;

8. evaluate and assess the impact of UGC grants utilized by the colleges for the improvement of various development projects;

9. ensure close and continued contact and other interactions between the academic faculties at the University teaching departments and at the colleges and to perform such other functions as may be prescribed or as may be deemed necessary by the University for advancing the cause of collegiate education".

6.3   Faculty Empowerment Strategies

6.3.1   What efforts have been made to enhance the professional development of teaching and non-teaching staff?

Several initiatives have been taken by the University to enhance the professional development of teaching and non teaching staff.

Teachers are encouraged to participate in orientation and refresher courses regularly. Faculty members are also granted leave to attend any short term training and development programmes. Infact, all faculty members are eligible to avail leave for higher studies. Partial travel grants for attending conferences/seminars are also provided to faculty members .The faculty is encouraged to engage in research. This encouragement is both in the form of leave as well as financial support. Faculty is also empowered through memberships in various academic and professional committees within and outside the University. The staff of the University are also given training in various areas like computer skills, office management etc. Recently, the University, through its Human Resource Development Centre organized trainings of eight week duration for the officers of the University. The officers are also nominated to attend training and development programmes organized by the leading institutions of the country. The computer centre conducts trainings on MS-Word/Excel for faculty and non-teaching staff.

6.3.2   What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

The University has been able to monitor performance of its teaching and non teaching staff, through performance appraisals. The faculty members give performance appraisals related to teaching, research, extension activities etc at the time of Career Advancement and publication of Annual Report. On the basis of inputs submitted by the departments to Directorate of Internal Quality Assurances, the DIQA has instituted Annual Quality Assurance Awards i.e felicitating teachers who have excelled in their fields. The non teaching employees Annual Confidential Report is submitted by the section head. These are done on an annual basis.

6.3.3   What are the welfare schemes available for teaching and non- teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

The University provides welfare facilities to its employees to keep them motivated and create a sense of belonging to the University. Some of the welfare schemes include:

1) Free of cost access to health facilities (check up, medication) in the University Health Centre.

2) Provision of financial assistance for health related emergencies.

3) Facility of Day Care Centre within the campus for working women.

4) Provision of six months maternity leave for female employees and 15 days Paternity leave for male employees.

5) Provision of Child Care Leave upto two years for female employees.

6) Reservation of seats in the post graduate programmes offered by the University under "Ward Category."

7) GSLI Scheme for the employees of the University.

8) Advance for festivals is available for the non-teaching employees upto the limit of Rs, 5000/- per person. Besides, there is a provision of Employees Welfare Fund @ 10,000/- each to the retiring employees and Rs. 30,000/- each to the employees who die in service.

9) For the first time, during the period under report, Theatre Workshops for the wards of the employees were organized by the office of the Dean Student Welfare.

10) The University Health Centre organizes Heart Check up Camps, Dental Check up camps for employees and students.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

Posts are advertised in local dailies, national papers, with a copy sent to the Association of Indian Universities, for wider circulation. A copy of the advertisement of Vacant Posts is also displayed in the University website. This gives an opportunity to people from all over India to apply for the positions. Percentage of teachers from outside the state have increased during the period. For retaining eminent faculty, services rendered by the teachers in the past in the other organizations are considered for being counted for pension benefits and for promotion under Career Advancement Scheme as admissible under rules. There are instances of our faculty getting opportunities to work in other universities and also those going to other universities of returning. Re-employment is also offered in areas where the teacher is likely to leave a gap in academics.

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

Although there is no formal Gender Audit, gender data both for students and teachers are annually collected from each Department. The enrolment data and the social profiles and the gender profiles of staff and students are documented in the Annual Report of the University. The data is closely watched and monitored for the purpose of analyzing and observing future trends. In the last six years, about 57-60 %of students enrolled in the teaching departments are females. Further, the University has about 42% of female permanent teachers.

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

The University, through its Centre for Women Studies and Committee for Prevention

of Sexual Harassment of Women conducts various awareness sessions, workshops, lectures by eminent experts in the field to sensitize students, scholars and other stakeholders on gender issues.

The Centre for Women Studies has also started three months certificate course on Gender Issues with an enrolment of 20-25 candidates. The Centre also publishes and disseminates information in the various affiliated colleges with regard to Sexual Harassment at Workplace.

