



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1. Name of the Institution	JAMIA HAMDARD (HAMDARD UNIVERSITY)
• Name of the Head of the institution	Professor (Dr.) Afshar Alam
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01126059622
• Mobile no	9810370351
• Registered e-mail	sraisuddin@jamiahamdard.ac.in
• Alternate e-mail address	iqac@jamiahamdard.ac.in
• City/Town	Jamia Hamdard (Deemed to be University) Hamdard Nagar
• State/UT	New Delhi
• Pin Code	Delhi
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@jamiahamdard.ac.in			
3.Website address (Web link of the AQAR (Previous Academic Year)		http://jamiahamdard.edu/UserPanel/DisplayPage.aspx?page=o&ItemID=cag			
4.Whether Academic Calendar prepared during the year?		Yes			
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	A	3.15	2017	12/09/2017	11/09/2022
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	
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		4			
• 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			
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?		No			
• If yes, mention the amount					
11.Significant contributions made by IQAC during the current year (maximum five bullets)					
Significant contributions made by IQAC during the current year 2020-21 1) Regular meetings of Internal Quality Assurance Cell (IQAC) 2) Timely submission of Annual Quality Assurance Report (AQAR) to NAAC 3) Timely submission of AISHE Data 2020-21 3) Successful Organization National Workshop on "Intellectual Property Rights" 4) Participation in NIRF Ranking 5) Participation in QS Ranking 6) Constant encouragement and inspiration by the IQAC to promote research aptitude and research ethics among faculty members students					
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			
Nil		Nil			
13.Whether the AQAR was placed before statutory body?		No			
• Name of the statutory body					

Name	Date of meeting(s)
Nil	Nil
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
2021	31/03/2022

Extended Profile	
1. Programme	
1.1 Number of programmes offered during the year:	40
1.2 Number of departments offering academic programmes	127
2. Student	
2.1 Number of students during the year	9350
2.2 Number of outgoing / final year students during the year:	1667
2.3 Number of students appeared in the University examination during the year	7996
2.4 Number of revaluation applications during the year	0
3. Academic	
3.1 Number of courses in all Programmes during the year	127
3.2 Number of full time teachers during the year	486
3.3 Number of sanctioned posts during the year	8
4. Institution	
4.1 Number of eligible applications received for admissions to all the Programmes during the year	2625
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	254

4.3	242
Total number of classrooms and seminar halls	
4.4	718
Total number of computers in the campus for academic purpose	
4.5	2239121.597
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

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All the courses in any programme of study offered by Jamia Hamdard are developed having relevance to local, national and global developmental needs. Every department of study which offers any programme has a Board of Studies (BoS) comprising the faculty and external subject experts who after deliberations approve the syllabus of any course. Every programme presents programme outcomes, programme specific outcomes, and carries course outcomes of each course. Additionally, each course/subject of any given programme carries course objectives that unfolds the learning outcome for that course.

All the courses of the program was taught in English. Jamia Hamdard adopted Choice Based Credit System (CBCS) from 2016 onwards for all its programmes, hence major revisions had been carried out in all its programmes then; and the course objectives and outcomes are spelt out clearly thereafter. Furthermore, Jamia Hamdard has been using feedback of students and teachers of late, to upgrade its curricula. For research programmes, the courses are discussed usually in SRAC and are recommended for approval in the BoS, where they are discussed and approved, and are forwarded to School Boards and Academic Council for final ratification.

For PhD programmes, the programme outcomes are mostly making 'contribution' in terms of discovery/invention or advancing a given discipline of knowledge, ability to work independently, development of critical thinking and so on. For PG programmes, the programme outcomes generally are mastery of the subject knowledge, its application in relevant contexts, learning teaching skills, preparation for higher studies and so on, and for UG programmes, the programme outcomes can be understanding the course/subject concepts, learning effective communication skills both in English and Hindi, and preparation for higher studies. All the departments of studies have their programme outcomes, programme specific outcomes, and course outcomes in place, and these are displayed in the web pages of the respective departments in Jamia Hamdard website.

1) After completion of On-line admission process, all the program commences. Workload allotment is done to all the teachers as per their expertise and University guidelines.

2) Academic Council plans the academic calendar of the year and informs the Deans of the School to prepare a schedule. Curricular and co-curricular activities are planned in the academic calendar to achieve the set outcomes.

3) Jamia Hamdard run various UG and PG programs for which we follow the UGC Guidelines and the is curriculum designed and approved by Board of Studies,

Academic Council of the university.

4) Jamia Hamdard also runs many Certificates, Value added and Extra Credit programs focusing employability and entrepreneurship development.

5) Different ICT and library resources are constantly upgraded to ensure an effective teaching-learning process.

File Description	Documents
Upload relevant supporting document	View File

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

15

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

41

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

3

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

3

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

The Institute follows curriculum prescribed by the University and integrates various socially relevant cross-cutting issues like ethics, human values, environment, etc., across UG and PG programs to sensitize the students Human Values and Professional Ethics: Human values and professional ethics are addressed through the course "Constitution of India, Professional Ethics and Cyber Law" offered in the III/IV semester of engineering programme. The primary objective of this course is to ensure that the students have knowledge of the constitution, fundamental duties and rights of citizens, professional ethics and the responsibilities of engineers. The course also provides awareness about

cybercrimes and cyber laws. The Students of First Year UG will undergo Student Induction Program (SIP) in which cross-cutting issues like Human Values and Professional Ethics are addressed. "Environmental Studies" offered to engineering students in the V semester. Through this course, students are sensitized to ecological and environmental issues connected with land, air, and water, with awareness on sustainable development. Gender equity: JH, imparting quality education to shape global leaders has firm belief in gender equity which is indispensable to ensure sustainable development of a country. Institute has initiated promising measures to sensitize and promote gender equity amongst the stakeholders through curricular and co-curricular activities. To promote gender equity among the students, Institute supports flexible seating arrangements in the class rooms, equal representation of both genders in the leadership positions of class and college level committees, curricular and cocurricular activities. The Institute makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect. Apart from the above, the Institute organizes various awareness programs and activities on cross-cutting issues with the support of external organizations and experts. The NSS activities, Swachh Bharath Abhiyan, blood donation and health awareness camps conducted by Youth Red Cross Unit play vital role in promoting inclusive environment towards regional and socioeconomic diversities among students making a Positive difference and shaping them into wholesome professionals.

