




NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

Dear User,

Institution name : JAMIAHAMDARDHAMDARDUNIVERSITY

Your AQAR of the year (2022-2023) has been approved successfully.

 vc@jamiyahamdard.ac.in
AISHE Id: U-0107

Higher Education Institution

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AQAR Reviewed List

AQAR Submitted Details

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SI NO	HEI Name	AISHE ID	Academic Year	Submitted Date	Status	Cycle No	Action
1	JAMIA HAMDARD UNIVERSITY (HAMDARD)	U-0107	2022-2023	15-05-2024	Accepted	4	AQAR Review Details PDF Report HTML Report
2	JAMIA HAMDARD UNIVERSITY (HAMDARD)	U-0107	2021-2022	30-05-2023	Accepted	3	AQAR Review Details PDF Report HTML Report
3	JAMIA HAMDARD UNIVERSITY (HAMDARD)	U-0107	2020-2021	24-05-2022	Accepted	3	AQAR Review Details PDF Report HTML Report
4	JAMIA HAMDARD UNIVERSITY (HAMDARD)	U-0107	2019-2020	31-12-2021	Accepted	3	AQAR Review Details PDF Report HTML Report
5	JAMIA HAMDARD UNIVERSITY (HAMDARD)	U-0107	2018-2019	31-12-2021	Accepted	3	AQAR Review Details PDF Report HTML Report

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YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	JAMIA HAMDARD (HAMDARD UNIVERSITY)
• Name of the Head of the institution	Professor (Dr) M Afshar Alam
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01126059662
• Mobile no	9810370351
• Registered e-mail	vc@jamiahamdard.ac.in
• Alternate e-mail address	iqac@jamiahamdard.ac.in
• City/Town	New Delhi
• State/UT	Delhi
• Pin Code	110062
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Urban

• Name of the IQAC Co-ordinator/Director	Professor (Dr) S Raisuddin
• Phone no./Alternate phone no	01126059688
• Mobile	9810370351
• IQAC e-mail address	sraisuddin@jamiahamdard.ac.in
• Alternate Email address	iqac@jamihamdard.ac.in
3.Website address (Web link of the AQAR (Previous Academic Year)	https://jamiahamdard.edu/uploaded_files/AQAR_2021-22.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://jamiahamdard.edu/uploaded_files/Academic_Calander_2017-18_to_202-23_(six_years)_2).pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	A+	3.41	2023	15/12/2023	14/12/2028
Cycle 3	A	3.15	2017	12/09/2017	11/09/2022
Cycle 2	A	3.08	2011	08/01/2011	07/01/2016
Cycle 1	A	85.6	2003	21/03/2003	20/03/2008

6.Date of Establishment of IQAC**07/12/2011****7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Jamia Hamdard	PURSE	DST	2017	102500000
Jamia Hamdard	STUTI	DST	2021	22532000

8.Whether composition of IQAC as per latest NAAC guidelines**Yes**

- Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year	03	
<ul style="list-style-type: none"> The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 	NIL	
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
NAAC Accreditation Cycle IV with A+ Grade (CGPA 3.41) w.e.f 15/12/2023 to 14/12/2028		
Academic and Administrative Audit of all schools of Jamia Hamdard		
National Seminar in collaboration with NAAC on Research Ecosystem and its effect on Ranking and Accreditation		
Special Lecture on NEP2020-Effective Implementations and Challenges		
Facilitated the process of Faculty promotion under CAS		
More MoUs with other National and International organization		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		

Plan of Action	Achievements/Outcomes
<p>Preparation for NAAC Peer Team visit for cycle IV Mock NAAC Peer Team visit Induction Programme for newly admitted students Induction programme for new staff faculty IQAC Regular Meeting Awareness Programme on Research Publication Ethics Awareness Programme on NEP2020 Submission of AQAR for Academic Year 2022-23 to NAAC Special Lecture on Environmental law Special Lecture on IPR Seminar on Research Quality (Sponsored by NAAC)</p>	<p>Achieved Grade A+ in 4th Cycle of accreditation with a CGPA 3.41. Other activities conducted</p>
<p>Administrative Audit of Non Teaching/Teaching Support Departments/offices</p>	<p>Formats prepared and approved by Competent authority, Panel Approved for AAA</p>
<p>Participation in NIRF, AISHE, QS and THE ranking</p>	<p>Ranking improved in all categories like Management, Medical etc.</p>
<p>MoUs with Foreign university</p>	<p>MoU signed with Foreign universities like France, Nepal, Bangladesh, Krygistan</p>
<p>Implementation of NEP2020</p>	<p>Complete Implementation of NEP2020 in all schools</p>
<p>Appointment of Adjunct Faculty</p>	<p>Subject Experts and Scientist appointed as Adjunct Faculty</p>
<p>Seminars on Quality Research, NEP2020, Innovation</p>	<p>Conducted seminars on Research, NEP2020 and other quality related issues</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> Name of the statutory body 	

Name	Date of meeting(s)
Standing Committee of Academic Council	10/05/2024
14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	Yes
15. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-2023	05/04/2024
16. Multidisciplinary / interdisciplinary	
<p>The Vision of National Education Policy NEP2020, to provide high quality education to develop human resources in our nation as global citizens, is well taken by Jamia Hamdard. The Vice Chancellor has initiated regular discussion with Deans and HoDs on the key principles of NEP2020 implementation such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Multidisciplinary / Interdisciplinary academic programmes have been started such as B.A(Politics and Governance), M.A(Politics and Governance), Ph.d In federal Studies. School of Interdisciplinary Science and Technology(SIST) has been offering interdisciplinary programmes such as UG and PG in Food Technology, PG in Nutrition and Dietetics, UG and PG in Biomedical Sciences, PG in Medical, virology. Jamia Hamdard in order to provide the holistic academic growth among students, Inter-disciplinary research programmes has been started such as PhD in Food technology, PhD in Molecular Medicine, PhD in Bioinformatics, PhD in Chemoinformatics which gives freedom to the student to choose their preferred options from the range of program offered by the institution. All the courses offered by the University are Choice Based Credit System (CBCS). Few of (them also include value based and environment-based subjects like professional Ethics, Environmental studies, principles of Management, project management etc. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments and MOOC through SWAYAM. It can be said that the University is proactively working towards the effective implementation of the suggestions given in the NEP2020 Guidelines.</p>	
17. Academic bank of credits (ABC):	

The Academic Bank of Credit (ABC) is significantly instrumental for availing flexibility and mobility to the students with respect to academic credit they earned. It avails the facility of Credit depositing, credit accumulation, credit transfer and credit redemption which facilitates students multiple entry and multiple exit option if required. The University formulated Regulations for implementation of NEP 2020 in the university's academic programmes from academic year 2022-23. It has made specific provisions regarding Academic Bank of Credit (ABC) and Multiple Entry Multiple Exit (MEME). The university registered on ABC portal the academic year 2021-22 and appointed ABC Nodal officer at University level. Students have been encouraged to open their ABC account . Provisions are made in regulations regarding academic credits which will be useful for proper results and award of degrees etc.Actions taken by the university would benefit students in terms of academic credit deposit, credit accumulation, credit transfer, credit redemption and award of degree with flexibility and mobility.The university has registered at "Digi locker" On 12 May 2022. The listed NAD ID is NAD012827. For credit posting on NAD, necessary guidelines are being devised.