6.3.7   What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

The Academic Staff College has been playing an important role in recharging the faculty by conducting General Orientation courses and Refresher Courses for the faculty of the University and its affiliated colleges.

During the last five years, the Academic Staff College has organized General Orientation Programmes, Refresher courses and other workshops. The details of faculty participation is as given below:

Year	GOC	Participants	Ref. Courses	Participants
2009-10	3	82	10	262
2010-11	5	124	7	158
2011-12	4	96	5	113
2012-13	5	149	6	144
2013-14	2	60	4	125
2014-15	2	61	2	95
Total	21	572	34	897

The various programmes are designed to enhance the skills , competencies and knowledge of faculty members in teaching and research. The General Orientation Courses, meant mainly for teachers at the junior/entry level impart knowledge with regard to classroom teaching, transaction of curriculum, development of course curriculum, use of ICT, financial management, human resource management etc. The senior teachers are apprised of contemporary trends in teaching and learning, advanced research techniques, interdisciplinary perspectives etc. Refresher Courses are subject specific , hence imparting the latest knowledge in their respective fields are aimed at.

The programmes conducted by the Academic Staff College help to a great extent in keeping abreast with the latest in the various fields, understand various administrative issues related to functioning of university/colleges, helps in understanding the new and emerging trends in higher education, helps in improving the basic skills of teaching and research, helps get a perspective on ICT in

teaching, development of communication skills – and related aspects required for effective teaching – learning.

6.4   Financial Management and Resource Mobilization

6.4.1   What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

In order to monitor the effective and efficient use of financial resources, the University has duly constituted statutory committees like the Finance Committee, The Syndicate and the University Council.

The Finance Committee is entrusted with the responsibility and powers to examine the annual budget prepared by the Registrar, to review the financial position of the University periodically and to devise means for improvement of the financial position of the University. The Syndicate presents the budget estimates, for approval and adoption to the University Council, which is the supreme authority of the University .

The University, till now has been undertaking financial planning under the Plan and Non Plan expenditure. However, in a recently introduced initiative of the State Government, it has empowered the University and provided financial autonomy to the University. While the details under this initiative are being worked out, the aim of the scheme is to grant enough flexibility to the university for rational utilization of available resources.

6.4.2   Does the university have a mechanism for internal and external audit? Give details.

University has a full fledged system/mechanism for both internal audit and external audits. The University has an audit section, which conducts internal audit of the University departments/sections.

The external audit is conducted by the office of Accountant General Jammu & Kashmir under Indian Audit and Accounts Department. The university has just recently had an external audit conducted in 2016 by the office of Accountant General Jammu & Kashmir.

6.4.3   Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

The accounts of the University are audited regularly by the office of the Accountant General Jammu & Kashmir under Indian Audit and Accounts Department.

As and when audit objections/observations are made, these are adequately addressed. During the last external audit, on the basis of proper replies, most of the objections were dropped by the office of the AG,J&K and final Audited Account Report was approved. The University also adheres to guidelines /suggestions received (if any) from the office of AG, J&K.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

2011-12

Receipts:

	Non-Plan (in lacs)	Plan (in lacs)	Specific Projects(in lacs)
Opening Balance	18.02	-	-
University Receipts	2703.16	-	-
State Grants	6370.00	1360.00	00
UGC	-	5905.21	99.28
Science & Technology, J&K Govt.	-	-	-
Department of Biotechnology, GOI	-	25.84	67.86
Department of Tourism	-	80.00	-
Development Grant(IGNOU)	-	45.00	-
DST	-	-	385.80
Fellowships/Scholarships	-	-	228.82
Others	-	-	75.90
Total	9091.18	8709.09	1617.69

Expenditure:

Salaries	6010.29	120.11	-
Retirement benefits/Pension	1918.96	-	-
Medical Reimbursement	9.15	-	-
Travelling expenses	71.37	-	-
Office expenses	139.14	-	-
Electric charges	77.69	-	-
Material & Supplies	146.84	-	-
Books and Periodicals	47.59	-	-
Other Charges	647.12	-	-
Maintenance of Vehicles/POL	18.58	-	-
Academic expenses	-	14.08	-
Administrative expenses	-	319.19	-
Development/construction	-	6712.87	-
Research Schemes/Projects	-	-	441.88
Felloeships/Scholarships	-	-	319.37
Total	9086.73	7166.25	761.25