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

7

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

107

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

2297

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	No File Uploaded

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

- Feedback collected and analysed

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

2777

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

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

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

In Jamia Hamdard, classroom observation, interaction, continuous and periodic assessment are used as a measuring system to assess learning levels of the students.

Departments draw up the schedule for organising remedial classes for slow learners. This exercise is done in a discreet manner and slow learners are encouraged and prodded to recognize their shortcomings and register on their own without compulsion. Teachers are able to give one to one attention in remedial classes and focus on individual problems in a better manner when compared to a regular classroom in which the advanced learners' participation may inhibit the others from voicing their problems.

The departments use monitoring and mentoring to keep track of slow learners' progress. Along with teachers some advanced learners are encouraged to mentor weak students and help them with explanation and notes. Revision classes and counselling sessions are held and additional teaching taken up if required.

Corrected assignments and answer scripts are shared with each student and discussed to enable students recognize their problematic areas and improve. Faculty makes it a point to be patient and accessible to students personally, over phone, mail, and social apps.

Advanced learners are encouraged to study Recommended Readings listed in each syllabus. They are encouraged to maintain a journal or diary. Gold Medals are awarded to the toppers in the University Convocation. Meritorious students are included as members of Committees. Net Coaching Centre, Civil Services Examination Coaching Academy and UGC Coaching for Minorities Entry into Services offer specialised programs to cater to the growth of advanced learners. Training and Placement Cell invites Companies and Industries to hold their placement drive at the University and students are encouraged to actively register for the interviews. Training and Placement Cell also provides training in interview skills and communication skills. Proficiency in English classes, Functional Use

of English, Personality Development programs are organised to enhance employability of the students.

Online resources are made available to strengthen the knowledge-base. Students are encouraged to participate in seminars, conferences and workshops to gain knowledge. The Faculty takes a keen interest while ordering books for the Central library and ascertains that the library collection of books cater to the needs of both slow and advanced learners. The library also ensures accessibility to computer facility and internet for the online material, extends its timings and provides atmosphere for conducive learning to both slow and advanced learners. The faculty facilitates students to publish their articles in renowned peer reviewed journals.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
2933	230

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

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

The University practices a teaching methodology which focuses on imparting education through a student centric approach. This methodology helps to transform students from being relegated to the role of passive recipients to active and involved stake holders, apart from boosting their confidence and encouraging independence. Since students vary in their ability to comprehend and absorb it is not possible to address the needs and expectations of individual students and expect a uniform learning outcome from them all in a teacher centric class. The teacher facilitates learning by allowing each individual student to comprehend at their personal level by ensuring their involvement in class activities so that they can absorb and grasp information at their own pace.

Courses of the University are defined highlighting course objectives, programme specific objectives and programme outcomes. This provides a comprehensive understanding to the student right at the beginning of the course as to what should be the primary focus. It also helps them in self-evaluating their performance at the conclusion of the course. Feedback of the Course and teachers, given by students at the end of each semester provides an opportunity to identify any lacunae which can then be addressed.

Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Audio- Visual methodology, Language Lab, Google Classroom, Industrial Visits, Field Work and Projects are some of the means utilize by the Departments to provide experiential and participative learning.

Internal assessments are so planned so as to encourage students to work independently. Written Assignments are required to be submitted by students and these need to be done individually by researching on the given topic so as to enhance confidence, develop writing skills and hone style, apart from inculcating an interest in research activities. Seminars, which form the second

component of internal assessment, help students present their assignments before the entire class helping them overcome stage fear and develop oratory prowess.

Apart from these, in addition to the doctoral research programmes, the subjects/courses in B.Tech, BEd, MEd, MBA, MCJ, MSW etc. involve field work, internship, projects and so on which help students acquire experiential learning and problem solving ability.

Discussions and debates on contemporary issues are encouraged so that students can reflect and analyse by eliciting responses to the subject under discussion. Ability Enhancement, Generic and Skill Enhancement courses are offered to provide and prepare students for life. Non-CGPA courses include sports, and arts like calligraphy are provided to evolve aesthetics of the students. NSS Cell and NCC sub-unit have been set-up for the students to participate, integrate and learn.

Student representation in administration is an important initiative taken by the University. Representatives of students serve as members on committees like Internal Quality Assurance Cell, Internal Complaints Committee, and Grievance Cell in order to involve them in the decision making process and maintain transparency apart from inculcating a sense of responsibility in them.

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

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The teachers of Jamia Hamdard use online education resources, social networking sites, blended learning platforms like google classroom to effectively deliver teaching and provide enhanced learning experience to the students.

The teachers of the Department of Computer Science and Technology naturally leads in the complete adoption of ICT enabled tools to render teaching; nonetheless, almost all the teachers use in some way or other ICT tools to teach and train their students.

