



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

JAMIA HAMDARD (HAMDARD UNIVERSITY)

- Name of the Head of the institution Professor (Dr) M Afshar Alam
- Designation Vice Chancellor
- Does the institution function from its own campus? Yes
- Phone no./Alternate phone no. 01126059662
- Mobile no 9810370351
- Registered e-mail vc@jamiahamdard.ac.in
- Alternate e-mail address iqac@jamiahamdard.ac.in
- City/Town DELHI
- State/UT DELHI
- Pin Code 110062

2.Institutional status

- University Deemed
- Type of Institution Co-education
- Location Urban

- Name of the IQAC Co-ordinator/Director **Professor (Dr) S Raisuddin**
- Phone no./Alternate phone no **01126059688**
- Mobile **9810370351**
- IQAC e-mail address **sraisuddin@jamiyahamdard.ac.in**
- Alternate Email address **iqac@jamiyahamdard.ac.in**

3. Website address (Web link of the AQAR (Previous Academic Year))

[https://www.jamiyahamdard.ac.in/PDF/iqac/24/AQAR%20Approved%202022-23%20\(1\).pdf](https://www.jamiyahamdard.ac.in/PDF/iqac/24/AQAR%20Approved%202022-23%20(1).pdf)

4. Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.jamiyahamdard.ac.in/PDF/iqac/24/Academic-Calendar-2023-24.pdf>

5. Accreditation Details

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

6. Date of Establishment of IQAC

07/12/2011

7. Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Jamia Hamdard	DST-PURSE	DST	2017	125000000
Jamia Hamdard	STUTI	DST	2021	2525000

8. Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 03

- 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**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

NAAC Accreditation Cycle IV with A+ Grade (CGPA 3.41) w.e.f 15/12/2023 to 14/12/2028

Administrative Audit of Examination process, Student support services and Library and information services

Academic and Research collaboration with other National and International organization

Administrative Audit of All Academic Departments/Schools of Jamia Hamdard

Seminar On Reforms in Accreditation and Binary Accreditation system

Feedback Analysis of all stakeholders

Facilitation of Staff for Research Publications and Research Activities in Science Day

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
Preparation for Higher Ranking in various Agencies	Achieved Rank 1 in Pharmacy in NIRF 2024
Administrative Audit of Non Teaching/Teaching Support Departments/offices	Audit conducted and recommendations shared with the concerned departments/section
Participation in THE, QS WUR and US News Best Global Universities	Ranking improved in THE, QS WUR and US News Best Global Universities
Participation in AISHE	Jamia Hamdard Data submitted successfully for 2022-23
Appointment of Foreign Faculty	In process
Organization a Workshop on Binnary Accreditation Process	Awareness among stakeholdetrs
Implementation of performance based appraisal system for teaching and nonteaching staff	Large number of faculties and staff benefitted

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name	Date of meeting(s)
Academic Council	24/02/2025

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

Part A**Data of the Institution**

1.Name of the Institution	JAMIA HAMDARD (HAMDARD UNIVERSITY)
• Name of the Head of the institution	Professor (Dr) M Afshar Alam
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01126059662
• Mobile no	9810370351
• Registered e-mail	vc@jamiahamdard.ac.in
• Alternate e-mail address	iqac@jamiahamdard.ac.in
• City/Town	DELHI
• State/UT	DELHI
• Pin Code	110062
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Urban
• Name of the IQAC Co-ordinator/Director	Professor (Dr) S Raisuddin
• Phone no./Alternate phone no	01126059688
• Mobile	9810370351
• IQAC e-mail address	sraisuddin@jamiahamdard.ac.in

• Alternate Email address	iqac@jamiahamdard.ac.in				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://www.jamiahamdard.ac.in/PDF/iqac/24/AQAR%20Approved%202022-23%20(1).pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.jamiahamdard.ac.in/PDF/iqac/24/Academic-Calendar-2023-24.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	A+	3.41	2023	15/12/2023	14/12/2028
Cycle 3	A	3.15	2017	12/09/2017	11/09/2022
Cycle 2	A	3.08	2011	08/01/2011	07/01/2016
Cycle 1	A	85.6	2003	21/03/2003	20/03/2008
6.Date of Establishment of IQAC			07/12/2011		
7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Jamia Hamdard	DST-PURSE	DST	2017	125000000	
Jamia Hamdard	STUTI	DST	2021	2525000	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	03	
<ul style="list-style-type: none"> The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
NAAC Accreditation Cycle IV with A+ Grade (CGPA 3.41) w.e.f 15/12/2023 to 14/12/2028		
Administrative Audit of Examination process, Student support services and Library and information services		
Academic and Research collaboration with other National and International organization		
Administrative Audit of All Academic Departments/Schools of Jamia Hamdard		
Seminar On Reforms in Accreditation and Binary Accreditation system		
Feedback Analysis of all stakeholders		
Facilitation of Staff for Research Publications and Research Activities in Science Day		
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
Preparation for Higher Ranking in various Agencies	Achieved Rank 1 in Pharmacy in NIRF 2024
Administrative Audit of Non Teaching/Teaching Support Departments/offices	Audit conducted and recommendations shared with the concerned departments/section
Participation in THE, QS WUR and US News Best Global Universities	Ranking improved in THE, QS WUR and US News Best Global Universities
Participation in AISHE	Jamia Hamdard Data submitted successfully for 2022-23
Appointment of Foreign Faculty	In process
Organization a Workshop on Binary Accreditation Process	Awareness among stakeholders
Implementation of performance based appraisal system for teaching and nonteaching staff	Large number of faculties and staff benefitted
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Academic Council	24/02/2025
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
2023-2024	15/02/2025
16. Multidisciplinary / interdisciplinary	
Jamia Hamdard is a multi-disciplinary university offering Undergraduate, Postgraduate and doctoral programs in Medical &	

Paramedical Sciences, Nursing, Engineering, Life Sciences, Biotechnology, Molecular Medicine, Food Technology, Commerce & Management, Pharmacy, Computer Applications, Law, Education and Humanities & Social Sciences. Many interdisciplinary programs are also offered. Jamia Hamdard is a popular choice amongst international students, with a number of international students from 27 countries on campus. Jamia Hamdard has Introduced Programs with academic flexibility and outcome-based education (OBE) framework to enhance students' employability skills by integrating discipline-specific and interdisciplinary/ multidisciplinary electives in curricula. Courses on relevant cross-cutting issues added to the curriculum of many programs, like Gender Equity, Human Values, Professional Ethics, Environment, and Sustainability. Jamia Hamdard is restructuring its academic programs allowing multiple entry-exits as per NEP 2020.

17. Academic bank of credits (ABC):

The Academic Bank of Credit (ABC) is significantly instrumental for availing flexibility and mobility to the students with respect to academic credit they earned. It avails the facility of Credit depositing, credit accumulation, credit transfer and credit redemption which facilitates students multiple entry and multiple exit option if required. The University formulated Regulations for implementation of NEP 2020 in the university's academic programmes from academic year 2022-23. It has made specific provisions regarding Academic Bank of Credit (ABC) and Multiple Entry Multiple Exit (MEME). The university registered on ABC portal the academic year 2021-22 and appointed ABC Nodal officer at University level. Students have been encouraged to open their ABC account . It will continue to explore possibilities of curriculum revision that enable the students of each other's institutions to pursue courses and transfer credits bilaterally. The University designed and developed the curriculum to address the needs of Local, National, Regional, and Global development by offering need-based, skill-based and innovative programs. Faculties are adopting online/ blended /flipped classroom pedagogies to cater to the need of the students.

18. Skill development:

The institution organizes capacity building and enhancement programs in soft skills, language and communication, Life skills (Yoga, physical fitness, health, and hygiene), and ICT/ computing. It also offers add-on and value-added courses and organizes workshops/ conferences that help develop skills. In

order to ensure industry experience for the students and to develop skills associated with their domains of knowledge, internships/projects are made mandatory in most of the programs as part of the curricular requirement. Experiential learning is facilitated through extension/outreach activities that enable field visits, internships, and community involvement. The University also has a large number of faculty with industry backgrounds. The University has established Centre for Incubation and Entrepreneurship Development (CIED) to foster Innovation and Entrepreneurship. Jamia Hamdard uses a blend of conventional methods, modern ICT-enabled methodologies, and online learning for the overall development of the students.

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

Jamia Hamdard as per the NEP2020 guidelines, has integrated the teaching of Indian languages, Hindi, Urdu, Sanskrit and other regional languages in education programs. Literary and social concepts and theories from the Indian context are integrated into programs' curricula. Students are sensitized towards cultural practices and traditions through cultural fests and events such as Hindi Divas and thematic cultural activities during the Annual Fiesta celebrations. The University is committed to promoting our National Language, Hindi, through activities and celebrations around the year. Indian Traditional Knowledge, as per AICTE/ UGC guidelines /Model Curriculum, is included in the Engineering Course Structure. The University will continue to build on these strategies of embedding Indian knowledge systems in the curriculum and embedding the traditions and practices through fests and competitions. The students of the University come from diverse regional and cultural backgrounds, including international students.