2012-13

Receipts:

	Non-Plan (in lacs)	Plan (in lacs)	Specific Projects(in lacs)
Opening Balance	4.45	1898.81	858.59
University Receipts	3271.74	-	-
State Grants	7620.70	1300.00	-
UGC	-	449.81	174.73
Science & Technology, J&K Govt.	-	70.00	-
Department of Biotechnology, GOI	-	22.85	98.02
Department of Tourism	-	-	-
Development Grant(IGNOU)	-	-	-
DST	-	59.60	408.31
Fellowships/Scholarships	-	-	377.65
Others	-	0.48	79.20
Total	10896.89	3799.55	1996.50

Expenditure:

Salaries	7237.56	51.81	-
Retirement benefits/Pension	2466.75	-	-
Medical Reimbursement	9.19	-	-
Travelling expenses	50.45	-	-
Office expenses	125.04	12.33	-
Electric charges	104.62	-	-
Material & Supplies	155.43	-	-
Books and Periodicals	52.21	3.84	-
Other Charges	646.38	-	-
Maintenance of Vehicles/POL	16.22	-	-
Academic expenses	-	3.62	-
Administrative expenses	-	588.45	-
Development/construction	-	272.18	-
Research Schemes/Projects	-	-	575.78
Felloeships/Scholarships	-	-	369.45
Total	10863.85	932.23	945.23

2013-14

Receipts:

	Non-Plan (in lacs)	Plan (in lacs)	Specific Projects (in lacs)
Opening balance	33.04	2867.32	1053.67
University Receipt	3534.36	-	-
State Grants	8582.00	1000.00	-
U.G.C.	-	677.97	36.34
Science & Technology, J&K Govt.	-	-	-
Deptt. of Biotechnology, GOI	-	-	86.27
Deptt. of Tourism (GOI)	-	-	-
Development grant (IGNOU)	-	-	-
D.S.T.	-	-	389.33
Fellowships/Scholarships	-	-	94.70
Others	-	-	65.96
TOTAL:	12149.40	4545.29	1726.27

Expenditure

Salaries	7764.95	36.54	-
Retirement benefits/ Pensions	2755.00	-	-
Medical Reimbursement	17.92	-	-
Travelling expenses	52.81	-	-
Office expenses	134.42	3.84	-
Electric charges	144.27	-	-
Material & supplies	153.40	-	-
Books & Periodicals	54.34	21.24	-
Other charges	827.61	-	-
Maintenance of vehicles/POL	17.64	-	-
Academic expenses	-	22.54	-
Administrative expenses	-	551.40	-
Development/ construction	-	1954.00	-
Research schemes/projects	-	-	402.03
Fellowships/scholarships	-	-	431.12
TOTAL:	11922.36	2589.56	833.15

2014-15

RECEIPTS:

	Non-**Plan** (in lacs)	**Plan (in lacs)**	**Specific Projects** (in lacs)
Opening balance	227.04	1955.73	895.47
University Receipt	3617.16	-	-
State Grants	9120.00	350.00	-
U.G.C.	-	63.29	46.49
Deptt. of Biotechnology, GOI	-	27.95 -	22.04
Deptt. of Science & Tech. GOI	-	-	412.50
Fellowships/Scholarships, UGC	-	-	638.19
Others	-	100.00 -	90.95
TOTAL:	12964.20	2496.97	2105.64

EXPENDITURE:

Salaries	8321.16	60.65	-
Retirement benefits/ Pensions	2990.22	-	-
Medical Reimbursement	4.58	-	-
Travelling expenses	58.79	-	-
Office expenses	153.35	12.98	-
Electric charges	170.17	-	-
Material & supplies	162.87	-	-
Books & Periodicals	54.47	4.61	-
Other charges	841.12	-	-
Maintenance of vehicles/POL	19.41	-	-
Academic expenses	-	10.30	-
Administrative expenses	-	139.81	-
Development/ construction	-	1020.00	-
Research schemes/projects	-	-	559.79
Fellowships/scholarships	-	-	530.83
TOTAL:	12776.14	1248.35	1090.62

6.4.5 Narrate the efforts taken by the University for Resource Mobilization.

The University is making all efforts to raise its resources. It is rationalizing tuition fees, hostel fees and other fees. Also, it is encouraging its faculty to take up consultancy services, introduces self-financing courses etc.