The SCLS, SPER, SIST, SNSAH, SEST etc. have laboratories relevant to their subjects. These laboratories fortify the knowledge acquired in traditional classes. Software available on line is integrated with teacher's explanation and students are encouraged to learn and practice through interactive activities. All the departments have LCD projectors which are used for screening educational movies, documentaries and for making power point presentations.

Teachers prepare modules on important topics which are produced and recorded by the school and made available for students on line. The use of ICT by teachers in classrooms apart from enabling students to keep pace with the contemporary digital and virtual world has helped Jamia Hamdard create a student centric learning approach.

You- Tube, E- mails, WhatsApp group, Zoom and Google classrooms are used as platforms to communicate, provide material and syllabus, make announcements, conduct tests, upload assignments, make presentations, address queries, mentor and share information.

Internet and Wi-Fi facility is made available to all the students of JH Campus at Headquarters, free of charge. JH website carries a weblink for E-content/study material of different courses and subjects, so that their learning can be strengthened and made effective.

The library also provides access to computers and on line journals freely available in public domain and also to journals subscribed on the advice of faculty and facilitates downloads. Anti -plagiarism software is used to check authenticity of thesis submitted by scholars. Photocopying facility is also

provided. Hostels are also equipped with computer labs and Wi-Fi facility to encourage learning.

Every teacher is necessarily required to upload students' attendance, internal assessment marks and term end assessment marks in addition to the feedback on the course and the class that they taught on their JH provided portal. The students are also required to provide online feedback on the curriculum and teaching-learning environment on every course in every semester.

PhD viva, Research Advisory meetings and Board of Studies are held on telecommunication applications like Zoom, Google Meet etc.

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

486

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

486

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

390

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

491

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

29

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**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**

98

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

0

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

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The University is striving hard to bring the Examination Reforms by means of improving Examinations procedures, integrating tools of Information Technology (IT) and by incorporating continuous Internal Evaluation Component with higher weightage. The University has a well-established and efficient Examination Management System an in-house software.

Examination Procedures:

The University runs the courses through Regular Mode (Semester system) and Open and Distance Learning (ODL) mode (Annual System). Before Commencement of these examinations the respective departments completing the process of awarding (IA) in the form of class test, Assignments and seminars presentation etc, and the awarded marks to be uploaded on Examiation Software by the concerned faculty members nomaniated for tabulation with the given Login ID and Password to bring more transparency & security. Student securing minimum 40% marks in IA (55 % in case of Ph.D. course work) along with minimum of 75% attendance components as prescribed by the University are eligible / qualified to appear Semester End Examinations (SEE). However students securing more than 75% attendance in theoretical papers are given weightage of attendance according to prescribed five (5) categories, and maximum of such mark are 5% of total marks that awarded accordingly. Post Examination activities includes, Evaluation of Answer scripts is carried out at respective Department for Regular mode and at Central Evaluation centre, Head Quarter for ODL mode with a team of approved Evaluators then answer scripts are Securitized and Moderated as per norms of the University.

Some approved procedural steps are defined and followed through a prior notification to strengthen the confidence and reliance; and to bring more transparency and satisfaction of students in the examination system. Also to improve the teaching learning process in general and quality of evaluations in particular, that minimizes the grievances received from the students.

University has a well-established & efficient Examination management system where processes related to Pre Examinations, conduct of examinations, declaration of results & awards of degrees are controlledv& monitored by the central examination branch together with the faculty members & officers of examination branch.

File Description	Documents
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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

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Jamia Hamdard has stated all its learning outcomes/graduate attributes through its website. Each Department which offers any programme of study displays on its webpage, the programmes offered, programme objectives, programme specific objectives, the course structure, and the syllabus. The syllabus prominently displays the course objectives and course outcomes. The syllabus also provides information about scheme of instruction and evaluation.

Jamia Hamdard has devised and revised all its educational programmes to include graduate attributes so when a student graduates they are equipped with discipline knowledge, critical thinking, problem-solving ability, communication skills, and digital capability. The syllabi of programmes on offer are the testimony to whatever is stated. The revision of the syllabus, and the incorporation of new subjects in line with the market requirements suggest how JH has prioritized discipline knowledge as first and foremost in learning outcomes and graduate attributes.

Generic Courses

Each programme provides the students to choose from generic courses, which are precisely offered to expand the knowledge circumference of the student and to initiate them into interdisciplinary fields. This ingredient is expected to enhance critical thinking of students.

Communication Skills

Jamia Hamdard provides all its students the opportunity to learn effective communication skills. This is done first through offering communication skills programmes in their course itself, and secondly by arranging short term communication skill courses. Simultaneously, JH also offers proficiency courses and certificate courses to all its non-Urdu speaking students.

The course structure and syllabus of each programme provides scheme of instruction, and scheme of evaluation. If a course is of four credit, it is necessarily required to have four units and each unit must be taught for minimum of 15 hours, making a 4 credit course, carrying 60 hours of instruction. Internal or continuous evaluation is allocated 30 marks and end semester evaluation is allocated 70 marks. Marks are converted in to grades, and the conversion table is provided in course structure.

Besides the course outcomes, the syllabus structure of every course carries a 'course objective' which sums up what is expected in terms of learning outcomes from the student at the end, in that course. Whereas, the programme specific outcomes of every programme in general manifest the learning outcomes of each programme, the course objective carries learning outcomes related to any given course of a given programme.

File Description	Documents
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Upload relevant supporting document	View File
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2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

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The University has a system in place for measuring the levels of attainment of course outcomes, programme specific outcomes and programme outcomes.

Attainment of the Course Outcomes

The course outcomes is measured through syllabus, completion of syllabus, continuous evaluation (internal evaluation), and setting up of question paper, evaluation, and result.