18.Skill development:

India is going to have the largest working age population in the world by 2030, but gainful employment for students from the general stream is a major challenge. Improving the employability of students requires a new vision with curricular support. The NEP-2020 has advocated for the integration of vocational education programmes into mainstream education in all education institutions, in a phased manner. NEP-2020 further envisions that vocational courses will be available to students enrolled in all Bachelor's degree programmes, including the four-year multidisciplinary Bachelor's programmes. The vision of Jamia Hamdard is promoting Value-Based Quality Education, hence th takes efforts to inculcate positivity among the learners. The university also celebrates National festivals like Independence Day and Republic Day. Observing various programmes like World Aids Day, Environment Day, Yoga Day, Constitution Day, National Youth Day, World Cancer Day, National Science Day, International Women's Day, observing the Death and Birth Anniversary of our National leaders which help in imbibing the good qualities of the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after graduation, and help them get the most of their studies.

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context and in the corpus of Indian Knowledge System, every student enrolled in a UG or PG programme are encouraged to take credit courses in Indian Knowledge System amounting in all to at least five per cent of the total mandated credits. It is envisioned that the interested students studying in UG and PG courses may be allowed to take a larger fraction of the total mandated credits in the fields of Indian Knowledge System. Jamia Hamdard is committed to incorporate following key points through the implementation of NEP 2020 Including traditional Indian knowledge including tribal knowledge in the curriculum. Promoting the culture of cross-disciplinary and interdisciplinary research. Introduction of courses familiarizing the students about Indian culture and art. Starting special scholarships for studies in Indian languages, arts, and culture. Introducing the Departments of Music, Fine Arts, Translation and Interpretation, Comparative Literature, Philosophy and Performative Arts. Establishment of various clubs for sports, dance, music, photography, fine arts, etc. Introducing departments and programs in Indian languages. Coordinating with classical language Institutions. Coordination with National Mission for Mentoring for necessary support in teaching in Indian languages. Pedagogy to make education more experiential and holistic. Integrating sports in education to foster holistic development. Character building and well-rounded individuals. Multidisciplinary and holistic education across the domains. Transforming the teachers with holistic professional development. Restructuring the academic programs to impart multidisciplinary and holistic education.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The syllabi of all Programs have included Program Outcomes (POs), Program Specific Outcomes (PSOs), course objectives, content, course outcomes, text books and references, lecture outlines, etc. The Program Outcomes (POs), Program Specific Outcomes (POs) and Course Outcomes (COs) of all Programs and courses are prepared in alignment with University vision, mission and the learning requirements of the students. The Course outcomes is further mapped with the Program outcomes and aligned with the Bloom's taxonomy learning levels. Similarly, Course outcomes is further mapped with the Course Delivery methods. Dean/HoDs finalize course outcomes in BoS for each course after the series of discussions with all the teachers of the department. Learning outcome-based curriculum framework (LOCF) enabling the students to make a well-judged choice regarding the courses they wish to study, is a necessary component of NEP-2020 and

the university has already endorsed it.

21.Distance education/online education:

Jamia Hamdard has a dedicated Centre for Online and Distance Learning offering UG & PG diploma programs. Under statutory approval of UGC, the Centre in 2021, has introduced online courses in select areas like BBA, BCA, B.Com.(H), M.A.(H.R) and M.A. (Islamic Studies). University will gradually move towards more and more online courses. Optimum use of technology-based education platforms, such as DIKSHA/SWAYAM; Creating initial versions of instructional materials and courses including online courses in cutting-edge domains and assessing their impact on specific areas such as professional education. University may offer Ph.D. and PG programs in core areas such as Machine Learning as well as multidisciplinary fields and professional areas like health care, agriculture, and law through SWAYAM platform. Blending of traditional teaching with the online in undergraduate and vocational programs. Rigorous teacher training in learner-centric pedagogy and on how to become high quality online content creators using online teaching platforms and tools. Online education to be blended with experiential and activity-based learning for desired outcomes. Identifying different effective models of blended learning for different subjects while considering the essential importance of Face-to-Face learning. Tools, such as, two-way video and two way-audio interfaces for holding online classes may be used as a popular mode of interaction particularly in pandemic like situations. Digital content in multiple Indian languages to address the issue of linguistic diversity.

Extended Profile

1.Programme

1.1	113
Number of programmes offered during the year:	

File Description	Documents
Data Template	View File

1.2	48
Number of departments offering academic programmes	

2.Student

2.1		8584
Number of students during the year		
File Description		Documents
Data Template	View File	
2.2		3010
Number of outgoing / final year students during the year:		
File Description		Documents
Data Template	View File	
2.3		8326
Number of students appeared in the University examination during the year		
File Description		Documents
Data Template	View File	
2.4		148
Number of revaluation applications during the year		
3.Academic		
3.1		3106
Number of courses in all Programmes during the year		
File Description		Documents
Data Template	No File Uploaded	
3.2		494
Number of full time teachers during the year		
File Description		Documents
Data Template	View File	
3.3		29

Number of sanctioned posts during the year		
File Description	Documents	
Data Template	View File	
4.Institution		
4.1	12138	
Number of eligible applications received for admissions to all the Programmes during the year		
File Description	Documents	
Data Template	View File	
4.2	1790	
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year		
File Description	Documents	
Data Template	View File	
4.3	121	
Total number of classrooms and seminar halls		
4.4	1254	
Total number of computers in the campus for academic purpose		
4.5	24715.13398	
Total expenditure excluding salary during the year (INR in lakhs)		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Design and Development		
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University		
Jamia Hamdard has designed the holistic curriculum that focuses on upholding the rich traditional values and at the same time		

incorporating the recent advances & technology. On one hand School of UnaniMedicine and Educational Research offers programmes in Unani medicine, recognised as a centre of excellence by CCRUM and on the other hand B. Tech A.I., M.Sc. in virology programs are implemented due to emerging needs of recent COVID pandemic and has industry and society driven approach guided by PEO's in alignment with its Vision and Mission and meeting requirements of its stakeholders.

Jamia Hamdard has implemented The National Education Policy-2020 notified by the Government of India in phased manner with comprehensive strategic plan. Apart from core concepts, curriculum is focussed on thrust areas like AI, ML and Robotics, health care, professional ethics, human values, industry compliant, environment and sustainability and oriented towards society and community.

In keeping with the Learning Outcome-based Curricular System, all programs advertised by the university have learning targets and results that are connected to instructional methods and assessment/evaluation design. Learning, which is student-centric (courses, assignments, extended work, internship, field trip etc.), is typified through organized educational programs which experience intermittent surveys and undergo periodic reviews to form the educational module. Online courses such as MOOC and Spoken Tutorial offer enhanced learning encounters to the learners. Community and Societal oriented curriculum engage students in social surveys to learn livelihood issues and recommend solutions.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

79

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year**2407**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year****108**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year**32**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment**1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

Courses on Environment Science, Environment Studies and Disaster Management, Animal Welfare in Toxicology, Animal Biotechnology help in making the students environment conscious and aware about biodiversity, environment pollution, global warming, green computing, waste management, disaster management and related issues.

Courses on Biosafety and Bioethics, Biotechnology & Human Health, and Environmental & Ethical Aspects sensitize students to these

issues. Students participate in awareness campaigns, debates, and exhibitions on environment and sustainability issues in particular and community at large. Jamia Hamdard Environment club and Environmental Quality Cell are committed to minimize the negative environmental impact not only in Jamia Hamdard campus, but also its surroundings to help develop a cleaner and greener environment and more sustainable world.

With 50% of the students studying in Jamia Hamdard being girls, gender-related matters are conceptually interlaced into educational modules investigating the rise of gender issues, sensitization, entrepreneurial openings, group activities, women in literature and other issues related to the wellbeing of girl students.

Every year, interactive sessions, girl programs on women empowerment and honouring women entrepreneurs are organized on International Women's Day.