UGC and State Government support the plan and non-plan activities. The University / Faculty at the same time mobilizes resources through external funding from various funding agencies like DST, DBT, MoES, ISRO, ICSSR, CISR, DAE and other academic / scientific bodies, apart from focusing on internal resource generation.

6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.

Yes, there is a provision for the University to create a corpus fund.

REGULATIONS GOVERNING CORPUS FUND

1. There shall be a Corpus Fund of the University.

2. It shall come into force w.e.f. 30-03-1993.

3. The fund shall be raised through the following sources:-

    i) Donations

    ii) Interest earnings

    iii) Contributions from local funds of the University

    iv) Students Contribution

    v) Contributions from Alumni Associations.

4. Money at the credit of the fund shall not be available for budgeted expenditure. However, when funds from the State Government or any other funding agency do not become available for such developmental or construction schemes, which cannot be postponed till receipt of State grants, the University may borrow money out of the fund to meet such emergent expenses provided that-

    i) the money drawn out of fund does not exceed 75% of the total amount in the fund.

    ii) the fund is replenished when the grants for the purpose become available.

5. There shall be a Director of the Fund to be nominated by the Vice-Chancellor who shall hold office for a period to be determined by the Vice-Chancellor from time to time.

6. The fund shall be governed by a committee consisting of the following:

    i) Vice-Chancellor

    ii) Financial Advisor

iii) Director of the Fund

iv) Two teachers of the University, to be nominated by the Vice-Chancellor

v) Registrar

vi) Joint Registrar (Member Secretary)

7. There shall be a Fund Raising Committee to be constituted by the Vice-Chancellor From time to time.

6.5   Internal Quality Assurance System

6.5.1   Does the university conduct an academic audit of its departments? If yes, give details.

Every six months, the achievements and activities of the teaching departments and faculty members are placed before the University Council in the form of Power Point Presentations, which are prepared by Directorate of Internal Quality Assurance. These biannual presentations provide an insight into the functioning of all departments, particular their academic and research components, and help in identifying departments which have the highest number of publications, departments whose publications of faculty members have the highest impact factor, helps in identifying faculty members who have been awarded for achievements in their fields, paper presentations made by the faculty at national/international level, ongoing and new research projects etc.

Further, the Directorate of Internal Quality Assurance (DIQA) also prepares Annual Reports, which also help in monitoring the various aspects of functioning of the departments.

Further, a recently introduced quality initiative includes visits to the teaching departments by the Vice Chancellor along with other senior functionaries like Dean Academic Affairs, Dean Research Studies, Deans, Registrar, Controller of Examinations, Director, DIQA to have firsthand information about the functioning of the departments. The departments were evaluated on key performance areas like teaching-learning, research, governance, extension and outreach, infrastructure and learning resources etc. Through this exercise, we have been able to identify good practices of the departments and share these practices widely among other departments for possibilities of emulation as well as to identify areas of improvement for quality enhancement.

6.5.2   Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

The University has introduced three major reforms in the post reaccreditation period. These include, introduction of entrance test for admissions to the post graduate programmes, adoption of Choice Based Credit System at the post graduate

level and adoption of semester system at the undergraduate level. The adoption of Choice Based Credit System, in which open courses are being offered to the students, have provided flexibility to the students to broaden their interdisciplinary knowledge in an area outside their own discipline. Further, this has also enhanced the teaching–learning processes, where Course Coordinators, apart from lectures, are now required to incorporate quizzes, seminars, case studies, group discussions, thus creating an environment which lays stress on learning rather than teaching. Further, the incorporation of two minor tests, before the major test has led to continuous evaluation system. The papers are now being set and checked internally by the faculty members, who are required to declare the results in a prescribed time limit. They are also required to show the answer sheets to the students before declaration of final results. This has, thus, lead to an environment of transparency, accountability, academic flexibility and an enabling learning environment. Many other inititatives from introduction of entrance test, establishment of office of Dean Research Studies to granting autonomy to affiliated colleges were part of the NAAC Peer team and DIQA mooted proposals for implementing them.

6.5.3   Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The teaching learning processes are being monitored by the Dean Academic Affairs and the Academic Council.

Preparation and implementation of Academic Calendar, monitoring the progress of class work and course completion etc. are done by the Office of Dean Academic Affairs.