At the Departmental level the Heads of the Department and the teachers who are engaged in any class strive to complete the courses in time and in some cases extra classes are conducted for the students who they identify as relatively average. The 75 percent of compulsory attendance to qualify for writing the examination of the courses is adhered to, to ensure students participation in the class. The attendance is also tied with marks. The continuous evaluation is done through tests, quizzes, written assignments, presentation of papers, oral presentations, field work and so on. The end semester examination of every course is based on written examination of three hours, the question paper of which is required to test the knowledge of the student from every unit prescribed for study.

Attainment of the Programme Specific Outcomes

The programme specific outcomes is measured by taking the aggregate result of all courses in a given programme of an individual student, and then the average performance of all the students in a given programme.

Attainment of the Programme Outcomes

The general programme outcomes for PhD programmes all across the disciplines of study in the University are that the scholars make contribution to the existing body of knowledge by discovery, innovation, problem solving, establishing of new perspective etc. The number of students completed PhD research during the period of assessment is an evidence of the attainment of the programme outcomes.

At the Post Graduate level and Undergraduate levels, the attainment of programme outcomes is measured through students' progress to higher studies, either in JH or in any higher educational institution in India or abroad. Another, measurement of attainment is students' placement in companies and institutions.

The feedback system of different stakeholders which is in place in the University helps it to measure and reckon the attainment of the programme outcomes. The online student feedback system provides information pertaining to the relevance of the course, availability of the course material, and course's importance in terms of employability and so on which are pertinent questions and which help the University measures its learning outcomes.

The University has also utilized student satisfaction survey developed by NAAC (for conducting it during assessment and accreditation process). JH used this to seek feedback on its own, for measuring the attainment level of course, and programme outcomes. This is shared through Jamia Hamdard IQAC webpage to all stakeholders so that they remain informed of the virtues and shortcomings in teaching learning and accomplishments.

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

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)

<http://jamiahamdard.edu/UserPanel/DisplayPage.aspx?page=o&ItemID=cag>

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

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The institute provides all necessary infrastructural facilities and a conducive environment to promote research activity in the campus. Faculty are encouraged to apply for various funding agencies and pursue their research. However, the institute is ready to provide seed funding or partial funding based on the merit of proposals submitted by faculty or student. The faculty and students are encouraged to present their ideas / project proposals before the research committee for getting the sanction of seed funding in accordance with institute guidelines.

The faculty and students are given freedom to choose the research area of their choice and guidance is given to seek funding from various funding agencies and industries. The institute encourages the faculty by providing incentives for peer reviewed publications, writing books and filing patents. The institute takes care of patent filing process, which is governed by the Research policy of the institute.

The institute gives a free hand to report research results and findings. However, a thorough review is done for all research proposals seeking funding from various funding agencies by consulting the research committee comprising the Director IQAC, Head of respective department and subject expert(s) of the department. This committee also monitors the impact of research and consultancy and ensures non-violation of research & consultancy ethics, professional ethics, privacy of the people, human rights, causing problems to health & safety of human beings and damage of the property.

In the past few years, DST awarded with PURSE, STUTI, FIST (for 9 departments) etc. UGC awarded with SAP- (DRS-II) to 5 departments. Also DBT-BUILDER is under the process of award.

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)

Nil

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

3	
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	
47	
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	
9	
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)	
0	
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)	
14,38,28,407	
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	
Nil	
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	
<p>3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge</p> <p>Jamia Hamdard has an eco-system in terms of collaborative arrangements involving technology among all its units, from academic to administration. The strategy is not only the facilitation of administrative work but also collaboration of academic activities whether they pertain to admission, examination or teaching-learning methodology. The institutional focus which is the promotion of higher education is maintained as the guiding principle in all these collaborative arrangements.</p> <p>The initiatives pertaining to the creation and transfer of knowledge can be seen at two levels. First, the research topics allotted to scholars by any Department necessarily envisages, as carrying the potential to make contribution in the knowledge field.</p> <p>The annual performance appraisal system encourages faculty to enhance their teaching, research and administrative skills, as well as social services to the desired level of promotion. Faculty members are encouraged to undergo professional development programmes and organize and participate in Conferences, Seminars and Workshops. Leave is granted and financial support is provided to participate in India and abroad. Teaching and non-teaching staff are encouraged to enhance their qualifications and pursue part-time PhD programs. The institute has a well-defined and published research promotion policy. Faculty members are encouraged and financially supported to guide research. A good number of students have registered for Ph D programs and the numbers are increasing every year.</p>	
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	
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	
30	
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	
1	
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

- Inclusion of research ethics in the research methodology course work
- Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
- Plagiarism check
- 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

14

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

58

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

1337

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

14

File Description	Documents
Upload the data template	View File

Upload relevant supporting document	View File
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3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

D. Any 2 of the above

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

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

PIs are allowed to take up consultancy projects with the approval of the Competent Authority.

PI submits request and draft advertisement along with sanction letter. Advertisement is uploaded on the web site by the Advisor (Research). PI submits list of at least three subject experts from outside of Jamia Hamdard for interview board. The board comprises Dean as the Chairman, PI, an external subject expert and one senior teacher nominated as VC nominee. The panel is submitted to the Advisor (Research). It is presented to the Vice Chancellor for approval. Approval of Vice Chancellor is communicated to PI. PI receives application and short-listing is done by him/her in consultation with the HoD. The minutes and recommendation, score sheet and CV of selected/shortlisted candidates are presented to the Vice Chancellor for approval. The approved minutes are forwarded to the Registrar with relevant documents. Selection letter is issued by the Registrar (Academic Section).