Internal Complaint Committee (ICC), Equal opportunity cell and Women's Grievances Redressal Cell are in place to address grievances, issues of sexual harassment, if any, and in educating the students about gender equality, women empowerment and safe-guarding the women employees and female students of the institution.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

392

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

7130

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

1023

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows

- Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

3581

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1758

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Programs for Slow Learners

Students identified to be subject-specific slow learners are provided with the following programs through which they can identify their area of expertise to enrich that domain and strengthen the subject-specific domains

The University has adopted a Mentor-Mentee system where the role of mentors is to identify the strengths, weakness of the slow learners and helps in the improvement of academic performance through remedial classes to help struggling learners. This practice improve their knowledge and clear their concepts.

Special Examinations are also periodically organized for these students to help them in moving ahead in their academic sessions.

Group-based learning where the peer-teaching practice is encouraged

The University also ensures that the slow learners complete their course within the span period and extra attention is provided to make them employable.

Student-centeredness is a priority for faculty members, and they

make themselves available to students via email, phone, and other forms of interaction.

Programs and Acknowledgement for advanced learners

Students are encouraged to participate in National and International level Project based events and competitions.

Advanced Learners are appointed as secretaries in various extracurricular clubs such as Music Club, Athletics Club, Mental Health Club, Yoga Club and Literary Club to improve their confidence, for personality development, leadership training, and competency building.

For Advanced Learners University encourages and motivates students to represent University in various conferences/workshops/inter-University competitions /extra-curricular activities /exhibition

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://jamiahamdard.edu/naac/Prequalified_SR_NAAC_Accreditation_Cycle_4.pdf

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
8584	494

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

1. Problem Solving Method:

- Teaching students how to recognize problems, comprehend

them, and apply the decision-making process.

- Projects, and research at undergraduate and postgraduate levels to develop analytical thinking. Hands-on Skill development Workshops to develop their practical knowledge in the relevant subjects, provide opportunities for students to work in their subject of interest, and enhance innovation and problem-solving ability.
- Brain-storming sessions for diagnosis and treatment planning of patients in the hospital.

2. Participative Learning:-

- Assignments, seminar presentations (Individual and Team based), case study presentations, and discussions by the students are conducted to enhance their confidence, communication and skills. Students undertake research work and publish them in reputed National and International Journals. Online Journals, Invited Lectures, Educational Videos, and Symposia support the teaching-learning process by augmenting the student knowledge and awareness..
- Wi-Fi campus to support educational activities and facilitate access to online resources. The NSS Cell and the NCC sub-unit are open to students of both genders.
- Jamia Hamdard has constituted Innovation and Incubation Cell to encourage students to develop new and innovative models.
- Students are also encouraged to participate in various Extra-curricular activities to develop leadership and Collaboration abilities.

3.. ICT based Teaching

- Both University and Faculties have YouTube channels, e-pathshala and slide share content to livestream, upload various informative webinars, and lectures.
- ICT-equipped smart classes for Teaching and Learning
- Efficient use of Google Meet, Google Classroom, and Google Group to provide reading materials and subject knowledge.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

1. Laptops/Smart Devices

The Faculty members have laptops with all the necessary software required for teaching. Also, all the offices and departments have an adequate number of desktop computers. The central computer lab is equipped with high processing computer systems which are connected over a high-speed internet service and the latest software used for training and teaching purposes.

2. ICT Enabled Smart Classrooms

University has ICT-enabled classroom and smart classes which includes LCD/LED projectors, computers and mikes. University also has smart classes and lectures/seminar halls equipped with the latest ICT technology.

3. E-Resources from Library

- The student has access to E-resources and journals available in the library.
- A variety of Bibliographic databases, such as a database for printed books, theses, and CDROMs are available in English, Urdu, Hindi, Persian and Arabic languages. These various databases are available to be accessed throughout the campus and beyond in 24x7 format on the Intranet and Internet topography

4. ICT Tools used for Teaching

- Many teachers also maintain their own YouTube channel through which they impart teaching and provide access to multiple learning resources.
- Faculties utilize YouTube, Google Meet, and Google Class room platforms to communicate, provide material and syllabus, make announcements, conduct tests, and upload assignments.
- Faculty Members are using IT-enabled learning tools such as PPT, Videoclippings, and Online sources for enhancing knowledge and practical learning

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

494

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality**2.4.1 - Total Number of full time teachers against sanctioned posts during the year**

494

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

333

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year**2.4.3.1 - Total experience of full-time teachers**

4258

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

137

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

10

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

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

148

File Description	Documents
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Each school and Department follows the examination system as adopted by the University. There are both internal assessments and semester-end examinations. Two mid-semester tests consisting of both short answer and essay type questions are conducted and the average marks of two tests are taken for internal assessment. At the end of every test, the evaluated answer scripts are returned to the students and their performance is evaluated suggesting improvements if needed. This enables the students to perform in a better way in the next test. Regarding semester-end exams students, Hall-Tickets and Results will be uploaded to the University website. Throughout all activities of the examination system, institutional reforms are

simultaneously implemented with the UGC's reforms in all the disciplines. Some reforms are implemented in the department examinations, which incorporate assessment processes, evaluation of higher-order abilities, and professional skills in different forms including internships and project work.

The following significant reforms were effected in the Examination system.

- Credit system was introduced for the benefit of the students.
- Quizzes / Surprise Test(s) /Project works and assignments are made part of evaluation.
- Tools of information technology are utilized for most of the activities associated with the conduct of examinations, evaluation and declaration of results.
- Continuous Internal Assessment (CIA) includes Mid examinations twice in a semester for each course, periodical assignments/tests/quizzes etc. to keep the students meaningfully engaged with the subject content throughout the semester.

File Description	Documents
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual

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

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

All programs have well-defined Program specific learning outcomes. The Curriculum is designed according to these outcomes.

Mapping of Course Outcome

- Course outcomes are designed by the Faculty Members which reflects the required skills and abilities that the students must develop along with disciplinary & interdisciplinary knowledge.
- The learning outcome of every course is designed to inculcate professionalism, and understanding of the need for ethical conduct, and respect for cultural diversity and differences.
- For each Programme, the Course Outcomes are defined and mapped with Programme Outcomes and Programme Specific Outcomes.
- The Mapping is done through Program Articular Matrix (PAM) which shows the Relation between Course Outcome and Programme Outcome.
- This process of mapping the entire curriculum has helped increase the knowledge depth of the student which is being imparted to them through the practical and theoretical teaching process.
- For each Programme, the assessment process is well defined. The Assessment process includes:-1)Internal Assessment which includes Two Sessional Exams and Continuous Assessment, and 2) External Assessment.

File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The schools have initiated very effective methodologies which make sure that POs, PSOs, and COs based curriculum are attained by imparting information & knowledge to the students in an efficient manner. Moreover, classroom-based pedagogical learning or fieldwork-based surveys are employed where students interact with people from different strata of society.

Evaluation Process

- The Medical and Allied Courses have their Evaluation Process according to the Guidelines of their respective Council to maintain a Uniform Standard.
- Internal assessment and External assessment for each academic session.