The structure and functions of the Academic Council has already been detailed at Q.No.

Further, the Campus Deans also meet regularly with a view to review and improve the teaching learning processes.

6.5.4   How has IQAC contributed to institutionalizing quality assurance strategies and processes?

The establishment of an independent quality assurance unit and upgrading it to a full fledged Directorate of Internal Quality Assurance, headed by a full time Director is itself a commitment on part of the University to institutionalize quality assurance. Further, mission statement of the University ,vision , quality policy and the student charter has been clearly defined and laid down. Quality interventions , suo motto proposed by DIQA as well as those based on recommendations from NAAC/ UGC/MHRD are placed either in the University bodies or put up before the Competent Authority for adoption. Some examples of the quality initiatives include: maintaining stock registers, having a disposal plan/policy for unserviceable

equipments/furniture, preventive maintenance plans for computers and equipments, putting in place complaint registers/suggestion boxes, having in place a policy for promoting environmental consciousness, policy for disposal of hazardous waste as well as e-waste , proposal to conduct access audit in the University to make the infrastructure of the campus universally accessible ,student feedback , institution of quality assurance award etc.

6.5.5   How many decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?

The DIQA introduced a number of initiatives which were placed before the statutory bodies like the Academic Council, Syndicate and University Council. Some of them in the last few years include implementation of Choice Based Credit System, semester system, Minimum Qualifications for Appointment of Teachers and Academic Staff in Universities and Colleges and mantainence of Standards 2013,approval of National Vocational Education Qualification Framework in principle etc.

6.5.6   Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

The University of Jammu and University of Kashmir have a full fledged Directorate of Internal Quality Assurance which comprise of   permanent staff, in contrast to the IQACs functioning in other Universities. In order to ensure decentralization of quality assurance processes and participation and greater involvement of University fraternity, each teaching department has nominated one faculty member to take care of quality assurance activities including NAAC related activities. They have been designated as NAAC and Quality Assurance Coordinators. Further, Deans are involved in the quality sustenance measures and monitoring the NAAC report. An Advisory Committee including internal stakeholders like Dean Academic Affairs, Dean Research Studies, Deans are actively involved in the NAAC process.

6.5.7   Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

DIQA is responsible for collection of data related to student enrolment in the teaching departments/directorate of distance education, off site campuses and affiliated colleges. The break up data of SC,ST,OBC, physically disadvantaged and other such categories of students are complied and presented in the Annual Report, to indicate the trends in this regard.

6.5.8   What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

Conscious decision has been taken by the University to invigourate the statutory bodies and Committees .Hence, functioning of all academic and administrative areas is reviewed in these committees, which are very robust and active. These include committees and bodies from Planning Board and Library Committee to

University Works Committee and Boards of Inspection, to mention some important ones. Further, the institution/the committee of Campus Deans is very active and vibrant and most academic decisions and administrative decisions which have academic ramifications are taken in the Committee of Campus Deans.

INNOVATIONS AND BEST PRACTICES

CRITERIA VII
INNOVATIONS AND BEST PRACTICES

7.1   Environment Consciousness

7.1.1   Does the university conduct a Green Audit of its campus?

Although, the University does not have a formal green audit of its campus, the university has been regularly holding awareness sessions amongst the students, scholars and faculty members about the importance of a Green Campus.

The University of Jammu was a part of a "Tree Talk Campaign ",which was launched in December 2010 in collaboration with an officer from the Indian Forest Service , J&K Government . This Campaign was aimed at acquainting the various stakeholders about the importance of biodiversity, flora and fauna, utilities and values and forest utilization as practiced by different communities. The University recently celebrated the completion of five years of this green campaign. The five year campaign comprised of 392 editions of the Tree Talks held in different locations of J&K, Punjab and Haryana.

For the first time, the University took a unique initiative of constituting a Green Campus Task Force comprising of more than fifty students from various teaching departments, teachers and officers. The creation of the task force is the first step towards building a sustainable campus with environmentally concious stakeholders.

Apart from this, University has been celebrating "World Arbor Day", "World Environment Day" and such like events to promote environment consciousness in the campus.