File Description	Documents
Upload relevant supporting document	No File Uploaded

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)

4,98,169

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

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

Jamia Hamdard has been in the forefront in sensitizing its students pertaining to social issues through its curriculum and extension activities. Jamia Hamdard organises blood donation camps, education awareness programmes, gender equality awareness activities and visits to slums in vicinity to create awareness among the dwellers. Different departments undertake social outreach activities which are meant for helping society and training students to shoulder all responsibilities with ease and impact.

The NSS Cell, Department of Social Work and other Departments in collaboration with different agencies, trusts, NGOs, hospitals etc. lead extension activities to address local issues and sensitize students for their holistic development. To address the issues of domestic violence, child marriages, health care, HIV/Aids, street children, runaway children, alcohol addiction and drug addiction, etc. the students and teachers have collaborated through their departments with other agencies to help society and local communities.

The NSS Cell in JH works to develop the overall personality of students through a series of regular activities which are undertaken both within the Campus and outside it in the form of special camps. it invites volunteers for all-round personality development through community service, group interactions, awareness generation programme, group training and leadership training programmes.

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

2

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)

9

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

297

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

2

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

12

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.

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

Jamia Hamdard has a sprawling campus spread over 200 acres with modern buildings which comprise 10 Schools, with Departments, Centres, Residential Quarters, Indoor Sports Complex, Guest House, Health Centre, Central Library, Directorate of Distance Education, Boys Hostels, Girls Hostels, Administrative Building, CSE Academy, Canteen etc. JH has two multipurpose Convention Centre, auditoriums with ICT facilities for hosting seminars/conferences/workshops and various literary and cultural activities. It also has sports ground, children's park, and several lawns.

JH continues to excel in its commitment to teaching, learning and research in English. With around 480 regular faculty and 9000 regular students from across India, the diversity is particularly encouraging with proportionate male-female ratio.

JH has sufficient number of classrooms and seminar halls to accommodate the teaching learning process effectively. All faculty members have been provided with computers and printers. The departments are equipped with computers, LCD projectors, photocopiers, scanners, LAN and Wi-Fi connectivity.

The Department of Computer Science and Information Technology has ICT Labs, and the Department of Mass Communication and Journalism has Graphic and Animation Lab, Video Editing and Print Media Lab. The School of Sciences has Laboratories for its students.

The Heads of the Departments and Deans of Schools devise timetables and in consultation with Academic Section finalize Generic Electives, Ability Enhancement and Skill Enhancement courses.

The students are provided with special coaching for preparation of various competitive examinations like - UGC/NET, Civil Services etc.

The Training and Placement Cell is responsible for training of students for on-campus and off-campus placements. It coordinates with potential employers and develops network thereof.

The Central Library with its wide range of collection of knowledge resources and information services fills an essential requisite in the intellectual pursuits of students and faculty members of JH. The Library is fully automated.

The NSS and NCC units in JH are actively involved in community service.

The entire Jamia Hamdard Campus is Wi-Fi enabled and networked with fiber optic cables which allows teachers and students to access the Internet 24X7.

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.)

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

JAMIA HAMDARD established sports and cultural spirit in the students, faculty and staff, and providing them all required sports facilities.

JAMIA HAMDARD has a multipurpose indoor facility which includes gymnasium with cardio facility, badminton table tennis courts, chess room and carom room. Gymnasium is equipped with treadmill, twister, multi-station dumbbells, elliptical cross trainer, upright bikes (cycles), weight plates, seated preacher curl, AB slimmer, wrist curl machine, hack squad etc.

JAMIA HAMDARD also has multipurpose outdoor sports ground for cricket, football, and volleyball. The ground is equipped with cricket practice nets (with flood-lights) and two volleyball courts out of which one is adequately equipped with proper illumination facility

JH has qualified coaches to train the students in sports like Cricket, Volleyball, Badminton. The JH has also employed gym trainers both for the boys and girls.

Students are encouraged to participate in annual inter-school tournaments. The outstanding students are selected and sent to take part in the various zonal/all India inter-varsity, state and national tournaments. Some of the students have secured gold and silver medals.

To provide a platform for creative expression and to promote extra - curricular activities among the students, University organizes various activities through its Literary Club, Eco Club. This helps students to demonstrate their talent in different art forms. The Club of the University has staged various plays covering various socio-cultural issues.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

4.1.3 - Availability of general campus facilities and overall ambience

The Jamia Hamdard campus is situated next to "Jahanpanah City Forest", also referred to as the Lung of South Delhi. The management of Jamia Hamdard has been very conscious of protection of environment in and around the campus. It is perhaps the only campus in Delhi which, thus far, is totally eco-friendly and has laid a structured network for water harvesting and recycling. Over the years, large number of selective species of flora have been planted inside the campus that could match the environment prevailing around the campus. Thus, the campus has been a house to a large number of varied species of birds and it also witnesses seasonal inflow of migratory birds, thus making Jamia Hamdard rich in flora and fauna. As the Jamia Hamdard was fundamentally created out of the history of Unani Medicine, the study of natural products as a medicinal stream is a prominent research area for the University. The Schools of Chemical and Life Sciences, Pharmaceutical Education and Research along with the School of Unani Medicine and Research have been rigorously involved in research of various plant extracts used in treatment of various diseases. In view of this, Department of Botany has established a botanical garden on the campus which is enriched by adding a number of species of herbal plants which are important ingredients of the medicines used in Indian Traditional System. This herbal garden not only adds to the beauty of the campus but it is a source of education to a large number of students of various disciplines established on the campus.