- Assessment is also done through class, group discussions, topic-based Presentations, mock tests, quizzes, assignments, project works, case studies, etc. There are also certain points allocated to attendance and attentiveness in the class.
- The marks and points scored in both the form of assessments are taken into consideration while calculating the overall score of the students for any particular subject.
- Apart from this for more enhanced assessment of students and to introduce a sense of market/society based learning model instead of the older pedagogical methodologies based models students are encouraged to be involved in the project works, seminars on the latest topics, internships, Research paper writing, etc.
- University also conducts various activities such as Sports and cultural meets, NCC, NSS activities, and Awareness lectures to attain the course outcomes

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

2735

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://jamiahamdard.edu/uploaded_files/Survey_22-23_ppt_Final.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Jamia Hamdard (JH) has created an operational research ecosystem to support and promote interdisciplinary and multidisciplinary research work through various research facilities. The research ecosystem is monitored through Director of Research and Development Cell. To maintain research ethics in JH various research committee, look after ethical issues namely JH-Institutional Review Board, Institutional Animal Ethics Committee, Institutional Biosafety Committee and Institutional and School level Academic Integrity panels etc. The laboratories have been upgraded which has further improved competencies among faculty and research students. The departments have upgraded equipment in the laboratories to facilitate research of high standards using grants like DST PURSE, DST FIST, UGC SAP, AYUSH CoE and other funded research projects.

The Centre for Innovation, Incubation and Entrepreneurship (CIIE) Jamia Hamdard, has been created to grow the inner skills of the youth and the academicians around the Universities and utilize them to the best of its capabilities to meet the vision of Atma nirbhar Bharat and Make in India Model, and the undergraduates are targeted at early stage to conduct research. With the adoption of collaborative and inclusive approaches, the quantum of research output in terms of both quality and quantity is remarkable which is evident through bibliometric indices.

Additionally, Ph.D. scholars are getting research support through scholarships to encourage a sustainable research environment.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

3.38

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

03

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

642

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research
Central Instrumentation
Centre Animal House/Green House Museum
Media laboratory/Studios Business Lab
Research/Statistical Databases Moot court
Theatre Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

23

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

491.79

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

654.51

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

0.12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

With the vision of Nurturing of Youth by training, mentoring and developing them into self-reliant entrepreneurs and turning their ideas into reality through access to professional mentors, collaborative office spaces, and community corporate partners Jamia Hamdard has established a state of Art Centre for Innovation, Incubation and Entrepreneurship (CIIE) in the campus.

CIIE, Jamia Hamdard, has been created to grow the inner skills of the youth and the academicians around the Universities and utilize them to the best of its capabilities to meet the vision of Aatm nirbhar Bharat and Make in India Model. This centre is working to tune with the current thrust areas of the Indian Government Initiatives like Make-in-India, Start-up India, Skill India, rural empowerment, Team India etc. On 23rd March, 2022 Hon'ble Minister of

State for Education, Dr Subhas Sarkar Inaugurated the "Centre for Innovation, Incubation and Entrepreneurship (CIIE).

Following Innovative approaches have been demonstrated their innovative products

Students from computer science demonstrated their life saving AI based drone technology for delivering emergency medicine in remote areas.

AI based student's attendance system

Arange Nano herbal product with enhance efficacy and bio availability from Nano medicine Lablie Nan Curcumin, Nanoneem, Nano thymoquinone, Nano resveratrol, Nano Safran etc.

Jamia Hamdard has adopted sustainable E-waste management technology along with solar based energy production

Campus grown Stevia based tea combination products by Department of Biotechnology Innovative Unani products by Unani School, recognized as centre of excellence by AYUSH, Government of India

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

27

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

27

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year**11**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards**3.4.1 - The institution ensures implementation of its stated Code of Ethics for research**

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

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

A. All of the above

File Description	Documents
Upload relevant supporting document	View File

**3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards
Commendation and monetary incentive at a University function
Commendation and medal at a University function
Certificate of honor
Announcement in the Newsletter / website**

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

22

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year**3.4.4.1 - How many Ph.D's are awarded during the year**

78

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year**3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year**

393

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For

A. Any 5 or all of the above

SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
1359	2312

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
54	72

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

Jamia Hamdard has a well-defined encouraging consultancy policy document with revenue sharing between institution and investigator(s) implemented through Director (Research and Development Cell). The Principal investigators will undertake consultancy projects keeping in view any conflict of interest and

ensuring proper protection of intellectual property rights. A provision of signing an agreement/memorandum of understanding (MoU) detailing all clauses of project is mandatory. The agreement/MoU signed by the Registrar on behalf of Jamia Hamdard and the authorized signatory of the other party. Jamia Hamdard has policy of 'Institutional Overheads' in all consultancy projects as per the funding agencies with sharing of overheads as per Jamia Hamdard policy in this regard. All approved funds received in the name of Jamia Hamdard. Further, to encourage faculty members to undertake Consultancy Projects, Jamia Hamdard shares consultancy charges in the ratio of 30:70 (Jamia Hamdard and Project investigator(s)). The consultancy is available for a wide range of areas that need improvement, upgradation, and advancement. All expenditures, procurements and purchases following GFR in place as amended time to time. On completion of the consultancy project, PI need to submit an official completion report with details of the objectives achieved along with utilization certificate and statement of expenditure.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

10.42

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Skill Based Courses

JH in collaboration with BEB has organized several skill-based courses for the weaker section of the society providing hands-on training on Sewing and tailoring etc.

Health and Hygiene Awareness Programmes

The Hakeem Abdul Hameed Centenary Hospital (HAHC) provides affordable healthcare facilities to the neighbourhood community including staff and students of JH. The school of Nursing, Pharmacy and Unani medicine consistently organize various health awareness programmes for the neighbourhoods where the students and teachers actively participate and sensitize the community on topics like general healthcare, orthopaedic care for the elderly, eye care, importance of breastfeeding, blood and organ donation, mental health and hygiene, nutrition deficiency among youth, air and water pollutions and associated diseases.

Legal and Cyber awareness programmes

The Hamdard Institute of Legal Studies organizes awareness programmes including workshops, seminars, training programmes and nukkad-nataks etc. for the students, teachers and neighbourhoods in collaboration with Delhi Police, Delhi Legal Service Authority etc on topic like cyber security, domestic violence, cyberbullying, legal aids.

National skills training centre - DAKSH

The School of Nursing, JH in collaboration with the Ministry of Health and Family Welfare and Liverpool School of Tropical Medicine (LSTM), United Kingdom has set up a National Skills Training Centre - Daksh in the University Campus. The Centre for Maternal Newborn Health (CMNH), Liverpool School of Tropical Medicine (LSTM), in partnership with Government of India has successfully completed the 1st phase of its training programme "Making it Happen", for public health care service providers.

File Description	Documents
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government / Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

37

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

2271

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

85

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The University has 9 academic buildings and 121 classrooms/tutorial rooms/seminar halls with ICT facility. University also has state-of-the-art laboratories and ubiquitous computing facilities.

Classrooms

University imparts education through classrooms equipped with modern facilities. These classrooms are connected to network through Wi-Fi and are equipped with ICT facilities.

Teaching & Research Laboratories

The university has around 100 states of the art laboratories for hands-on training of undergraduates, post-graduate, and Ph.D. students. UG and PG labs are well equipped and help in conducting the practicals that are part of the curriculum. The research labs are under the supervision of faculty members and are funded by Research Grants from different funding agencies like UGC, DST, DBT, ICMR and others. The infrastructure for research in the university is also supported by prestigious grants like UGC-SAP, DST-FIST, AICTE and DST-PURSE. Schools also have Departmental Instrumentation Facility (DIF) and Centre Instrumentation Facility (CIF). There are also separate instrumentation facilities for Bioinformatics, NMR, TEM, and LC-MS.

Computing Equipment

All the academic blocks, laboratories, and hostels are all connected

with Wi-Fi with access to the internet over multiple links through multiple ISPs.