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

As per the NEP2020 guidelines Jamia Hamdard has adopted Outcome Based Education (OBE) in its curricula. As an institutional initiative, workshops are conducted regularly to update teachers and staff on the principles and practices of OBE. In order to implement OBE in teaching-learning practices, Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) have been articulated for each program. The University has devised learning outcomes that are integrated into the assessment process and widely publicized through the website and other documents. Each Department webpage displays the programs offered, Program Educational Objectives (PEOs), Program Specific Outcomes

(PSOs), Program outcomes (POs), the evaluation scheme, and the syllabus with CO-PO & PSO mapping. The syllabus prominently displays the course outcomes. The outcomes achieved are assessed through internal assessments. Feedback is provided during these assessments. At the end of the programs, students are expected to achieve academic excellence, develop critical thinking, prepare him/her for working as a team, follow human values and ethics, and develop leadership qualities evolving into committed and focused professionals. The outcomes of this course are assessed through structured examinations, which include direct observations and case discussions. CO-PO-PSO mapping is done for all programs to facilitate the attainment computation of COs and PSOs. Attainment of COs is evaluated through Continuous Assessments (CA) and End Semester Examinations (ESE), and an indirect component of attainment is assessed through feedback/surveys. Attainment of the POs and PSOs of a program is analyzed for a batch using all course attainment and CO-PO and PSO mapping. A good practice implemented by the University is to move beyond the conventional learning taxonomy that focuses only on Cognitive Skills (Bloom's Taxonomy) and include effective Skills and Psychomotor Skills in co-curricular and extracurricular activities. This is useful for students across all programs and, in turn, prepares the students for industry.

21.Distance education/online education:

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

subjects while considering the essential importance of Face-to-Face learning. Tools, such as, two-way video and two way- audio interfaces for holding online classes may be used as a popular mode of interaction particularly in pandemic like situations. Digital content in multiple Indian languages to address the issue of linguistic diversity. The university has developed facilities for creating and disseminating e-Content like the Lecture Recording Room, Lecture Recording System, Screen Reading Facility, Audio-Visual Centre, Media Room, etc. E-Content has been developed by faculties for their course offerings and is used as a teaching tool.

Extended Profile

1.Programme

1.1	113
Number of programmes offered during the year:	

File Description	Documents
Data Template	View File

1.2	48
Number of departments offering academic programmes	

2.Student

2.1	9291
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	2967
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.3	8613
Number of students appeared in the University examination	

during the year	
File Description	Documents
Data Template	View File
2.4	148
Number of revaluation applications during the year	
3.Academic	
3.1	3106
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	View File
3.2	524
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.3	524
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	203386
Number of eligible applications received for admissions to all the Programmes during the year	
File Description	Documents
Data Template	View File
4.2	4645
Number of seats earmarked for reserved category as per GOI/	

State Govt. rule during the year	
File Description	Documents
Data Template	View File
4.3 Total number of classrooms and seminar halls	131
4.4 Total number of computers in the campus for academic purpose	1557
4.5 Total expenditure excluding salary during the year (INR in lakhs)	8150.88

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

Jamia Hamdard aims to bring innovation to education by restructuring courses and adopting novel teaching and learning methods. All curriculum is designed and developed by the University to address the needs of Local, National, Regional and Global Development by offering need-based, skill-based, and innovative programs. The University offers a wide range of academic programs under Choice Based Credit System (CBCS) in all fields of Engineering, Health & Medical Sciences, Biotechnology, Life Sciences, Paramedical, Nursing, Pharmacy, Basic Sciences, and Commerce & Management etc. The University has adopted the Learning Outcome Framework of the UGC, and all curriculums developed for UG, PG, and Doctoral Programs are based on this framework. Each academic program has well-defined Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). The curricula are meticulously designed to enable students to attain the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs), which enable the University to meet multi-dimensional expectations and enhance employability skills. It also provides exposure to students to the latest advancements in respective fields and instills in them the attribute for lifelong learning. Curriculum design and development

at Integral University is a proactive process employing a Feed-Forward & Feedback Mechanism involving all stakeholders.

File Description	Documents
Upload relevant supporting document	View File

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

79

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

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

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

2407

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

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

102

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

36

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

In line with the vision and mission of Jamia Hamadard ,professional ethics, human values, and citizenship are the basis of all curricula.All existing and new courses are mapped to Sustainable Development Goals and University's policy. The curriculum is, thus, enriched with cross-cutting issues relevant to Gender Equity, Environment and Sustainability, Human Values, and Professional Ethics by including it in all relevant courses and creating awareness through lectures, seminars, and short-term programs/activities. The courses like Gender Studies, Gender and Literature, and Women's Writings were introduced in relevant programs. Many courses introduced on Environment & Sustainability. Fundamentals of Environmental Science & Environmental Studies in all UG Programmes (1st year), Design & Applications, Renewable Power Sources, Soil & Water Conservation,Biopesticides & Bio-fertilizers to mention a few. Courses focusing on Human Values and Professional Ethics, Cyber Law & Information Security were introduced to nurture professional responsibility. Courses like Biosafety and IPR in Biosciences, Finance System and Human Resource Management, help to inculcate Human Values and Professional Ethics.Number of value-added courses for imparting life skills are also introduced.Courses related to indian knowledge system and understanding India are also included in the curricula.

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

42

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

4381

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

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

1023

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

1.4 - Feedback System

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

- All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

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

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

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

3445

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

4645

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

2.2 - Catering to Student Diversity

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

1. Identification of advanced and slow learners

Students enrolled in the University come from diverse socio-economic backgrounds. The University conducts Induction-cum-Orientation program for

the benefit of newly admitted students. Preliminary interaction and subsequent assessment activities help in identification of slow and advanced learners. Specialized Programmes for slow learners • Extra classes/ remedial classes are organized,

preferably after the completion of each unit. A strong Mentor-Mentee program where mentors are assigned to each student, and their interaction helps to assess their needs better and offer the required help. Counselling sessions are conducted by teachers/mentors. Slow learners are encouraged to engage in collaborative learning through student groups and learning materials shared with them in advance.

2. Guidance and Learning Avenues for advanced learners

Identification of advanced and slow learners Students enrolled in the University come from diverse socio-economic backgrounds. The University conducts Induction-cum-Orientation program for the benefit of newly admitted students. Preliminary interaction and subsequent assessment activities help in identification of slow and advanced learners. Specialized Programmes for slow learners • Extra classes/ remedial classes are organized.

Learning needs of the advanced students are further addressed by giving them guidance for NET/JRF/GATE and other competitive

examinations by the University. Advanced learners are especially encouraged to join value added courses.

3. Career counseling sessions are provided to students in various fields. Advanced learners are encouraged to attend Workshops/ Seminars/

Conferences. They are inducted into Advanced Lab Projects, Case Studies, Field Projects, and Practical Assignments beyond the curriculum.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	www.jamiahmdard.ac.in

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
9291	524

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

The university uses a blend of conventional methods, modern ICT-enabled methodologies, and online learning methods, which include interactive lecture sessions and ICT-based methods such as PowerPoint presentations, videos, and more. Guest lectures, seminars, and workshops by experts supplement the teaching-learning activities. Assignments, seminar presentations (Individual and Team based), case study presentations, and discussions by the students are conducted to enhance their confidence, communication and skills. Students undertake research work and publish them in reputed National and International Journals. Online Journals, Invited Lectures, Educational Videos, and Symposia support the teaching-learning process by augmenting the student knowledge and awareness.

Jamia Hamdard has constituted Innovation and Incubation Cell to encourage students to develop new and innovative models. Students are also encouraged to participate in various Extra-curricular activities to develop leadership and Collaboration abilities.

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

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

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

Jamia Hamdard uses ICT-enabled teaching in addition to traditional classroom education. ICT integration aims to improve and increase the quality and accessibility of the delivery of instruction to students. The classrooms are equipped with ICT tools like projectors & desktops. The campus is enabled with a high-speed wi-fi connection. The University Management System (UMS) provides an online platform for teachers and students to interact. The teachers use the UMS of the University for providing learning materials, web links to online resources, focused discussion forums for collaborative learning, quizzes, assignments, feedback, surveys, and unit tests/exams. Virtual labs are used to conduct labs through simulations. Some of the common e-resources that teachers use are MOOCs, e-PG Pathshala, Swayam, NPTEL and YouTube. Online feedback is recorded from the students after completion of each unit of the course through the UMS of the University.

The Central Library offers its users an exclusive library portal, available 24X7, and offers a wide range of e-resources/databases /ejournals subscribed through e-Shodh Ganga/Sindhu and from various reputed publishers. The college has computer labs and a computer center to cater to the needs of the students.