7.1.2   What are the initiatives taken by the university to make the campus eco-friendly?

- Energy conservation
- Use of renewable energy
- Water harvesting
- Check dam construction
- Efforts for Carbon neutrality
- Plantation
- Hazardous waste management
- e-waste management

- any other (please specify)

The Department of Environmental Sciences of the University is in the process of introducing green building concept. It has also initiated installation of solar energy system and rooftop rain water structure. A number of recommendations have been sent by the Department, for which the University has constituted a Task force and action on these will be taken up at the earliest. Some of these include:

a) Street Lights in the University to be converted to solar lights

b) Replacement of Tungsten Bulbs by CFLs and LEDs.

c) Purchase of only those electronic items which have EEC compliance technology

d) Consultations with Central Ground Water Board ,J&K on the possibility of construction of rainwater harvesting structures

e) Adopting other suitable measures like having separate dustbins for biodegradable and non –biodegradable wastes, use of earthen cups instead of disposable cups in the canteens etc.

Further, the Department of Chemistry of the University , has, in order to ensure pollution, safety and health of students/scholars installed Fume Hoods in all its new laboratories. These are fitted with scrubers, to remove the toxics, before releasing it in the atmosphere. Care is taken with regard to storage of acids and other volatiles to keep the laboratories safe and pollution free. Extra precautions are taken to remove the exhausts from it. The store of the laboratory is located in a semi-basement to maintain a low temperature and protection from sunlight.

All the analysis and preparations are carried out at micro/semi-micro level to minimize usage of hazardous materials and all estimations and experiments are carried out in dilute solutions.

In respect of recycling and reuse, the Chemistry Department follows the practice of recycling the solvents used in the post graduate and glassware laboratories. The students are encouraged to use greener pathways for chemical reactions.

The Department has proposed to set up an Effluent Treatment Plant (ETP) for proper disposal of the waste generated from laboratories.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

Among the initiatives that have impacted the functioning of the University positively include introduction of entrance test for admissions to the post graduate programmes of the University, introduction of choice based credit system in the post graduate programmes in the main campus, introduction of semester system at the

undergraduate level , revival of the activities and meetings of the Planning Board and College Development Council.

Further, the University has been holding many national and international academic, cultural and sporting events. The most noteworthy event which brought positive impact not only to the University, but also to a small city like Jammu and a remote state like J&K was the holding of the 101st annual session of the Indian Science Congress . This has not only given a big boost to the brand image of the University, but has also created a spirit of teamwork and confidence in the stakeholders resulting in better functioning.

7.3   Best Practices

7.3.1   Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

Though there are many healthy practices adopted in the university, the following two have been chosen to depict the synergy and impact that can be created by such practices in the related/same field.

Title of the Practice

"On-line admissions to the B.Ed Programme by College Development Council"

Objectives of the Practice

- To facilitate hassle free submission/filling of admission forms by the admission seekers.

- To prevent exploitation of admission seekers from the agents/touts.

- To save money and time of admission seekers in attending counselling in person.

- To provide comprehensive information to the admission seekers online.

- To respond queries raised by the Colleges/admission seekers on-line.

The Context and the Practice

The College Development Council of the University has been conducting admissions to the B.Ed. Course from 1997 in pursuance of the orders passed by the Hon'ble High Court of Jammu & Kashmir at Jammu in OWP No. 879/96 titled "Anita Kumari Vs. Principal, Dogra College of Education". Over a period of time, certain shortcomings crept into the system, such as exploitation of students by indiscreet elements, inconvenience experienced by the outside students in attending counseling in person, charging of hefty amounts from the students by the agents, heavy rush of students over the campus of the University, engaging manpower of the University for conducting counselling and a host of other problems.

Keeping in view all these aspects, it was decided that admission to the B.Ed. Course in Non-Government Colleges be made on-line. With the switching over to on-line admissions the problems of the students to a great extent have been redressed. Now the students can fill on-line forms from their own places. They have not to run from one office/person to another for seeking information. All admission related information is available on the website. The candidates are allotted colleges on the basis of merit-cum-choice. After the preparation of merit lists, they have to download their college allotment letter and have to report in the concerned college for admission. Colleges have been issued strict instructions to scrutinize all relevant documents of the candidates before making admissions. Thus a student is not required to come over to the University but he/she has to report in the opted/allotted college directly and seek admission.

Evidence of Success

A copy of the bank challan evidencing deposit of application fee by a candidate from her native place i.e. Chamba, H.P., is enclosed. This reflects that the candidates are not required to prepare drafts or come to the University to deposit the fee. This practice has brought ease and convenience to the applicants.