File Description	Documents
Upload relevant supporting document	View File

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

Jamia Hamdard provides a vibrant sports and cultural environment for the holistic growth of students. Under the supervision of Dean Students' Welfare (DSW), different clubs help students in nurturing their extra-curricular talents. These clubs include Mental Health Club, Film and Drama Club, Literary Club, Sports Club, Yoga Club, Music Club, Eco Club and Mountaineering & Trekking Club.

Jamia Hamdard has Indoor and Outdoor sports facilities on campus. The sports complex incorporates the following facilities:

- One cricket ground (137m/150m, equipped with floodlights)
- One basketball synthetic court (5442 sq ft, equipped with floodlights)
- One volleyball courts (18 m long/9 m wide, outdoor)
- Two badminton courts (30.8m long/12.2 m wide, indoor courts)
- Fitness center/Gym (1000 sq. ft., indoor)
- Football ground (24624 sq. ft.)
- Athletic track (400 meter, multipurpose)
- Long jump pit
- Shot put sector
- Discus throw sector
- Table Tennis Hall (18m long/10m wide, two)
- Carrom & Chess boards (indoor)
- Billiards

Yoga and meditation facility is provided to students and staff of the university. Every year on 21st June, Jamia Hamdard celebrates international yoga day. Apart from this, we have a yoga club which organized yoga events at the School and University level.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

Jamia Hamdard provides excellent campus facilities for both the students and staff members.

HOSTELS

Jamia Hamdard has well managed hostels for boys and girls under the supervision of Provost, Dy Provost and Hostel wardens.

CHANCELLOR ,VICE CHANCELLOR LODGE

Residential facility is available for the Chancellor, Vice-chancellor, Pro-Vice Chancellor, Registrar and Finance Officer.

Residential Complexes

Residential complexes are available for teaching and non-teaching staff of the university both inside and outside the campus.

Scholars House and VIP guesthouse

University has a guest house popularly known as Scholars House and another VIP guest house. They help in providing safe and cost effective accommodation options for official and personal guests of staff members.

Auditoriums

The campus has 05 well equipped auditoriums, for holding seminars /conferences/workshops.

General Facilities

All the buildings in the campus have ramps, lifts and toilets for differently-abled students. Campus offers facilities for the students such as canteens with the availability of different foods and beverages options. These canteen (with different names like Pharmacy Canteen, Classic Café, Café Cozy, Frnd Zone, foodhood, chachu canteen, and Recharge Zone) are located at different corners of the campus and caters to the need of both students and teachers at subsidized rates. The campus also has a co-operative store (Kendriya Bhandar) that provides groceries and various stationary items at affordable rates.

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

1633.89069

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

To meet the growing needs for electronic resources and for maintaining highest academic integrity in university publications, various steps were undertaken by the library during the past few years. This includes integration of various print and electronic resources, creation of institutional repositories, digitization of rare books/documents, subscription to some of the best e-resources like Brill Encyclopaedia of Islam, Turnitin plagiarism software, Times of India archive, etc. Besides these, the library has access to databases provided by INFLIBNET under e-ShodhSindhu.

The University has a well-equipped digital library consisting of 24 PC nodes with high speed internet and power backup facilities. The library is also connected with high speed Wi-Fi connections which enables students & scholars to access the e-resources via their mobile devices. To provide the most user-friendly environment to access the e-resources both Ubuntu and Windows XP OS desktops are kept inside the digital. In order to keep abreast the users regarding the university's research outcome and locally developed study materials, the central library has developed its own Institutional Repository & Digital Library platform by using DSpace Software, where, a wide range of academic & research output including datasets, course notes, learning objects, conference papers, book chapters etc. have been archived in digital form. IP based access has been extended to the entire campus to provide easy and smooth access to library e-resources to the users.

File Description	Documents
Upload relevant supporting document	View File
4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases	A. Any 4 or all of the above
File Description	Documents
Upload relevant supporting document	View File
4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)	
36.75	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded
4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)	
1125	
File Description	Documents
Upload relevant supporting document	No File Uploaded
4.3 - IT Infrastructure	
4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year	
121	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Computer Center Jamia Hamdard offers essential ICT services including Internet Access, E-mailing, IT Security, Wi-Fi, University Portal, Software Development and Maintenance. The Center supports other departments of the university in performing their core functions, including the University Management System(UMS), Library System, Admission Cell, Research Management System(RMS), Directorate of Distance Education, Internal Quality Assurance Cell, Controller of Examinations offices, besides providing general ICT support to the entire university including Hostels.

The complete admission process is online, including the collection of admission fee using the J&K Bank Payment Gateway Service.

IP based EPBX facility has been introduced for inter communication connecting all the departments by using an existing network of OFC & UTP cables.

The UMS Examinations module is used for generating results of all regular course students. Mark-sheets are generated online. The UMS accounts have been integrated to claim monthly Fellowship by the Non-Net Fellowship holders.

The File tracking System Module was introduced in the year 2021 with the objective of improving administrative accountability while dealing with file movement.

Identity Cards are generated through UMS having QR Codes for teaching and Non-Teaching employees and students.

The Online Feedback System for students and teachers is in place and about 10,000 students voluntarily provided their feedback.

Biometric Attendance System has been introduced for attendance of Teaching and Non-Teaching staff including Guest Faculty, Contractual and Daily Wage employees through University's LAN by using 3-BAS machines.

To ensure the safety of students, staff and university infrastructure, CCTV cameras have been installed.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
8584	1254

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

4614.88445

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

Jamia Hamdard has well defined systems and procedures for maintaining and utilizing physical,academic and support

facilities. Various Committees like Board of Management, Academic Council, Finance Committee and Planning and Monitoring Board are there to manage the daily affairs of the University. Overall maintenance of the university buildings, classrooms, sports complex, hostels, guest house, gardens and lawns are taken care by the Engineering and Maintenance (E&M) department. The E&M department has a team that includes Executive Engineer, Junior Engineer, and other staff (Civil and Electricals). Housekeeping and upkeep of University Campus is also supported by horticulture and house-keeping department. Proper requisition forms are available for availing the facilities from E&M Department. Estate officer is appointed to overlook the infrastructural requirement of various departments and also manages the allotment of campus accommodations.

The process of purchase and procurement is managed by the Central Purchase Section. Local purchase committees are formed at School level to look into the procurement of items of below 2.5 L, as per the GFR rules. Central Purchase Committee is formed to look into the purchase of higher values as per the GFR/University rules. Central Store is responsible for keeping the records of the procured items. The purchase and billing process is automated with the help of University Management System (UMS). The finance of the university is managed by Finance and Accounts section supervised by the Finance Officer, Assistant Finance Officer and other staff.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

1533

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

7030

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

• All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

74

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

1137

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

1215

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

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

309

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

Jamia Hamdard believes in equal opportunity to all and overall development of the University and students as well. Students Advisory Council of Jamia Hamdard is comprised of Student members from different schools specifically called Student's Advisory Council. Along with University student council a very successful and active council of students is Student Nurses Association, widely known as SNA Unit of Ruffaida College of Nursing.

The Student Nurses' Association, popularly known as SNA, is a nation-wide organization of nursing students at undergraduate level established in 1929 at the time of annual conference of the Trained Nurses Association of India in Madras. A wide variety of activities are encouraged at all levels for the SNA members, keeping in view aims and objectives of the association. Jamia Hamdard believe in engaging the students in co-curricular activities to create a connection with their alma matter.

Every year SNA elections are organized and students are selected for various positions such as President, Vice President, Secretary, sports In-Charge, Mess in-charge, Entertainment and editorial in-charge. These elected students learn leadership quality and the skills to be able to work as a team and enhance individual skills as well.