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

524

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

524

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

370

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

55704

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

78

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

15

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

15

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

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

148

File Description	Documents
Upload relevant supporting document	View File

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

IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement. End-to-end IT-enabled examination processes for continuous and end semester assessments result in efficiency with transparency and helped to successfully conduct examinations. University has developed an in-house software Academic Record Management System (ARMS) dedicated to Examination, which provides a secure platform for examination related activities like hall ticket generation, evaluation, the release of results, and so on. The end-semester answer books are coded and blind marked, resulting in a fool-proof process. Complete automation of the examination system makes it possible to declare Examination results within approximately 10-15 days. Faculty can opt for a construct of courses as deemed appropriate by them.

Theory courses:

Assessment is purely through written examinations, quizzes & assignments.

Laboratory courses: Practical components are assessed through laboratory examinations.

Theory-lab courses: Seminar/Presentation/Colloquium: The assessment of such a course is done through panel of teachers/examiners with defined rubrics of evaluation.

Project-based courses: Assessment is done through continuous assessment and end-semester project presentation.

Transfer of credits: transfer of credits for the courses from recognized MOOC platforms.

File Description	Documents
Upload relevant supporting document	View File

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

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

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

2.6 - Student Performance and Learning Outcomes

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

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 The University has devised learning outcomes which are integrated into the assessment process and widely publicized through the website which displays, Program Educational Objectives (PEOs), Program Specific Outcomes (PSOs), Program outcomes (POs), the evaluation scheme, and the syllabus with CO,PO & PSO mapping for each program. IUL has devised and revised all its educational programs to include learning outcomes to encourage critical thinking, problem-solving ability, communication skills, professional ethics, digital competencies etc. Jamia Hamdard has

prioritized knowledge dissemination through outcome- based education which is evident in syllabus revision, and incorporation of new subjects in line with the feedback received from the stakeholders. Each program provides the students flexibility to choose from a number of courses. The course structure and syllabus of each program has a pre-defined scheme of evaluation, with marks allotted to continuous evaluation and end semester evaluation. Marks are subsequently converted into grades. The outcomes of the course are assessed through structured examinations which include direct observations and case discussions. Questions are mapped to Bloom's Taxonomy and CO's. Workshops are regularly conducted for the faculty members to establish the importance of outcome-based education, definitions of PEOs, POs, PSOs and COs and attainment computation of program.

File Description	Documents
Upload relevant supporting document	View File

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

All programs are designed with Programme Outcomes, Programme Specific Outcomes, and Course Outcomes, with a robust system for evaluation of the attainment of these.

I. Direct Measures: CO Attainment is evaluated through Continuous Assessments (CA) and End-Semester Examinations (ESE).

CA: It comprises unit tests, quizzes, assignments, etc.

ESE: End-semester Examination questions are mapped with COs and BT levels. The total marks obtained in a course are converted to Letter Grade and SPGA/ CGPA is computed. CO Attainment is measured against reference level in terms of 'reference attainment levels' against a 'benchmark' defined by the examination cell.

Reference -attainment levels are Level 1 Satisfactory: 50% of students scoring more than the benchmark Level 2 Moderate: 60% of students scoring more than the benchmark Level 2 Substantial: 70% of students scoring more than the benchmark CO attainment is computed for all courses.

II. Indirect Measures The indirect component of CO attainment is assessed through students' feedback/ course attainment survey, averaged on a four-point scale.

CO attainment is the weighted sum of direct and indirect components in the ratio of 80:20. Attainment of the POs and PSOs of a program is analyzed for a batch using CO attainment and COs ,PO-PSO mapping.

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

2579

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

2.7 - Student Satisfaction Survey

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

https://jamiahamdard.edu/uploaded_files/Student-feedback-Survey2023-24.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Jamia Hamdard has invested in research infrastructure and support through funding from Govt. and Non Govt bodies like UGC,ICMR,DST etc. Funding was utilized to create the State-of-the-art research infrastructure.The Interdisciplinary Research is equipped with a vast array of advanced analytical and biological sciences research equipment, such as LC-MS/MS, ICP-MS, X-ray diffraction, HPLCs, FTIR, Spectrophotometers, Nano-drop, Spectrofluorometer, Gel Documentation Systems, Real-time PCR machines,Confocal Microscope, Molecular grade RNase/DNase/pyrogen free Milli Q Water system, Lyophilizer, Plant tissue culture, Animal tissue Culture, and stem cell research facilities. Outcome-based collaborative research

initiatives have been facilitated through MoUs with foreign /national universities/ institutions of repute for joint research. Intellectual Property Rights Policy managed the Patent filing and IPR related activities. The university has documented Research Policy, published on the website. The Research Policy Guidelines govern all research activities. Faculty and Students are sensitized towards formal and informal ethics, standards, and policies through workshops/Seminars on research culture and integrity. JH follows policy guidelines for Plagiarism using "Drill bit software." In the last few years, quality initiatives by IQAC have resulted in increased publications in SCI & Scopus indexed journals, International and national patents, research grants along with an increase in doctoral degrees awarded. Jamia Hamdad has been featured in NIRF Rank 1 in pharmacy by Ministry of HRD, Govt. of India.

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

Reference- Research and Innovation Policy

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)

10.25

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

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

78

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

753

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 A. Any 4 or more of the above
Central Instrumentation
Centre Animal House/Green House Museum
Media laboratory/Studios Business Lab
Research/Statistical Databases Moot court
Theatre Art Gallery

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

07

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)**

506.81

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)

1174.43

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

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

0.54

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

3.3 - Innovation Ecosystem

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

With the vision of Nurturing of Youth by training, mentoring and developing them into self-reliant entrepreneurs and turning their ideas into reality through access to professional mentors, collaborative office spaces, and community corporate partners Jamia Hamdard has established a state of Art Centre for Innovation, Incubation and Entrepreneurship (CIIE) in the campus. CIIE, Jamia Hamdard, has been created to grow the inner skills of the youth and the academicians around the Universities and utilize them to the best of its capabilities to meet the vision of Aatm nirbhar Bharat and Make in India Model. This centre is working to tune with the current thrust areas of the Indian Government Initiatives like Make-in-India, Start-up India, Skill India, rural empowerment, Team India etc. Hon'ble Minister of State for Education, Dr Subhas Sarkar Inaugurated the "Centre for Innovation, Incubation and Entrepreneurship (CIIE). Following Innovative approaches have been demonstrated their innovative products Students from computer science demonstrated their life saving AI based drone technology for delivering emergency medicine in remote areas. AI based student's attendance system Arange Nano herbal product with enhance efficacy and bio availability from Nano medicine

Lablie Nan Curcumin, Nanoneem, Nano thymoquinone, Nano resveratrol, Nano Safran etc.

Jamia Hamdard has adopted sustainable E-waste management technology along with solar based energy production Campus grown Stevia based tea combination products by Department of Biotechnology Innovative Unani products by Unani School, recognized as centre of excellence by AYUSH, Government of India

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

73

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

73

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

81

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 **A. All of the above**

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

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

35

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

84

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

3

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

355

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

3.4.7 - E-content is developed by teachers For A. Any 5 or all of the above e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

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

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

Scopus	Web of Science
5051	4875

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

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

Scopus	Web of Science
57	73

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

3.5 - Consultancy

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

Jamia Hamdard has a well-defined encouraging consultancy policy document with revenue sharing between institution and investigator(s) implemented through Director (Research and Development Cell). The Principal investigators will undertake consultancy projects keeping in view any conflict of interest and ensuring proper protection of intellectual property rights. A provision of signing an agreement/memorandum of understanding (MoU) detailing all clauses of project is mandatory. The agreement/MoU signed by the Registrar on behalf of Jamia Hamdard and the authorized signatory of the other party. Jamia Hamdard has policy of 'Institutional Overheads' in all consultancy projects as per the funding agencies with sharing of overheads as per Jamia Hamdard policy in this regard. All approved funds received in the name of Jamia Hamdard. Further, to encourage faculty members to undertake Consultancy Projects, Jamia Hamdard shares consultancy charges in the ratio of 30:70 (Jamia Hamdard and Project

investigator(s)). The consultancy is available for a wide range of areas that need improvement, upgradation, and advancement. All expenditures, procurements and purchases following GFR in place as amended time to time. On completion of the consultancy project, PI need to submit an official completion report with details of the objectives achieved along with utilization certificate and statement of expenditure.

File Description	Documents
Upload relevant supporting document	View File

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

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

24.42

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

3.6 - Extension Activities

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

Jamia Hamdard is conscious of its social responsibility and the aspiration of the founders to positively impact the neighborhood has remained a central part of its ethos. JH organizes and participates in various extension activities with the sole objective of sensitizing students towards social responsibility, and values and strengthening community participation. The NSS units are involved in various initiatives which include Education/Research/Extension/Community Service based upon the fundamentals of "Being the change that one wants to see in the community". Various community-based activities are organised with student participation which helps us in fulfilling our collective responsibility to empower the underprivileged. Different programs are routinely carried out which are in alignment with Unnat Bharat Abhiyaan in the adopted villages by the University.