Problems Encountered and Resources Required

- Outside agency had to be hired to conduct online counselling (Outsourcing)
- Officials of College Development Council apart from the trained professionals of the agency had to answer all sort of on-line queries related to admission process
- Reconciliation of data including details of fee collected by Bank and the agency hired for the purpose.

Title of the Best Practice

Revamping of the Teacher Education Curriculum (B.Ed & M.Ed level)

Objectives:

I.   To revamp the teacher education on the face to face module of two years duration

II. To revamp the teacher education curriculum at the BEd & MEd levels as per the guidelines of JVC

III. To give maximum thrust on the practice component and to make the teacher competent and skill oriented with the practice orientation.

IV. To be in consonance with the teacher education with the national spirit and ideology and also with the international and the best standards.

Context:

As per the NCTE guidelines adopted on the terms of JVC, the Department of Education understandably took up the task of overhauling the teacher education curriculum both for B.Ed as well as M.Ed. As June 2015, was the deadline to propose and implement the new curriculum, the task was not of herculean proportion but it was equally challenging as there are more than 76 private managed colleges of Education affiliated with the University of Jammu imparting teacher education at the graduate level. So, number of in house workshops were mooted since Nov., 2014 and this process went on till May involving number of teacher education, educationists (both in service as well as superannuated) and trainees in order to draw out the line of action and finalizing the proposal with all inputs. The entire faculty of the Department of Education plunged itself to come up to the expectations of the stakeholders. Curriculum renewal is the prerogative of Board of Studies in the University of Jammu . But before revamping the teacher education curriculum, Department of Education organized workshops involving all the stakeholders, viz. Principals of Colleges of Education, Teacher Educators, school teachers, researchers & students to make it socially more relevant and context specific.

Practice :

The Teacher Education Curriculum is not only of quality but also practical in nature and has the component of international standards to learn and practice. Not only has the curriculum been extended for two years from 1 year but equally many of the new areas are introduced which would definitely turn the teacher education more in the indianised context & mould, according to situation of cultures and philosophy of the land. So, the Department can boost that teacher prepared with the present curriculum would not only be of international standards but its context and application would be on the national needs and aspirations. The curriculum has also for the first time introduced some of the innovative courses like communication skills, interpersonal skill etc. Likewise it has introduced Sessional work & Internship which is more practical oriented rather than theory based. The Internship component is not only enriching but encompasses different hues and shades of the different areas of teacher education as well as autonomy to the teacher trainee to perform according to their abilities. It shall make a trainee 'Almost' like a complete professional who is moulded to be teacher. We have lot of hopes and expectations with this new curriculum.

5. **Evidence of Success**

Admissions to the two year B.ed programme have been made. The Academic Calendar is being followed. Admissions in colleges have also been done.This practice has brought prestige to the University as the University was not bound

to adhere to the NCTE guidelines. However, adopting this has depicted Univerity's commitment to proactively enhance quality and set standards.

6. Problems Encountered and Resources Required

a) The lack of the exposure of the teacher educator is one of the restraints which is coming in the way of its complete success but with the efforts of the Department in holding the workshops and orientation program ,this issue could be well taken care of. b) Students not willing to study B.ed programme of two year duration as they could earn in one years time during the previous one year B.ed programme c) Resistance and representations by the private affiliated colleges d) Negative press.

Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

15/02/16

Signature of the Head of the institution
& Vice-Chancellor with seal:
University of Jammu
Jammu.

Place: Jammu
Date: 15/02/16

Statement of Compliance

(Central and State Universities)

This is to certify that ......*University of Jammu*...... ~~University~~ has complied with all the provisions of the following Regulations governing it:

* UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2010 and further amendments, if any, notified by the UGC.
* UGC Regulation on Minimum Standards and Procedure for the Award of M.Phil./Ph.D. Degree, Regulations 2009 and further amendments, if any, notified by the UGC.
* UGC (Affiliation of Colleges by Universities) Regulations, 2012 and further amendments, if any, notified by the UGC.

Any false or misleading information provided by the institution, will be viewed seriously by NAAC and the accreditation given is liable to be withdrawn.

Date 29/2/2016

Name and signature with seal of the Vice Chancellor.