Student Council organizes various activities like advocacy of profession, fund raising, socio-cultural & recreational activities, organization of conferences and meetings. In addition, there are numerous co-curricular activities in the shape of article writing, poetry writing/recitation, poster competition, debates and gardening etc. are encouraged.

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

65

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the year

The Alumni Association is registered as, "The Alumni Association of Jamia Hamdard" (TAAJH) under Societies Registration Act XXI of 1860 in Distt. South-East, Government of NCT Delhi. The TAAJH is located at Jamia Hamdard G/F, M.B. Road, Hamdard Nagar, New Delhi-110062. The Registration Number of TAAJH is S-E/1462/Distt. South East/2018.

The mission of the alumni association is to consolidate the alumni base of Jamia Hamdard on official platform endorsed by the University. This would give the feeling of "belongingness" to the alumni and they would "feel connected" and would continue to take pride in our achievements and would do hand holding where ever required.

The platform would be constructively used with all good intentions to serve the ALMA MATER & HAMDARDIANS and is expected to fulfil the objectives.

Several Alumni offered support to the meritorious students financially and by conducting career counselling programs during alumni interaction sessions.

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year

A. ? 5Lakhs

(INR in Lakhs)	
File Description	Documents
Upload relevant supporting document	View File
GOVERNANCE, LEADERSHIP AND MANAGEMENT	
6.1 - Institutional Vision and Leadership	
6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance	
<p>The Governance of the Jamia Hamdard is the reflective of the Vision and Mission statements emphasizing the achievement of excellence in seeking truth in the form of knowledge. The Vision plan is intelligibly phrased as the empowerment of teachers, students and society through value, skill and technology-oriented teaching, learning, research and extension activities,.</p> <p>The effective leadership and system of governance of Jamia Hamdard believes in the policy of participatory and inclusive governance. Vice-Chancellor is Executive Head of the University, while the Registrar is Administrative Head. The governing bodies of the University starting from Board of Management, Academic Council, Finance Committee, Planning and Monitoring Board have adequate representation from all stakeholders for effective implementation of policies.. All officers of the institute namely Registrar, Controller of Examinations, Finance Officer, Deans, Directors, Chairpersons of Schools, Heads of Departments report to the Vice Chancellor who ensures the smooth functioning of the University through the formulation of appropriate policies for the overall development of the University.</p> <p>The powers, functions, procedures of various bodies/offices/committee are clearly spelt out by the statues of the University. The Proceedings of all statutory bodies are recorded properly and effectively followed up and Action Taken Report are duly submitted in the subsequent meetings. Jamia Hamdard has strong belief in democratic principles and adopts participatory governance style.</p>	

File Description	Documents
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

Jamia Hamdard has decentralized transparent mechanism in the management, administration, academic and financial matters. The institution adopts bottom-up management style with respect to implementation of the academic policies.

The primary goal is to develop quality leadership among the senior faculty members of the Schools by creating a Chairperson being a nodal head on a rotation basis for every two years to offer equal opportunity to eligible senior teachers. This novel idea of flexibility coupled with administrative freedom provides an ample opportunity for teachers to imbibe the quality of social responsibility, particularly in the interest of student community. Allocation and reallocation of works related to academic and administrative matters, day to day activities with accountability and responsibility for smooth functioning of school shouldered by the Chairperson, ably assisted by the faculty members.

The School council is a respectful body with the power of constitution of board of studies, framing of regulation and syllabus, conduct of examinations, declaration of results, M.Phil./Ph.D. registration of all programmes in the School. Freedom and flexibility for executing the individual projects of faculty member in a transparent manner bestows responsibility on the individual faculty members.

The uniqueness of this autonomy is to speed up the utilization of research funds in accordance with envisaged research proposal such as appointment of research personnel, purchase of equipment and consumables within the frame work of funding agency/the University.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Strategic Plan of the Institution is deliberated at the Planning and Monitoring Board (PMB). Plans of expansion and consolidation are finalized. For financial planning (business plan) concurrence of the Finance Committee is obtained. Plans approved by the Board of Management (BoM) are implemented through Schools and Departments. Jamia Hamdard has ambitious plan of expansion and outreach. It has established an off campus at Kannur (Kerala) with due approval of the Government. Recently, a skill development Centre has been established at Moradabad (UP) for vocational education with focus on minorities which is of the strategic plan of Jamia Hamdard.

Strategic plan of Jamia Hamdard focuses on current trends in technical and interdisciplinary education system which has increased the quality of education and research. Consequently, Jamia Hamdard has secured first position in Pharmacy in NIRF continuously for the four successive years (2019-2022). Notably, it has also secured good positions in Medical and Management in NIRF 2023. Jamia Hamdard has also secured 1000+ ranking in both QS and Times Higher Education (THE) ranking. The strategic plan of Jamia Hamdard with alignment of its vision and mission focus on improving the international ranking as far as quality education is concern.

File Description	Documents
Upload relevant supporting document	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The governance structure of the Jamia Hamdard ensures that the eminent scientist, industrialist, leading educationists and academicians participate in sustaining the institutional ideas, professional ethics, tradition and maintain viability. The vice-chancellor, being a noted academician carries out academic administration and management through well-established statutory bodies. The Board of Management is responsible for the overall functioning of Jamia Hamdard including its finance, human resources, educational and research functions, and infrastructure arrangements. It can develop the policies and deliberates on the academic, financial, and administrative initiatives for the future, which guides the Jamia Hamdard to serve its stakeholders as per the mission and vision statements of the university. Jamia Hamdard has following statutory bodies:

Academic Council: The academic council is academic body of Jamia Hamdard and responsible for the maintenance of standards of education, teaching and training, inter departmental coordination, research, examinations, and tests within the Jamia Hamdard. In order to settle urgent issues a standing committee is there for approval.

Finance Committee: The finance committee is entrusted with protecting and renewing the institution's resources and assisting the board fulfilling its financial responsibilities.

Research&DevelopmentCell: Jamia Hamdard has a R & D Cell to monitor and address matters related to research promotion,, Projects, consultancy and academic and research collaboration.

InternalQualityAssuranceCell:

IQAC is a part of university system and work towards realizing the goals of quality enhancement and sustenance.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

The teaching and the non-teaching staff of the university are taken care of by the University through welfare measures. All employees of Jamia Hamdard, both teaching and non-teaching, enjoy the welfare

measures as per the rules of the Government as well as UGC regulations notified time to time. Apart from that, additional measures are granted by the University especially to its teaching and non-teaching staff. Some of the welfare measures are as follows;

1. Gratuity
2. Pension
3. Commutation of Pension
4. Earned Leave encashment
5. Un-earned Leave encashment
6. Leave for attending Overseas Project/ Conference
7. Study leave with pay
8. Maternity Leave
9. Sabbatical Leave
10. Leave Travel Concession
11. Residential Quarters (for both teaching and non-teaching)
12. Overtime Allowance
13. Ward Fee Remission
14. Extending interest free festival advance
15. Medical Facility
16. Health Fund Scheme
17. Health Insurance
18. Pensioner's Health Insurance
19. Family Pension
20. Admission to wards of staff
21. Facilities for the employees with special needs - Ramps, Wheel

Chair etc.

22.Sports and Yoga facilities

23.Access to in-door stadium facility.

24.Employment on compassionate grounds.

25.Rehab Centre

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

389

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

552

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

181

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The financial management and resource mobilization is monitored by the university. There are established procedures and processes for the planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensuring transparency in the

financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audits. The finance committee of the university regularly and deliberates about the financial planning & position of the university. The

financial resource management is supported by the university strategic plan which includes building endowment assets, financial best practices in the deployment of resources making creative and effective use of resources with the use of high functioning information technology infrastructure.