University actively organizes extension activities to sensitize students towards social responsibility. Some of the extension activities are -

1. Health and Hygiene Awareness Programmes

The Hakeem Abdul Hameed Centenary Hospital (HAHC) provides affordable healthcare facilities to the neighbourhood community including staff and students of JH. The school of Nursing, Pharmacy and Unani medicine consistently organizes various health awareness programmes for the neighbourhoods where the students and teachers actively participate and sensitize the community.

2. National Skill Training Centre - DAKSH

The School of Nursing, JH in collaboration with the Ministry of Health and Family Welfare and Liverpool School of Tropical Medicine (LSTM), United Kingdom has set up a National Skills Training Centre Daksh in the University Campus.

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 organized in collaboration with industry, community and NGOs)

85

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

15798

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

53

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

53

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The University has 9 academic buildings and 126 classrooms/tutorial rooms/seminar halls with ICT facility. University also has state-of-the-art laboratories and ubiquitous computing facilities.

Classrooms

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

Teaching & Research Laboratories

The university has around 100 states of the art laboratories for hands-on training of undergraduates, post-graduate, and Ph.D. students. UG and PG labs are well equipped and help in conducting the practicals that are part of the curriculum. The research labs are under the supervision of faculty members and are funded by Research Grants from different funding agencies like UGC, DST, DBT, ICMR and others. The infrastructure for research in the university is also supported by prestigious grants like UGC-SAP, DST-FIST, AICTE and DST-PURSE. University also have Central Instrumentation Facility (CIF), Animal House and Herbal garden.

Computing Equipment

All the academic blocks, laboratories, and hostels are all connected with Wi-Fi with access to the internet over multiple links through multiple ISPs.

File Description	Documents
Upload relevant supporting document	View File

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

Jamia Hamdard provides a vibrant sports and cultural environment for the holistic growth of students. Under the supervision of Dean Students' Welfare (DSW), different clubs help students in

nurturing their extra-curricular talents. These clubs include Mental Health Club, Film and Drama Club, Literary Club, Sports Club, Yoga Club, Music Club, Eco Club and Mountaineering & Trekking Club.

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

One cricket ground (137m/150m, equipped with floodlights) One basketball synthetic court (5442 sq ft, equipped with floodlights)

Onevolleyballcourts(18mlong/9mwide,outdoor)

Two badminton courts (30.8m long/12.2 m wide, indoor courts) Fitness center/Gym (1000 sq. ft., indoor)

Footballground(24624sq.ft.)

Athletic track (400 meter, multipurpose) Long jump pit

Shot put sector Discusstrowsector

Table Tennis Hall (18m long/10m wide, two) Carrom & Chess boards (indoor), Billiards

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

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

Both students and staff members are provided with exceptional campus facilities at Jamia Hamdard. Hostels

Under the supervision of the Provost, Dy Provost, and hostel wardens, Jamia Hamdard is home to well-managed hostels for both boys and girls.

CHANCELLOR, VICE CHANCELLOR LODGE

Residence facilities are accessible to the Chancellor, Vice-

Chancellor, Pro-Vice Chancellor, Registrar, and Finance Officer.

Residential Complexes

The university offers residential complexes for both teaching and non-teaching personnel, both on and off campus. Scholars' House and VIP Guesthouse

A guest house, which is commonly referred to as Scholars House, and another VIP guest house are both located within the university. They assist in the provision of safe and cost-effective lodging options for the personal and official visitors of staff members.

Auditoriums The campus is furnished with five well-equipped auditoriums that are suitable for conducting seminars, conferences, and workshops.

General Amenities

Ramps, elevators, and restrooms are available in all of the campus's buildings to accommodate students with disabilities. The campus provides students with a variety of food and refreshment options, including canteens. These canteens, which are referred to by a variety of names, including Pharmacy Canteen, Classic Café, Café Cosy, Frnd Zone, foodhood, chachu canteen, and Recharge Zone, are situated in various locations throughout the campus. They provide subsidised rates to both students and instructors. Additionally, the campus operates a co-operative store (Kendriya Bhandar) that offers a variety of stationary items and consumables at reasonable prices.

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)

8150.88

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

4.2 - Library as a Learning Resource

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

The library has implemented a variety of measures in recent years to address the increasing demand for electronic resources and to ensure the highest level of academic integrity in university publications. This encompasses the incorporation of a variety of print and electronic resources, the establishment of institutional repositories, the digitisation of rare books and documents, and the subscription to some of the most exceptional e-resources, such as the Brill Encyclopaedia of Islam, Turnitin plagiarism software, and the Times of India archive. In addition to these, the library has access to databases supplied by INFLIBNET under e-ShodhSindhu.

A digital library that is well-equipped with 24 PC nodes, high-speed internet, and power standby facilities is available at the University. In addition, the library is equipped with high-speed Wi-Fi connections, which allow students and scholars to access the e-resources remotely using their mobile devices. Both Ubuntu and Windows XP OS desktops are maintained within the digital environment to ensure the most user-friendly access to e-resources. The central library has created its own Institutional Repository & Digital Library platform using DSpace Software to ensure that users are informed about the university's research outcomes and locally developed study materials. This platform has been used to archive a diverse array of academic and research output, such as datasets, course notes, learning objects, conference papers, and book chapters, in digital form. In order to facilitate users' access to library e-resources, IP-based access has been extended to the entire campus.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

42.03

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

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

1077

File Description	Documents
Upload relevant supporting document	View File

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

131

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

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

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

The admission charge is collected online through the J&K Bank Payment Gateway Service. The entire admission process is conducted online.

An IP-based EPBX facility has been implemented to facilitate interdepartmental communication by leveraging an existing network of OFC and UTP cables.

The UMS Examinations module is employed to produce results for all pupils enrolled in regular courses. Mark-sheets are generated online. The Non-Net Fellowship holders can now claim their monthly Fellowships by integrating their UMS accounts.

The File Tracking System Module was implemented to enhance administrative accountability in the context of file movement.

QR codes are included in the identity cards of both teaching and non-teaching employees and students, which are generated by UMS.

The Online Feedback System for students and instructors is operational, and approximately 10,000 students have submitted their feedback voluntarily.

The University has implemented a Biometric Attendance System that utilises 3-BAS devices to monitor the attendance of Teaching and Non-Teaching staff, as well as Guest Faculty, Contractual, and

Daily Wage employees, via the LAN.

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
9291	1557

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line) • 71 GBPS

File Description	Documents
Upload relevant supporting document	View File

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

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

4.4 - Maintenance of Campus Infrastructure

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

8150.88

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

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

Jamia Hamdard has established well-defined systems and procedures for the maintenance and utilisation of physical, academic, and support resources and facilities. The University's daily operations are overseen by a variety of committees, including the Board of Management, Academic Council, Finance Committee, and

The Engineering and Maintenance (E&M) department is responsible for the comprehensive maintenance of the university's buildings, classrooms, sports complex, hostels, guest house, gardens, and meadows. The E&M department is staffed by a team that comprises the Executive Engineer, Junior Engineer, and other staff members within the Civil and Electrical departments. The horticulture and housekeeping department also provides support for the maintenance and cleaning of the University Campus. The E&M Department provides appropriate requisition documents for the purpose of utilising its facilities. An estate officer is appointed to oversee the infrastructural needs of various departments and to oversee the distribution of campus accommodations.

The Central Purchase Section oversees the procurement and purchasing processes. The Central Purchase Committee is established to investigate the acquisition of items of greater value in accordance with the regulations of the GFR/University. Record-keeping for procured products is the responsibility of the Central Store. The University Management System (UMS) automates the purchase and invoicing procedure. The Finance and Accounts section of the university is responsible for managing the university's finances, supervised by the Finance Officer, Assistant Finance Officer, and other personnel.

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)

461

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

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

8440

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

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

A. All of the above

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

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

• All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

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

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

30

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

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

1214

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

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

1163

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

5.3 - Student Participation and Activities

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

145

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

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

Jamia Hamdard is committed to the University's comprehensive development and the equal opportunity for all students. Student Advisory Council of Jamia Hamdard is composed of student members from various institutions, specifically known as Student Advisory Council.

The Student Nurses Association, also known as the SNA Unit of Rufaida College of Nursing, is a highly successful and active student council that operates in conjunction with the University Student Council. The Student Nurses' Association (SNA), a nationwide organisation of nursing students at the undergraduate level, was established in 1929 during the annual conference of the Trained Nurses Association of India in Madras. The SNA members are encouraged to participate in a diverse array of activities at all levels, while also considering the organization's goals and objectives. Jamia Hamdard is a proponent of fostering a connection between students and their alma mater by involving them in co-curricular activities.

SNA elections are conducted annually, during which students are chosen to fill a variety of roles, including President, Vice President, Secretary, Sports In-Charge, Mess In-Charge, Entertainment, and Editorial In-Charge. These elected students acquire the necessary leadership qualities and skills to collaborate effectively as a team and improve their individual abilities.