To avoid wastage of rain water and reduce degradation of water, a major reservoir is there with an average depth of 30 feet to drain the rain water passing through different parts of the campus and adjoining areas.

The natural landscape ambience has been protected and maintained while constructing new buildings in the campus. Numerous parking facilities have been also provided in the campus.

Jamia Hamdard has a HAHC Hospital to provide medical support to needy students, faculty and staff. Further, it has empanelled various super specialty hospitals to provide medical facilities to its staff.

Most of the buildings in the campus have ramps, lifts and toilets for differently-abled students. Efforts are underway to provide these facilities in all the buildings in the campus.

All the class rooms are well furnished and ventilated.

quarters available for University employees, in addition to the lodging facility for the VC, PVC, Registrar, and Finance Officer. The University Guest House is well furnished and can accommodate up to 30 guests.

The campus also has a Bank, Post office, ATM, a central canteen, and a shop for basic amenities.

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

It has a Day Care Centre which provides care to children of the staff and students from infancy to school going age.

Jamia Hamdard has Teaching, Non-teaching and Staff Officers Associations as well as Students Union. The elections are held regularly. There are various committees to redress students/staff grievances.

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)

45102.003

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

4.2 - Library as a Learning Resource

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

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

library system consists of 6 faculty libraries and one Central Library. The Central Library is named as Hakim Mohammad Said (HMS) Central Library. It is located in erstwhile Institute of Islamic Studies building. Five faculty libraries---F/o Science library, F/o Medicine library, F/o Nursing library, F/o Pharmacy library and F/o Medical & Allied Health Sciences library are located in their respective buildings. F/o Islamic Studies library is located in the First Floor of Central Library building.

JAMIA Hamdard Library is one of the oldest Institutions of Jamia Hamdard. It was established in 1960 with a small beginning as a library attached to Hamdard Dawakhana(Wakf). The Library was moved to new campus of the erstwhile Institute of History of Medicine and Medical Research. The Library of Indian Institute of Islamic Studies was shifted in 1977. After the establishment of JAMIA Hamdard in 1989, all collections were merged to constitute the Central Library of the JAMIA Hamdard.

Jamia Hamdard Library system consists of Central Library and six faculty libraries. The Central Library of the JAMIA Hamdard was named asHakim Mohammed Said Central Library in 1992after the name of younger brother of the founder Late Hakeem Abdul Hameed Saheb. Since then, the library has been acquiring quite a large number of resources in conventional and non-conventional forms.

The library has more than 1.75 lakhs items including 30,000 rare books,18,500 back sets of journals. Library subscribes to foreign and Indian journals. It has acquired quite a large number of CDs, micro-films, micro-fiche and more than 4000 manuscripts in Urdu, Arabic and Persian languages.

The Library system has been automated and networked. It has installed computer terminals on all the floors of the Central Library. All the teaching and non-teaching staff, and students of the JAMIA Hamdard are issued barcoded membership cards. They are now borrowing/returning books on automated mode. For accessing Online Public Access Catalogue(OPAC) computer terminals have been installed on all the floors. Students are using this facility and are being benefitted immensely.

Three faculty libraries: F/o Science Library, F/o Pharmacy Library and F/o Nursing Library, are automated. Students are provided barcoded membership cards and they can borrow books from their faculty libraries and central library.

Over and above, user communities are being served by following facilities: Xerox facility, CDROM databases (MEDLINE and TOXLINE) search facility, consultation of manuscripts, etc.

This library is very rich in oriental collections on different languages including Urdu, Arabic, Persian, etc. Computerization of all the Urdu, Arabic and Persian books has been completed by using UNICODE interface module of LIBSYS package and linked with the English Book database, Journal database, Thesis/Dissertation database and database of CDs on many subjects of interests. Any user from any part of the world may access the databases by visiting the JAMIA Hamdard Web sites:

<http://www.jamiahamdard.ac.in> <http://www.jamiahamdard.edu>

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

B. Any 3 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)

1706.912

File Description	Documents
Upload the data template	No File Uploaded
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)

Nil

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

242

File Description	Documents
Upload the data template	No File Uploaded
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

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

The University has excellent state-of-the-art computing facilities and system analysis units in it's computer centre to cater to needs of students. The computer centre is well equipped with advanced computers along with all the necessary peripherals as well as requisite softwares.

There are five different laboratories in the computer centre with facilities for their respective development fields as given below.

1. Microsoft Back Office Lab

Server: IBM Netfinity 7000

Intel Xenon Pentium-III, 500 MHz processor.

1029 KB L2 Cache, 1 GB SDRAM

Nodes 30 (Pentium-III), 450 MHz)

2. Unix Lab

Server: IBM Netfinity 3500.

Intel Pentium-II, 333 MHz processor.

512 KB L2 Cache, 64 MB ECCSD RAM

Nodes : 15 (Pentium-II, 266 MHz).

Internet Technology Lab (128Kbps ISDN Internet Line)

Server: IBM Netfinity 3500

Intel Pentium-II, 333 MHz processor.

Nodes: 15 (Pentium-II, 266 MHz).

4. Multimedia and Graphics Lab

IBM M Pro.: 4 Nos

Workstations : 3 Nos.

Intel Pentium-III, 300 MHz with MMX

512 KB Cache, 64 MB SD RAM

Integrated 18-bit Sound Blaster

5. Standalone Computers Lab

Pentium-I, 166 MHz: 27 Nos.

Pentium-II, 266 MHz: 14 Nos.

Pentium-III, 450 MHz: 17 Nos.