Jamia Hamdard adheres to the Govt. of India as well as UGC regulations with regard to the financial transactions through banks/cheques/PFMS. The University generates funds both from external and internal sources. External source includes Central Government / State Government Grants and grants from other funding agencies. Internal source includes various fees collected from students and other receipts.

External Audit is done on regular basis, which includes examining accounts, scrutinizing vouchers, assessing accounting principles followed and significant resolutions passed by BoM and other sub-committees. Annual Audit of Accounts upto 2022-23 are completed.

File Description	Documents
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

318.45

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

1430.40

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - Institution conducts internal and external financial audits regularly

The University has an Audit Section functioning under the Finance Officer. All financial activities of the university are audited by this section. Any departmental activity involving considerable financial overlay is scrutinized by the Audit section and sanction is accorded only after passing through the Audit. The Chartered accountants conduct regular internal and external financial audit in the university. The statutory audit covering all financial and accounting activities of the university follow the standard procedure laid by the government agencies. The mechanisms used to monitor effective and efficient use of financial resources are as follows: All receipts from fee, donations, grants, contributions, interest earned and returns on investments. All payments to staff, vendors, contractors, students, and other service providers. All recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non-recurring expenses like lab equipment purchases, furniture, and other development expenses.

The expenses are monitored by the accounts department as per the budget allocated by the Board of Management. The depreciation costs of various things purchased in the preceding years are also worked out. All observations/objections of CA are communicated through their report.

Reference - Finance Policy

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

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

Jamia Hamdard reviews its teaching learning process structure methodologies of operations and learning outcomes at regular intervals through Departmental council and academic council. The departmental council reviews all process structures and methodologies. Feedback from different stakeholders, such as students, faculty, alumni, parents, industry is taken into consideration. Industry experts, academic experts and other dignitaries who visit the campus on different occasions interact with faculty and offer their suggestions in the changing context. IQAC also reviews the teaching, learning and other processes and takes any initiative to improve the curriculum and its enrichment. The main practices followed in this regard are :

1. The strategies are framed by the university, keeping in view the quality changes required for the development of the university. The norms set by UGC, AICTE, State Gov, MHRD and other statutory bodies are strictly followed at the time of revision of curriculum. Apart from the lecture method of teaching, group discussion, debates, tutorials, seminars, case studies, study tours are adopted to improve the teaching learning process.

2) The faculty members are advised to go beyond the content of syllabus in the class keeping syllabus the broad framework. Many contemporary developments are also discussed in the class to enrich the curriculum. Students are also involved in field studies to get practical experience. Apart from this, IQAC takes different quality initiatives in the form of seminars, workshops, faculty development programs and other such initiatives to enhance the quality of the teaching learning process.

File Description	Documents
Upload relevant supporting document	View File

<p>6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</p>	<p>A. Any 5 or all of the above</p>
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File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

Internal quality assurance cell (IQAC) has been established in the university for initiating quality enhancement scheme. It has been constituted as per the format prescribe by the NAAC and meetings are held periodically. Quality assurance strategy and processes are being discussed and subsequently review by IQAC cell has initiated various measures.As a result Jamia Hamdad has acheived A+ Grade with CGPA 3.41 in its 4th cycle of NAAC accreditataion.The IQAC initiatives under taken are

- Regular Syllabus revision
- Initiating Academic and Administrative Audit of Academic Departments
- Initiating Academic and Administrative Audit of Academic Support Departments
- Creation of Research and Development Cell
- Organizing FDP program
- Organizing Invited lectures on NEP2020 implementation
- Organizing seminars/workshop for Non-Teaching staff
- Organizing workshop for NAAC awareness program for staff and students
- Creating a formal structure for alumni association
- Constituting placement committee
- Periodic review of performance of teaching and non-teaching staff
- Feedback collection and analysis from students faculty and

alumni

- Review of teaching learning process
- Improving library facilities
- Celebrating Science Day to facilitate active researchers of Jamia Hamdard
- Participation in National ranking (NIRF)
- Participation in International ranking (QS,THE)
- Participation Initiative taken for Green Audit
- Collecting/correcting/updating information and relevant supporting documents pertaining to AQAR/NIRF/AISHE
- Framing/Drafting various Policies in alignment of Vision and Mission of Jamia Hamdard

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Jamia Hamdard provides a safe environment for all and is proactive in fostering gender sensitivity and equality to ensure that the education system supports gender-equitable and neutrality. The main objective is to ensure that our students have the personality, exposure, skills, and self-confidence, to be trained for their professional careers, and to realise their full potential as individuals and fostering gender sensitivity and equality.

The security on campus is under direct purview of the Chief Proctor's office who is assisted by a team of deputy and assistant Proctors and other support staff and security guards.

The campus is under CCTV surveillance and the security is provided 24x7 throughout to maintain discipline and to ensure safety on campus.

The entry and exit at all gates is strictly regulated.

Female security personal are deputed at all girls' hostels and appropriately placed at various locations within the campus round the clock.

Girls Common Rooms with attached washrooms and First Aid Room available in all schools of the institution.

Suggestion and Compliant box is provided:Female students can give suggestions or file complaints against unfair practices. These are situated in every academic block to encourage students to raise their voice against any discrimination.

Gymnasium and Playground: Time slot fixed for females

General store and Stationary shop: in-campus facility.Girl's Hostel Facilities:

Adequate safety and security in the hostel through security guards, female attendants and wardens.Regular attendance is maintained and night out is allowed only with prior permission.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	http://jamiahamdard.edu/naac/criteria-7/7.1.1/7.1.1Annual_gender_sesitization_programmes.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	http://jamiahamdard.edu/naac/criteria-7/7.1.1/Gender_Equty_Policy.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Jamia Hamdard is implementing the Integrated Solid Waste Management System Project S.O.R.T by source segregation and recycling in collaboration with the Indian Pollution Control Association (IPCA). The project is conceptualized to maximize the utilization of resources to reduce waste, which would indirectly result in less air, water, and soil pollution, reduce pressure on landfill sites and reduce cost on transportation.

General and domestic liquid wastes of the university are treated by Effluent Treatment plant/ Sewage Treatment Plant (ETP/STP) plants and recycled back to irrigate lawns, herbal garden and experimental fields. To minimize the use of fresh water in irrigation of lawns, gardens, parks and also to fulfill the mandatory requirement of working hospitals, ETP/STP plants have been installed at two locations in campus i.e., near old block of Hakeem Abdul Hameed Centenary Hospital (HAHCH) and new Hospital building. The capacity of the plants is 250 KLD and 400 KLD, respectively. Treated water from both plants is being used for irrigation purposes at different locations in the campus with zero discharge to the Municipal drain.

Biomedical and Hazardous Waste management

Biomedical wastes are segregated at the site of production in colour coded bags/containers and then transported by Biotic waste solutions Pvt. Ltd in closed leak proof containers for further management.