Diverse events, including conferences and meetings, fund-raising, advocacy for the profession, and socio-cultural and recreational activities, are organised by the Student Council. Furthermore, students are encouraged to participate in a variety of co-curricular activities, including horticulture, debates, poetry writing/recitation, poster competitions, and article writing.

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

32

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

5.4 - Alumni Engagement

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

The Alumni Association is registered as "The Alumni Association of Jamia Hamdard" (TAAJH) under the Societies Registration Act XXI of 1860 in the Distt. South-East, Government of NCT Delhi. The TAAJH is situated 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 alumni association's objective is to establish a legitimate platform that is approved by the University in order to consolidate the Jamia Hamdard alumni base. This would instill a sense of "belongingness" in the alumni, allowing them to feel more connected and continue to take pride in our accomplishments. They would also provide assistance as needed.

The platform is anticipated to achieve the objectives by being constructively utilised with all positive intentions to serve the ALMA MATER & HAMDARDIANS.

During alumni interaction sessions, numerous alumni provided financial assistance to the meritorious students and conducted career counselling programs.

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year A. ? 5Lakhs
(INR in Lakhs)

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

Jamia Hamdard's governance is a reflection of its vision and mission, which emphasise the pursuit of excellence in the pursuit of knowledge and truth. The Vision plan is comprehensibly expressed as the empowerment of society, students, and teachers through technology-oriented research, extension, and learning activities that are centred on value and skill development.

The participatory and inclusive governance policy is the foundation of Jamia Hamdard's effective leadership and governance system. The Registrar serves as the Administrative Head of the University, while the Vice-Chancellor serves as the Executive Head. The University's governance entities, including the Board of Management, Academic Council, Finance Committee, and Planning and Monitoring Board, are adequately represented by all stakeholders to ensure the effective implementation of policies. The Vice Chancellor is responsible for the overall development of the University by formulating appropriate policies to ensure the smooth operation of the University. This includes the Registrar, Controller of Examinations, Finance Officer, Deans, Directors, Chairpersons of Schools, and Heads of Departments.

The statutes of the University explicitly define the powers, functions, and procedures of various bodies, offices, and committees. The Proceedings of all statutory bodies are recorded accurately and effectively, and the Action Taken Report is subsequently submitted at the subsequent meetings. Jamia Hamdard is a proponent of democratic principles and practices participatory governance.

File Description	Documents
Upload relevant supporting document	View File

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

The management, administration, academic, and financial matters of Jamia Hamdard are conducted through a decentralised, transparent mechanism. In terms of the implementation of academic policies, the institution employs a bottom-up management style.

The primary objective is to foster quality leadership among the senior faculty members of the Schools by establishing a Chairperson who serves as a nodal head on a two-year rotation. This arrangement ensures that all eligible senior teachers have the same opportunity to participate. In the interest of the student community, this innovative concept of administrative freedom and flexibility offers teachers a significant opportunity to cultivate the quality of social responsibility. The Chairperson, with the assistance of the faculty members, is responsible for the allocation and reallocation of tasks related to academic and administrative matters, as well as the day-to-day activities of the school. They are accountable for the smooth running of the school.

The School Council is a respectful body that has the authority to convene the board of studies, establish regulations and syllabuses, conduct examinations, declare results, and register all M.Phil./Ph.D. programs in the School. The responsibility of executing the individual projects of each faculty member in a transparent manner is bestowed upon them by the freedom and flexibility.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Institution's Strategic Plan, approved by the competent authority has Plans for consolidation and expansion of Jamia Hamdard. The Finance Committee's concurrence is obtained for financial planning (business plan). Schools and departments implement plans that have been authorised by the governing body.

Jamia Hamdard has elaborate plans for dissemination and expansion. It has obtained the government's sanction to establish an off-campus facility in Kannur (Kerala). Jamia Hamdard has recently

established a skill development centre in Moradabad (UP) to provide vocational education with a particular emphasis on minorities. This initiative is part of the organization's strategic plan.

The strategic plan of Jamia Hamdard is centred on the current trends in the technical and interdisciplinary education system, which have significantly improved the quality of research and education. Therefore, Jamia Hamdard has maintained the top position in the Pharmacy department at NIRF for four consecutive years (2019-2022). It is also worth noting that it has achieved favourable positions in the fields of medical and management at the NIRF 2023. Jamia Hamdard has also achieved a ranking of 1000 or higher in both the QS and Times Higher Education (THE) rankings. Jamia Hamdard's strategic plan aligns with its vision and mission to enhance its international reputation in the field of quality education.

File Description	Documents
Upload relevant supporting document	View File

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

The Jamia Hamdard's governance structure ensures that the institution's ideas, professional ethics, tradition, and viability are sustained by distinguished scientists, industrialists, and academicians. The Vice Chancellor, a distinguished academician, administers and manages academic affairs through established statutory bodies. The Board of Management is accountable for the comprehensive operation of Jamia Hamdard, which encompasses its infrastructure arrangements, educational and research functions, human resources, and finance. It has the capacity to establish policies and deliberate on academic, financial, and administrative initiatives for the future, which will enable Jamia Hamdard to fulfil its obligations to its stakeholders in accordance with the university's mission and vision statements. Jamia Hamdard is home to the following statutory bodies:

The academic council is the academic body of Jamia Hamdard and is responsible for the maintenance of educational standards, interdepartmental coordination, research, examinations, and assessments within the institution. There is a standing committee in place to address urgent matters and obtain approval

Finance Committee: The finance committee is responsible for safeguarding and replenishing the institution's assets and assisting the board in fulfilling its financial obligations.

Research and Development Cell: Jamia Hamdard maintains an R&D Cell to oversee and resolve enquiries regarding research promotion, projects, consultancy, and academic and research collaboration.

Internal Quality Assurance Cell: IQAC is a component of the university system and is dedicated to the realisation of the objectives of quality improvement and sustainability.

File Description	Documents
Upload relevant supporting document	View File

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

6.2.3.1 - e-governance is implemented covering following areas of operation **A. All of the above**

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

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

6.3 - Faculty Empowerment Strategies

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

The university implements welfare measures to ensure the well-being of both its teaching and non-teaching personnel. The welfare of all Jamia Hamdard employees, regardless of their status as teachers or non-teachers measures in accordance with the regulations of the government and the UGC, as they are updated from time to time. In addition, the University provides supplementary measures to its teaching and non-teaching personnel. The following are the welfare measures:

1. Gratuity

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

25. Rehab Centre

File Description	Documents
Upload relevant supporting document	View File

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

85

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

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

102

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

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

64

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

6.4 - Financial Management and Resource Mobilization

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

The university monitors the financial administration and resource mobilisation. The planning and allocation of financial resources are governed by established procedures and processes. The institution has devised strategies to ensure transparency and

deploy resources.

The institution's financial management. The institution undergoes routine internal and external audits of its income and expenditure. The financial planning and position of the university are routinely discussed and deliberated by the finance committee.

The university's strategic plan, which encompasses the development of endowment assets, the implementation of financial best practices in resource deployment, and the creative and effective utilisation of resources through the use of a high-functioning information technology infrastructure, provides support for financial resource management.

Jamia Hamdard is in compliance with the regulations of the Government of India and the University Grants Commission (UGC) in relation to financial transactions conducted through banks, cheques, and PFMS. Funds are generated by the University from both internal and external sources. Grants from other funding agencies and grants from the Central Government/State Government are examples of external sources. Various fees collected from students and other receipts are included in the internal source.

External audits are conducted on a regular basis, and they involve the examination of accounts, the scrutiny of vouchers, the evaluation of accounting principles, and the evaluation of significant resolutions passed by the Board of Management and other sub-committees. The accounts have been audited annually .

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)

132.51

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

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under

Criteria III and V)(INR in Lakhs)

800

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

6.4.4 - Institution conducts internal and external financial audits regularly

The Finance Officer manages the University's Audit Section. This section conducts an audit of the university's financial operations. The Audit section scrutinises any departmental activity that involves a significant financial overlay, and sanction is only granted after the audit has been completed. The university undergoes routine internal and external financial audits by chartered accountants. The standard procedure established by government agencies is followed by the statutory audit, which encompasses all financial and accounting activities of the university. The following mechanisms are employed to ensure that financial resources are utilised effectively and efficiently: All invoices from fees, donations, grants, contributions, interest earned, and returns on investments. All disbursements to vendors, contractors, pupils, staff, and other service providers. This includes all recurring expenses, including salary, electricity, internet charges, maintenance costs, stationery, and other consumable charges, as well as non-recurring expenses, such as the purchase of lab equipment, furniture, and other development projects.

The accounts department oversees the expenditures in accordance with the budget allocated by the Board of Management. The depreciation costs of a variety of items that were acquired in the previous years are also calculated. CA's report contains all of their observations and objections.