Pentium-IV, 1.5 GHz: 22 Nos

Other Peripherals:

Five Dot matrix printers

Four Laser Printers

1 Color Scanner

CD-Writer

LCD Projector

Two Kodak digital video color cameras for video conferencing

Software Facilities:**Operating Systems:**

Windows NT, SCO UNIX 7, Linux, Windows 95/ 98/2000.

Software and Packages

- Ms Office 2000 Professional
- Borland C++ Professional
- Visual Studio 6.0 Professional
- Crystal Report 8.5 Develop 30
- Windows 2000 Professional
- Director 8.0
- Turbo C C, C++ Under SCO
- Page Maker 6.5
- Norton Anti-virus
- Compiler Cobol
- MS-Visual Studio Professional 6.0
- Win NT 4.01 Server
- ORACLE 8i
- Developer 2000
- Back Office Server
- Vx2000+ Server based users
- Vx2000+Win Work-station
- Adobe Photo Shop 6.0 (AE)
- Adobe Acrobat 4.0 (AE)

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
9036	718

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

- 500 MBPS - 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

C. Any 2 of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded
Upload the data template	No File Uploaded

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****Nil**

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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.**Nil**

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)****750**

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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**C. Any 2 of the above**

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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
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Upload relevant supporting document	No File Uploaded
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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

41

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

66

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

2435

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

5

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

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

Students have active representation on academic and administrative bodies and committees of the Institute.

All programmes have class committees for each course that comprise of student members representing meritorious as well as weak students, alongwith faculty members nominated by the Head of the Department, other than the course teacher. The Class Committees provide feedback on all aspects of the programme and respective course. Class Committee Meetings are held regularly, at least twice in each semester. Cultural and Sports Committees Students have strong representations in all cultural and sports and games committees and help in organization and management of events.

Students manage the entire functioning of the cooperative mess and organize extra-curricular events and competitions throughout the year. Organization of

Special Events Students organize, and celebrate the National Teachers Day, on Sept. 5, every year by honoring retired teachers and presenting cultural programme, the Inter-University English and Hindi Drama Festivals, intra-faculty and inter-faculty cultural and sports competitions.

The above activities enhance their communication skills, management skills, leadership skills, team-work, time-management, resource management skills and builds confidence in each student.

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

Nil

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

5.3 Alumni Engagement

5.3.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details (maximum 500 words):

Yes

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 of 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 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 handholding 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. The aims and objectives of the alumni are given below:

-To act as a bridge between Jamia Hamdard and the industries/ organizations where the alumni (HAMDARDIANS) serve, for interaction on new developments in different disciplines of Health Sciences (Unani, Medical, Pharmacy and Nursing), Allied health fields (Physiotherapy/ Rehabilitation Sciences), Life Sciences, Information, Technology and Communication (IT) and Management and others.

-To provide a constructive, vivacious and vibrant ecosystem for fostering ties between the alumni and the alma mater and as well as amongst the alumni across the schools.

-To positively contribute and enforce the University's mission and vision and help in taking the Alma mater to newer heights and be recognized among the global players in the field of academic, research, innovation and outreach.

-To help the alumni to take forward their professional aspirations and offer support for entrepreneurship programmes.

-To offer support to desirous students of different Schools for carrying forward their education in India and abroad.

-To facilitate and support the development of professional skills and enable the current crop of students of different schools as positive contributors to the

society and Nation building.

-To contribute to the image building of the university in public domain and improve its perception with all positive outcomes.

-To assist the Schools to promote best practices in R & D activities, testing and consultancy and organize programmes on personality development, interview technique, (GDs/PIs) and leadership development in fields of education in health science.

-To encourage the students from this University by awarding prizes to meritorious students showing bright performance in the field of academics/scholastic, co-scholastics, sports, literary and cultural spheres.

-To enrich the School and central library by donating books and also by subscribing journals in the relevant fields.

Note: Another School level alumni of School of Nursing, "Hamdard Angel's Association" is also in existence since 2012 and registered under Society Registration Act of South Delhi.

5.3.2 No. of registered Alumni: 2225 (Enrolled at Web Portal: alumni.jamiahamdard.edu)

5.3.3 Alumni contribution during the year (in Rupees) :

-Total alumni contribution since 2017 and money collected from students for alumni membership at the time of admission i.e. in the year 2018, 2019 and 2020 and 2021 = Rs. 199 Lakhs (in the Ledger Account of Jamia Hamdard under...Alumni Fund)

5.3.4 Meetings/activities organized by Alumni Association :

Year

Number of alumni association meetings

Dates of meetings

No. of members attended

Total no. of alumni enrolled

2020-21

Governing Body Meeting (GBM)

22-08-2020

10 Governing Body member

11 Governing Body

member

2020-21

Governing Body Meeting (GBM)

12-09-2020

10 Governing Body member

11 Governing Body

Member

2020-21

1 Annual Alumni Meet (AAM) cum webinar

13-09-2020

700 alumni

2225*

2020-21

Governing Body Meeting (GBM)

20-01-2021

08 Governing Body member

11 Governing Body

Member

2020-21

Governing Body Meeting (GBM)

16-04-2021

10 Governing Body member

11 Governing Body

Member

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

A. \geq 5Lakhs

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

Being a Deemed university JH within a short span of two decades, emerged into one of the most preferred destination of higher education for students. JH has a strong and committed institutional leadership with an established system of governance and as a result the University was able to transform it from a single campus university with a few programmes under regular and distance mode into a bigger campus with multi-disciplinary courses.

The University with the full support of the Government of India and UGC created excellent infrastructure for the teaching departments and constituent colleges.