Waste recycling system

Both the solid waste and liquid waste are recycled and used in the campus in different ways. SOPs related to management of various kinds of wastes are available in the university campus.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above				
<table border="1"> <thead> <tr> <th data-bbox="76 434 550 506">File Description</th> <th data-bbox="555 434 1476 506">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 512 550 607">Upload relevant supporting document</td> <td data-bbox="555 512 1476 607" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload relevant supporting document	View File	
File Description	Documents				
Upload relevant supporting document	View File				
7.1.5 - Green campus initiatives include					
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	A. Any 4 or All of the above				
<table border="1"> <thead> <tr> <th data-bbox="76 1099 550 1171">File Description</th> <th data-bbox="555 1099 1476 1171">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1178 550 1272">Upload relevant supporting document</td> <td data-bbox="555 1178 1476 1272" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload relevant supporting document	View File	
File Description	Documents				
Upload relevant supporting document	View File				
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution					
7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	A. Any 4 or all of the above				
<table border="1"> <thead> <tr> <th data-bbox="76 1890 550 1962">File Description</th> <th data-bbox="555 1890 1476 1962">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1968 550 2063">Upload relevant supporting document</td> <td data-bbox="555 1968 1476 2063" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Upload relevant supporting document	View File	
File Description	Documents				
Upload relevant supporting document	View File				

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The University aims to inculcate and promote pride for Indian cultural heritage amongst students and youth who are the future of the society. The Spicmacay-JH chapter regularly organizes cultural events in the university to promote Indian music and culture, and has received excellent participation from teachers and students at the various events organized.

All the Indian festivals are celebrated with great fervour and enthusiasm on campus by the University, to infuse a sense of "Unity in Diversity" among the students and staff of the university.

The University in collaboration with Jashn-e-Adab aims to celebrate Art, Culture & Literature in Hindi and Urdu across India, through literary activities, and make a conscious effort to create an informal platform to promote peace and harmony in society through art and literature.

The institution also organizes a Cultural festival every year, which is an annual fest of literary, creative and performing activities participated by thousands of students from all the schools of the University with enthusiasm and fervour. Many cultural activities by students, Youth Mushaira, Mai Bhi Tere Jaisa Hun (Performance by Teachers of Jamia Hamdard), Rang-e-Ghazal, and Inter-university Bait Bazi programmes are organized. Jamia Hamdard hosts about 300-400 international students from about 20 countries across the globe, providing a true cross cultural environment.

File Description	Documents
Upload relevant supporting document	View File
7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:	
<p>Jamia Hamdard organizes various activities to sensitize constitutional obligations. Every year on 26th November Constitution day is celebrated in the campus. The Preamble was read out and importance of Fundamental Rights is highlighted by NSS Program Coordinator and Convener at this occasion. Several lectures have been organized at the University level on constitutional issues to disseminate the true spirit of the Constitution. Jamia Hamdard has also been making efforts to implement Constitutional directions within its limited capacity. For instance, School of Law has taken an initiative to fulfil the mandate of Article 39A which calls for providing free legal aid to the poor and needy. A Legal Services Clinic has been established in collaboration with Delhi Legal Aid Services Authority (South), where practicing lawyers visit to provide free legal assistance. Several legal awareness camps and social outreach events in the neighbouring areas have been organized on issues such as domestic violence, Motor Vehicles Act, consumer awareness etc. to make people aware about legal and constitutional remedies. A workshop on Right to Information Act was also organized to create awareness about right to information.</p>	
<p>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website. There is a committee to monitor adherence to the Code of Conduct. Institution organizes professional ethics programmes for students, teachers, administrators and other staff. Annual awareness programmes on Code of Conduct are organized.</p>	All of the above
File Description	Documents
Upload relevant supporting document	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Jamia Hamdard actively organises various events and activities to celebrate commemorative days and festivals. To inculcate a sense of patriotism amongst the students all the events starts and end with National Anthem. Plantation drives are organised on such occasions to support the Green Campus initiative. Besides celebrating the days of National importance like Republic Day, Independence Day and Gandhi Jayanti, university also organises events and activities on various other occasions like Founders Day, World Health Day, World Food Day, Constitution day, Martyr's Day, World Oral Health day, World Optometry Day, World Wild life Day, Yoga day, World Earth Day, World Environment Day etc. The faculty, students and non-teaching staff actively participate in these events. The University also celebrates various Indian festivals to promote National integration.

The University also celebrates National Science day every year to encourage scientific research amongst the faculty and research scholars. It also felicitates the contributions of its faculty and students and award them with cash prizes for outstanding research work.

Unani Day is celebrated at the University with an aim to create awareness about the Indian traditional medicines.

Various events are organized like National Pollution Control Day, World Earth Day, World Water Day, International Ozone Day, International Day of Forests etc, to create awareness about the importance of environment safety and conservation. Activities like plantation drives are also organised. The University also celebrates National energy conservation day to promote energy conservation in campus and reduce the energy usage.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Unleashing the Power of Youth: The Allure of Becoming an IAS Through Jamia Hamdard Residential Coaching Academy (JHRCA)

Jamia Hamdard Residential Coaching Academy (JHRCA) was established in September 2009 under the aegis of Ministry of Human Resource Development, Government of India and funded by the University Grants Commission. The main thrust of the Coaching Programme is to prepare candidates from the minority community along with SC/ST and women candidates to compete and secure jobs in government and Public Sector Units.

The Coaching Academy is located in the main campus of Jamia Hamdard at Hamdard Nagar, New Delhi. Necessary infrastructures such as class rooms, library, offices, computer lab etc. are properly available to cater to the requirements. The contextual and required lectures and interactive sessions are conducted by qualified and competent resource persons, drawn from respective fields and expertise. The coaching program, spread over a period of 10 months, is rigorous and intensive. Regular written tests are conducted to evaluate the performances of the candidates.

In addition, personality development of the candidates is emphasized by personal support and guidance. Regular interactive sessions with successful Civil Servants are also being conducted for the candidates. Group discussions and debates among candidates are encouraged to develop communication skills.

JHRCA has a well-equipped library which is kept open 24x7 for aspirants. Hostel facility is provided to all admitted candidates on a sharing basis. 20% of the selected candidates would be awarded with a stipend of Rs. 2,000/- per month.

17 candidates of JHRCA secured rank in UPSC exam in the batch 2022-23.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Jamia Hamdard was conceived as a seat of higher learning in Unani Medicine and other areas of knowledge by founder, Late Hakeem Abdul Hameed. Hamdard Laboratories (India) was established by the late Hakeem Abdul Hameed Sahib. However, its activities are entirely secular and designed for the collective benefit of the nation. All its income is dedicated to achieving objectives that are solely focused on public charity, benefiting all individuals. The School of Unani Medicine has a stamp of its Founder, one of the greatest Unani

Physicians, Padma Shri and Padma Bhushan, philanthropist, educationist, entrepreneur and Institutional builder. Jamia Hamdard strives to work with the vision of promoting study of modern and traditional medicine system which encompasses a holistic and integrative approach to health care. The priority and focus of thrust are to help the community by providing healthcare in this post pandemic era. Unani Medicine is one of the oldest traditional systems of medicine practiced in Indian sub-continent and has today become an integral part of the healthcare delivery system of India. Majeedia Unani Hospital is under the auspices of Jamia Hamdard and is a teaching hospital associated with School of Unani Medical Education and Research to provide quality Unani medical education and training to the students. It is a 100 bedded hospital offering quality healthcare services at affordable cost and has specialty services in a wide range of illnesses right from hepatitis, diabetics, non-healing ulcers, musculoskeletal disorder to various disorders.

7.3.2 - Plan of action for the next academic year

- To start new Multidisciplinary / Interdisciplinary UG and PG programmes
- Implementation of virtual data and information submission framework.
- Effective implementation of NEP2020
- Participation of students in quality initiatives.
- Regular conduct of Academic & Administrative Audit (AAA).
- Collaboration with other organizations/institutions for quality improvement.
- Dual Degree Programme in collaboration with Foreign University
- Recruitment of Foreign Faculty
- Vocational Programme with National Skill Development Council
- Improvement in National and International ranking through more quality initiatives
- Administrative Audit of Academic Support Departments/offices/sections
- More Number of MoU with international organization.
- Allocation of more funds for infrastructure and student support.