Finance Policy Reference

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

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

Jamia Hamdard conducts regular evaluations of its teaching learning process structure, methodologies of operations, and learning outcomes through the Departmental Council and academic Council. The departmental council evaluates all methodologies and process structures. The evaluation includes feedback from a variety of stakeholders, including students, faculty, alumni, parents, and industry professionals. Industry experts, academic experts, and other dignitaries who visit the campus on various occasions engage with faculty and provide their recommendations in the context of the evolving environment. Additionally, IQAC evaluates the teaching, learning, and other processes and takes necessary steps to enhance the curriculum and its enrichment. The primary procedures implemented in this context are as follows

1. The university develops the strategies in accordance with the quality changes that are necessary for the university's growth. At the time of curriculum revision, the norms established by UGC, AICTE, State Gov, MHRD, and other statutory bodies are adhered to precisely.

2. The faculty members are encouraged to go beyond the content of the syllabus in the class, while maintaining the syllabus as a broad framework. A variety of contemporary developments are also addressed in the classroom to enhance the curriculum. Additionally, students participate in field studies to acquire practical experience. In addition, IQAC implements a variety of quality initiatives, including faculty development programs, seminars, and workshops, to improve the quality of the teaching and learning process.

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 5 or all of the above

Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

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

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

The university has established an internal quality assurance cell (IQAC) to facilitate the implementation of a quality enhancement initiative. The NAAC has prescribed the format for its formation, and meetings are conducted on a regular basis. In the process of discussing and reviewing the quality assurance strategy and processes, the IQAC cell has implemented a variety of measures. Consequently, Jamia Hamdard has achieved an A+ grade with a CGPA of 3.41 in its fourth cycle of NAAC accreditation. The IQAC initiatives that are currently being implemented include:

Regular Syllabus revision

Initiating Academic and Administrative Audit of Academic Departments

Initiating Academic and Administrative Audit of Academic Support Departments

Creation of Research and Development Cell Organizing FDP program

Organizing Invited lectures on NEP2020 implementation Organizing seminars/workshop for Non-Teaching staff Organizing workshop for NAAC awareness program for staff and students

Creating a formal structure for alumni association Constituting placement committee

Periodic review of performance of teaching and non-teaching staff

Feedback collection and analysis from students faculty and alumni

Review of teaching learning process Improving library facilities

Celebrating Science Day to facilitate active researchers of Jamia Hamdard

Participation in National ranking (NIRF) Participation in International ranking (QS,THE) Participation Initiative taken for Green Audit

Collecting/correcting/updating information and relevant supporting documents pertaining to AQAR/NIRF/AISHE Framing/Drafting various Policies in alignment of Vision and Mission of Jamia Hamdard

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

Specific facilities provided for women in terms of:

Safety and Security

The security on campus is under direct purview of the Chief Proctor's office who is assisted by a team of female deputy and assistant Proctors and other support staff and security guards. The campus is under CCTV surveillance and the security is provided 24x7 throughout to maintain discipline and to ensure safety on campus.

Gymnasium and Playground: Time slot fixed for females only

General store and Stationary shop: in-campus facility.

1. Internal Complaint Committee (ICC) is in place to address grievances and issues of sexual harassment, if any. Several

initiatives have been taken and implemented to prevent harassment. Prompt actions are taken if any such incident is reported. The University takes care of special needs of girl students, thereby ensuring a safe and friendly environment within the University.

Equal opportunity cell

NCC Women Wing, Jamia Hamdard

Every year various programs on Gender sensitization are planned such as workshops / seminars on:

1. Gender Equity / Attitude/ awareness
2. Prevention of Sexual Harassment
3. Women Empowerment
4. Women Health and Hygiene
5. Women's day and many other relevant topics.

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

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

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

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

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

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

Biomedical and Hazardous Waste management

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

Waste recycling system

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

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus **A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: A. Any 4 or All of the above

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	View File

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: A. Any 4 or all of the above

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

File Description	Documents
Upload relevant supporting document	View File

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

File Description	Documents
Upload relevant supporting document	View File

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

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

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

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

The institution also organizes a Cultural festival every year,which is an annual fest of literary,creative and performing

activities participated by thousands of students from all the schools of the University with enthusiasm and fervour. Many cultural activities by students, Youth Mushaira, Mai Bhi Tere Jaisa Hun (Performance by Teachers of Jamia Hamdard), Rang-e-Ghazal, and Inter-university Bait Bazi programmes are organized. Jamia Hamdard hosts about over 300 international students from more than 20 countries.

File Description	Documents
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Jamia Hamdard organizes various activities to sensitize constitutional obligations. Every year on 26th November Constitution day is celebrated in the campus. The Preamble was read out and importance of Fundamental Rights is highlighted by NSS Program Coordinator and Convener at this occasion. Several lectures have been organized at the University level on constitutional issues to disseminate the true spirit of the Constitution. Jamia Hamdard has also been making efforts to implement Constitutional directions within its limited capacity. For instance, School of Law has taken an initiative to fulfil the mandate of Article 39A which calls for providing free legal aid to the poor and needy. A Legal Services Clinic has been established in collaboration with Delhi Legal Aid Services Authority (South), where practicing lawyers visit to provide free legal assistance. Several legal awareness camps and social outreach events in the neighbouring areas have been organized on issues such as domestic violence, Motor Vehicles Act, consumer awareness etc. to make people aware about legal and constitutional remedies. A workshop on Right to Information Act was also organized to create awareness about right to information.

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

File Description	Documents
Upload relevant supporting document	View File

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

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

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

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

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

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

Jamia Hamdard aims to bring innovation to education by restructuring courses and adopting novel teaching and learning methods. All curriculum is designed and developed by the University to address the needs of Local, National, Regional and Global Development by offering need-based, skill-based, and innovative programs. The University offers a wide range of academic programs under Choice Based Credit System (CBCS) in all fields of Engineering, Health & Medical Sciences, Biotechnology, Life Sciences, Paramedical, Nursing, Pharmacy, Basic Sciences, and Commerce & Management etc. The University has adopted the Learning Outcome Framework of the UGC, and all curriculums developed for UG, PG, and Doctoral Programs are based on this framework. Each academic program has well-defined Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). The curricula are meticulously designed to enable students to attain the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs), which enable the University to meet multi-dimensional expectations and enhance employability skills. It also provides exposure to students to the latest advancements in respective fields and instills in them the attribute for lifelong learning. Curriculum design and development at Integral University is a proactive process employing a Feed-Forward & Feedback Mechanism involving all stakeholders.

File Description	Documents
Upload relevant supporting document	View File

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

79

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

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

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

2407

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

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

102

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

36

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

In line with the vision and mission of Jamia Hamadard ,professional ethics, human values, and citizenship are the basis of all curricula.All existing and new courses are mapped to Sustainable Development Goals and University's policy. The curriculum is, thus, enriched with cross-cutting issues relevant to Gender Equity, Environment and Sustainability, Human Values, and Professional Ethics by including it in all relevant courses and creating awareness through lectures, seminars, and short-term programs/activities. The courses like Gender Studies, Gender and Literature, and Women's Writings were introduced in relevant programs. Many courses introduced on Environment & Sustainability. Fundamentals of Environmental Science & Environmental Studies in all UG Programmes (1st year), Design & Applications, Renewable Power Sources, Soil & Water Conservation,Biopesticides & Bio-fertilizers to mention a few. Courses focusing on Human Values and Professional Ethics, Cyber Law & Information Security were introduced to nurture professional responsibility. Courses like Biosafety and IPR in Biosciences, Finance System and Human Resource Management, help to inculcate Human Values and Professional Ethics.Number of value-added courses for imparting life skills are also introduced.Courses related to indian knowledge system and understanding India are also included in the curricula.

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

42

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

4381

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

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

1023

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

1.4 - Feedback System

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

- All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

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

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

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

3445

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

4645

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

2.2 - Catering to Student Diversity

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

1. Identification of advanced and slow learners

Students enrolled in the University come from diverse socio-economic backgrounds. The University conducts Induction-cum-Orientation program for

the benefit of newly admitted students. Preliminary interaction and subsequent assessment activities help in identification of slow and advanced learners. Specialized Programmes for slow learners • Extra classes/ remedial classes are organized, preferably after the completion of each unit. A strong Mentor-Mentee program where mentors are assigned to each student, and their interaction helps to assess their needs better and offer the required help. Counselling sessions are conducted by teachers/mentors. Slow learners are encouraged to engage in collaborative learning through student groups and learning materials shared with them in advance.

2. Guidance and Learning Avenues for advanced learners

Identification of advanced and slow learners Students enrolled in the University come from diverse socio-economic

backgrounds. The University conducts Induction-cum-Orientation program for the benefit of newly admitted students. Preliminary interaction and subsequent assessment activities help in identification of slow and advanced learners. Specialized Programmes for slow learners · Extra classes/ remedial classes are organized.