Keeping the vision of Jamia Hamdard in view, its mission is enumerated as under:

a) To promote and advance the cause of higher education through modern methods of teaching and advanced research in such branches of knowledge as the Jamia Hamdard may continue to develop core-competence for and as may be in consonance with the emerging needs of India in general and underprivileged communities in particular.

b) To co-operate, collaborate and associate with national and international organizations and institutions in any part of the world having mission wholly or

partly similar to those of Jamia Hamdard and as per the provision of the UGC regulations in place from time to time.

c) To provide avenues for higher education leading to excellence and innovations in such Branches of knowledge as may be deemed fit primarily at under-graduate, post-graduate and doctoral levels, fully conforming to the concept and idea of the Jamia Hamdard.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

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The leadership of the University has adopted a decentralized and participative style of functioning under which day to day governance is administered through Committee based decisions. Representation of teachers have been made in administrative committees and similarly participation of statutory officers of administration and finance were encouraged in academic committees to provide necessary inputs so that the decisions and/or recommendations arrived at such deliberations and meetings are converted into concrete action. The leadership of the University through periodical review meetings of various committees constituted for bringing improvement in the governance of the University activities monitored and brought substantial improvements.

The recommendations and reports of these specialized internal committees were subsequently considered and monitored by the University Authority bodies such as Academic Council and Executive Council for further implementation. Such steps gave clear goals and mission to the stake holders and brought a positive culture of belongingness among the faculty members, resulted innovation and vast improvements in the University Governance.

Admissions in the University are done through the Admission Committee through online mode. The University adopted service rules and financial rules as applicable to the Government of India institutions. The General Financial Rules have been adopted and successfully implemented. The University conforms to the minimum audit standards prescribed by the Government of India. Accounts of the University are audited regularly by the office of the Comptroller and Auditor General.

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

6.2.1 - The institutional Strategic plan is effectively deployed

Institutional Strategic Goals

1. Efficient Teaching erudition procedure
2. Effective Leadership and Participative management
3. Constant Internal Quality Assurance System
4. Ensuring effective governance
5. Student's Overall Development through Participation
6. Employees Advancement & Welfare
7. Escalating Placements

8. Proper Discipline**9. Women/Student/Faculty Grievance****10. Financial Planning & Management****11. Institute - Industry Interaction****12. Encouragement of Budding Entrepreneurs****13. Constant Growth in Research and Development****14. Boosting Internal Revenue Generation****15. Alumni Interaction and Outreach activities 16. Mounting Physical Infrastructur**

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.

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With the hands-on experience of the management, the Institutional Management is designed in a scientific way with transparency to get the optimum results out of it. A hierarchical sets up is established from top management to down the level clearly demarking the Duties, Responsibilities, Accountability and Authorities at every stage. Jamia Hamdard has a Governing body to monitor and achieving the vision and mission of the institution. It has an effective organizational structure which monitors and improves the institution.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

Nil

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

1

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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)

Nil

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

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

Jamia Hamdard mobilizes its grants mainly from the generous grants allocated by the University Grans Commission on various heads of expenditure mainly four components each of Non-Recurring (Capital Assets) and Recurring (Operation & Maintenance) Grants. However, each component has sub-components covers specific requirements viz. Infrastructure, Equipment, Books & Journals, Furniture & Fixtures under Non Recurring component. Similarly, Salaries, Pensions, Maintenance of buildings, Fellowships/Scholarships under Recurring component. The internal resource generations are coming in the form of Academic Receipts (Admission fee, tuition fee, examination fee). At present, the internal receipt is around 5% of the total grants received by the University. The University has its own limitation to increase the admission and tuition fee and other service charges on the students.

As per the mandate given under section 5 of the University Act, the university has to impart education through the medium of English. Further, the University provide fee exemption (for first semester) to girl's students. To encourage the enrolment of Persons with Disabilities students, the University resolved to provide 100% fee waiver to PwD students from the academic year 2019-20 onwards. The University also provide 100% hostel facility to women students in the Main campus. The University is making all outright efforts to create permanent buildings for each of its academic unit where such facilities are presently not available to save lease rent costs.

The University ensures optimum utilization of funds through various measures such as organizing various academic activities for faculty and staff members, controlling administrative expenses, sharing common facilities among the Departments and Centres. Faculty members are encouraged to apply for projects from Government agencies to carry out their research in the campus.

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)

295635.755

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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)

293738.525

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

6.4.4 - Institution conducts internal and external financial audits regularly

Yes

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

Nil

File Description	Documents
Upload relevant supporting document	No File Uploaded

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)

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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)

Nil

File Description	Documents
Upload relevant supporting document	No File Uploaded

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**

Nil

File Description	Documents
Upload relevant supporting document	No File Uploaded
Annual gender sensitization action plan(s)	Nil
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	Nil

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

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

Nil

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

File Description	Documents
Upload relevant supporting document	No File Uploaded

7.1.5 - Green campus initiatives include**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Upload relevant supporting document	No File Uploaded

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:**

1. Green audit
2. Energy audit

<p>3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities</p>	
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File Description	Documents
Upload relevant supporting document	No File Uploaded

<p>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.</p>	
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File Description	Documents
Upload relevant supporting document	No File Uploaded

<p>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)</p>	
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Nil

File Description	Documents
Upload relevant supporting document	No File Uploaded

<p>7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:</p>	
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Nil

<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>	<p>All of the above</p>
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File Description	Documents
Upload relevant supporting document	No File Uploaded

<p>7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals</p>	
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Nil

File Description	Documents
Upload relevant supporting document	No File Uploaded

<p>7.2 - Best Practices</p>	
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<p>7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual</p>	
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Nil

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

Nil

7.3.2 - Plan of action for the next academic year

Nil