Learning needs of the advanced students are further addressed by giving them guidance for NET/JRF/GATE and other competitive examinations by the University. Advanced learners are especially encouraged to join value added courses.

3. Career counseling sessions are provided to students in various fields. Advanced learners are encouraged to attend Workshops/ Seminars/

Conferences. They are inducted into Advanced Lab Projects, Case Studies, Field Projects, and Practical Assignments beyond the curriculum.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	www.jamiahamdard.ac.in

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
9291	524

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

The university uses a blend of conventional methods, modern ICT-

enabled methodologies, and online learning methods, which include interactive lecture sessions and ICT-based methods such as PowerPoint presentations, videos, and more. Guest lectures, seminars, and workshops by experts supplement the teaching-learning activities. Assignments, seminar presentations (Individual and Team based), case study presentations, and discussions by the students are conducted to enhance their confidence, communication and skills. Students undertake research work and publish them in reputed National and International Journals. Online Journals, Invited Lectures, Educational Videos, and Symposia support the teaching-learning process by augmenting the student knowledge and awareness.

Jamia Hamdard has constituted Innovation and Incubation Cell to encourage students to develop new and innovative models. Students are also encouraged to participate in various Extra-curricular activities to develop leadership and Collaboration abilities.

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

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

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

Jamia Hamdard uses ICT-enabled teaching in addition to traditional classroom education. ICT integration aims to

improve and increase the quality and accessibility of the delivery of instruction to students. The classrooms are equipped with ICT tools like projectors & desktops. The campus is enabled with a high-speed wi-fi connection. The University Management System (UMS) provides an online platform for teachers and students to interact. The teachers use the UMS of the University for providing learning materials, web links to online resources, focused discussion forums for collaborative learning, quizzes, assignments, feedback, surveys, and unit tests/exams. Virtual labs are used to conduct labs through simulations. Some of the common e-resources that teachers use are MOOCs, e-PG Pathshala, Swayam, NPTEL and YouTube. Online feedback is recorded from the students after completion of each unit of the course through the UMS of the University.

The Central Library offers its users an exclusive library portal, available 24X7, and offers a wide range of e-resources/databases /ejournals subscribed through e-Shodh Ganga/Sindhu and from various reputed publishers. The college has computer labs and a computer center to cater to the needs of the students.

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

524

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

524

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

370

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**

55704

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

78

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**

15

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

15

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

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

148

File Description	Documents
Upload relevant supporting document	View File

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

IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement. End-to-end IT-enabled examination processes for continuous and end semester assessments result in efficiency with transparency and helped to successfully conduct examinations. University has developed an in-house software Academic Record Management System (ARMS) dedicated to Examination, which provides a secure platform for examination related activities like hall ticket generation, evaluation, the release of results, and so on. The end-semester answer books are coded and blind marked, resulting in a fool-proof process. Complete automation of the examination system makes it possible to declare Examination results within approximately 10-15 days. Faculty can opt for a construct of courses as deemed appropriate by them.

Theory courses:

Assessment is purely through written examinations, quizzes & assignments.

Laboratory courses: Practical components are assessed through laboratory examinations.

Theory-lab courses: Seminar/Presentation/Colloquium: The assessment of such a course is done through panel of teachers/examiners with defined rubrics of evaluation.

Project-based courses: Assessment is done through continuous assessment and end-semester project presentation.

Transfer of credits: transfer of credits for the courses from recognized MOOC platforms.

File Description	Documents
Upload relevant supporting document	View File

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

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

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

2.6 - Student Performance and Learning Outcomes

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

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. The University has devised learning outcomes which are integrated into the assessment process and widely publicized through the website which displays, Program Educational Objectives (PEOs), Program Specific Outcomes (PSOs), Program outcomes (POs), the evaluation scheme, and the syllabus with CO, PO & PSO mapping for each program. IUL has devised and revised all its educational programs to include learning outcomes to encourage critical thinking, problem-solving ability, communication skills, professional ethics, digital competencies etc. Jamia Hamdard has prioritized knowledge dissemination through outcome-based education which is evident in syllabus revision, and incorporation of new subjects in line with the feedback received from the stakeholders. Each program provides the students flexibility to choose from a number of courses. The course structure and syllabus of each program has a pre-defined scheme of

evaluation, with marks allotted to continuous evaluation and end semester evaluation. Marks are subsequently converted into grades. The outcomes of the course are assessed through structured examinations which include direct observations and case discussions. Questions are mapped to Bloom's Taxonomy and CO's. Workshops are regularly conducted for the faculty members to establish the importance of outcome-based education, definitions of PEOs, POs, PSOs and COs and attainment computation of program.

File Description	Documents
Upload relevant supporting document	View File

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

All programs are designed with Programme Outcomes, Programme Specific Outcomes, and Course Outcomes, with a robust system for evaluation of the attainment of these.

I. Direct Measures: CO Attainment is evaluated through Continuous Assessments (CA) and End-Semester Examinations (ESE).

CA: It comprises unit tests, quizzes, assignments, etc.

ESE: End-semester Examination questions are mapped with COs and BT levels. The total marks obtained in a course are converted to Letter Grade and SPGA/ CGPA is computed. CO Attainment is measured against reference level in terms of 'reference attainment levels' against a 'benchmark' defined by the examination cell.

Reference -attainment levels are Level 1 Satisfactory: 50% of students scoring more than the benchmark Level 2 Moderate: 60% of students scoring more than the benchmark Level 2 Substantial: 70% of students scoring more than the benchmark CO attainment is computed for all courses.

II. Indirect Measures The indirect component of CO attainment is assessed through students' feedback/ course attainment survey, averaged on a four-point scale.

CO attainment is the weighted sum of direct and indirect components in the ratio of 80:20. Attainment of the POs and

PSOs

of a program is analyzed for a batch using CO attainment and COs ,PO-PSO mapping.

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**

2579

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

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

https://jamiahamdard.edu/uploaded_files/Student-feedback-Survey2023-24.pdf

RESEARCH, INNOVATIONS AND EXTENSION**3.1 - Promotion of Research and Facilities**

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

Jamia Hamdard has invested in research infrastructure and support through funding from Govt. and Non Govt bodies like UGC,ICMR,DST etc. Funding was utilized to create the State-of-the-art research infrastructure.The Interdisciplinary Research is equipped with a vast array of advanced analytical and biological sciences research equipment, such as LC-MS/MS, ICP-MS, X-ray diffraction, HPLCs, FTIR, Spectrophotometers, Nano-drop, Spectrofluorometer, Gel Documentation Systems, Real-time PCR machines,Confocal Microscope, Molecular grade RNase/DNase/pyrogen free Milli Q Water system, Lyophilizer, Plant tissue culture, Animal tissue Culture, and stem cell

research facilities. Outcome-based collaborative research initiatives have been facilitated through MoUs with foreign /national universities/ institutions of repute for joint research. Intellectual Property Rights Policy managed the Patent filing and IPR related activities. The university has documented Research Policy, published on the website. The Research Policy Guidelines govern all research activities. Faculty and Students are sensitized towards formal and informal ethics, standards, and policies through workshops/Seminars on research culture and integrity. JH follows policy guidelines for Plagiarism using "Drill bit software." In the last few years, quality initiatives by IQAC have resulted in increased publications in SCI & Scopus indexed journals, International and national patents, research grants along with an increase in doctoral degrees awarded. Jamia Hamdard has been featured in NIRF Rank 1 in pharmacy by Ministry of HRD, Govt. of India.

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

Reference- Research and Innovation Policy

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)

10.25

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

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

78

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

753

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

07

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)

506.81

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)

1174.43

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

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

0.54

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

3.3 - Innovation Ecosystem

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

With the vision of Nurturing of Youth by training, mentoring and developing them into self-reliant entrepreneurs and turning their ideas into reality through access to professional mentors, collaborative office spaces, and community corporate partners Jamia Hamdard has established a state of Art Centre for Innovation, Incubation and Entrepreneurship (CIIE) in the campus. CIIE, Jamia Hamdard, has been created to grow the inner skills of the youth and the academicians around the Universities and utilize them to the best of its capabilities to meet the vision of Aatm nirbhar Bharat and Make in India Model. This centre is working to tune with the current thrust areas of the Indian Government Initiatives like Make-in-India, Start-up India, Skill India, rural empowerment, Team India etc. Hon'ble Minister of State for Education, Dr Subhas Sarkar Inaugurated

the "Centre for Innovation, Incubation and Entrepreneurship (CIIE). Following Innovative approaches have been demonstrated their innovative products Students from computer science demonstrated their life saving AI based drone technology for delivering emergency medicine in remote areas.

AI based student's attendance system Arange Nano herbal product with enhance efficacy and bio availability from Nano medicine Lablie Nan Curcumin, Nanoneem, Nano thymoquinone, Nano resveratrol, Nano Safran etc.

Jamia Hamdard has adopted sustainable E-waste management technology along with solar based energy production Campus grown Stevia based tea combination products by Department of Biotechnology Innovative Unani products by Unani School, recognized as centre of excellence by AYUSH, Government of India

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

73

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

73

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

81

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

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

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

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

A. All of the above

File Description	Documents
Upload relevant supporting document	View File

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

A. All of the above

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

3.4.3 - Number of Patents published/awarded during the year

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

35

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

84

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

3

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

355

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

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government

A. Any 5 or all of the above

Initiatives For Institutional LMS

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

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

Scopus	Web of Science
5051	4875

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

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

Scopus	Web of Science
57	73

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

3.5 - Consultancy

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

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

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

File Description	Documents
Upload relevant supporting document	View File

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

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

24.42

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

3.6 - Extension Activities

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

Jamia Hamdard is conscious of its social responsibility and the aspiration of the founders to positively impact the neighborhood has remained a central part of its ethos. JH organizes and

participates in various extension activities with the sole objective of sensitizing students towards social responsibility, and values and strengthening community participation. The NSS units are involved in various initiatives which include Education/Research/Extension/Community Service based upon the fundamentals of "Being the change that one wants to see in the community". Various community-based activities are organised with student participation which helps us in fulfilling our collective responsibility to empower the underprivileged. Different programs are routinely carried out which are in alignment with Unnat Bharat Abhiyaan in the adopted villages by the University. University actively organizes extension activities to sensitize students towards social responsibility. Some of the extension activities are -

1. Health and Hygiene Awareness Programmes

The Hakeem Abdul Hameed Centenary Hospital (HAHC) provides affordable healthcare facilities to the neighbourhood community including staff and students of JH. The school of Nursing, Pharmacy and Unani medicine consistently organize various health awareness programmes for the neighbourhoods where the students and teachers actively participate and sensitize the community

2. National Skill Training Centre - DAKSH

The School of Nursing, JH in collaboration with the Ministry of Health and Family Welfare and Liverpool School of Tropical Medicine (LSTM), United Kingdom has set up a National Skills Training Centre Daksh in the University Campus.

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)

85

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

15798

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

53

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

53

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The University has 9 academic buildings and 126 classrooms/tutorial rooms/seminar halls with ICT facility. University also has state-of-the-art laboratories and ubiquitous computing facilities.

Classrooms

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

Teaching & Research Laboratories

The university has around 100 states of the art laboratories for hands-on training of undergraduates, post-graduate, and Ph.D. students. UG and PG labs are well equipped and help in conducting the practicals that are part of the curriculum. The research labs are under the supervision of faculty members and are funded by Research Grants from different funding agencies like UGC, DST, DBT, ICMR and others. The infrastructure for research in the university is also supported by prestigious grants like UGC-SAP, DST-FIST, AICTE and DST-PURSE. University also have Central Instrumentation Facility (CIF) ,Animal House and Herbal garden.

Computing Equipment

All the academic blocks, laboratories, and hostels are all

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

File Description	Documents
Upload relevant supporting document	View File

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

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

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

One cricket ground (137m/150m, equipped with floodlights) One basketball synthetic court (5442 sq ft, equipped with floodlights)

One volleyball courts (18m long/9m wide, outdoor)

Two badminton courts (30.8m long/12.2 m wide, indoor courts) Fitness center/Gym (1000 sq. ft., indoor)

Football ground (24624 sq. ft.)

Athletic track (400 meter, multipurpose) Long jump pit

Shot put sector Discus throw sector

Table Tennis Hall (18m long/10m wide, two) Carrom & Chess boards (indoor), Billiards

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

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

Both students and staff members are provided with exceptional campus facilities at Jamia Hamdard. Hostels

Under the supervision of the Provost, Dy Provost, and hostel wardens, Jamia Hamdard is home to well-managed hostels for both boys and girls.

CHANCELLOR, VICE CHANCELLOR LODGE

Residence facilities are accessible to the Chancellor, Vice-Chancellor, Pro-Vice Chancellor, Registrar, and Finance Officer.

Residential Complexes

The university offers residential complexes for both teaching and non-teaching personnel, both on and off campus. Scholars' House and VIP Guesthouse

A guest house, which is commonly referred to as Scholars House, and another VIP guest house are both located within the university. They assist in the provision of safe and cost-effective lodging options for the personal and official visitors of staff members.

Auditoriums The campus is furnished with five well-equipped auditoriums that are suitable for conducting seminars, conferences, and workshops.

General Amenities

Ramps, elevators, and restrooms are available in all of the campus's buildings to accommodate students with disabilities. The campus provides students with a variety of food and refreshment options, including canteens. These canteens, which are referred to by a variety of names, including Pharmacy Canteen, Classic Café, Café Cosy, Frnd Zone, foodhood, chachu canteen, and Recharge Zone, are situated in various locations throughout the campus. They provide subsidised rates to both

students and instructors. Additionally, the campus operates a co-operative store (Kendriya Bhandar) that offers a variety of stationary items and consumables at reasonable prices.

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)

8150.88

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

4.2 - Library as a Learning Resource

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

The library has implemented a variety of measures in recent years to address the increasing demand for electronic resources and to ensure the highest level of academic integrity in university publications. This encompasses the incorporation of a variety of print and electronic resources, the establishment of institutional repositories, the digitisation of rare books and documents, and the subscription to some of the most exceptional e-resources, such as the Brill Encyclopaedia of Islam, Turnitin plagiarism software, and the Times of India archive. In addition to these, the library has access to databases supplied by INFLIBNET under e-ShodhSindhu.

A digital library that is well-equipped with 24 PC nodes, high-speed internet, and power standby facilities is available at

the University. In addition, the library is equipped with high-speed Wi-Fi connections, which allow students and scholars to access the e-resources remotely using their mobile devices. Both Ubuntu and Windows XP OS desktops are maintained within the digital environment to ensure the most user-friendly access to e-resources. The central library has created its own Institutional Repository & Digital Library platform using DSpace Software to ensure that users are informed about the university's research outcomes and locally developed study materials. This platform has been used to archive a diverse array of academic and research output, such as datasets, course notes, learning objects, conference papers, and book chapters, in digital form. In order to facilitate users' access to library e-resources, IP-based access has been extended to the entire campus.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

42.03

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

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

1077

File Description	Documents
Upload relevant supporting document	View File

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

131

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

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

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

The admission charge is collected online through the J&K Bank Payment Gateway Service. The entire admission process is conducted online.

An IP-based EPBX facility has been implemented to facilitate

interdepartmental communication by leveraging an existing network of OFC and UTP cables.

The UMS Examinations module is employed to produce results for all pupils enrolled in regular courses. Mark-sheets are generated online. The Non-Net Fellowship holders can now claim their monthly Fellowships by integrating their UMS accounts.

The File Tracking System Module was implemented to enhance administrative accountability in the context of file movement.

QR codes are included in the identity cards of both teaching and non-teaching employees and students, which are generated by UMS.

The Online Feedback System for students and instructors is operational, and approximately 10,000 students have submitted their feedback voluntarily.

The University has implemented a Biometric Attendance System that utilises 3-BAS devices to monitor the attendance of Teaching and Non-Teaching staff, as well as Guest Faculty, Contractual, and Daily Wage employees, via the LAN.

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
9291	1557

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

- ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media

- A. All of the above

centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

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

4.4 - Maintenance of Campus Infrastructure

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

8150.88

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

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

Jamia Hamdard has established well-defined systems and procedures for the maintenance and utilisation of physical, academic, and support resources and facilities. The University's daily operations are overseen by a variety of committees, including the Board of Management, Academic Council, Finance Committee, and

The Engineering and Maintenance (E&M) department is responsible for the comprehensive maintenance of the university's buildings, classrooms, sports complex, hostels, guest house, gardens, and meadows. The E&M department is staffed by a team that comprises the Executive Engineer, Junior Engineer, and other staff members within the Civil and Electrical departments. The horticulture and housekeeping department also provides support for the maintenance and cleaning of the University Campus. The E&M Department provides appropriate requisition documents for the purpose of utilising its facilities. An estate officer is appointed to oversee the infrastructural needs of various departments and to oversee the distribution of campus accommodations.

The Central Purchase Section oversees the procurement and purchasing processes. The Central Purchase Committee is established to investigate the acquisition of items of greater value in accordance with the regulations of the GFR/University. Record-keeping for procured products is the responsibility of the Central Store. The University Management System (UMS) automates the purchase and invoicing procedure. The Finance and Accounts section of the university is responsible for managing the university's finances, supervised by the Finance Officer, Assistant Finance Officer, and other personnel.

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)

461

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

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

8440

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

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga,

A. All of the above

physical fitness, health and hygiene)	
Awareness of trends in technology	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	• All of the above
File Description	Documents
Upload relevant supporting document	View File
5.2 - Student Progression	
5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)	
5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year	
30	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
5.2.2 - Total number of placement of outgoing students during the year	
1214	

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

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

1163

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

5.3 - Student Participation and Activities

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

145

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

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

Jamia Hamdard is committed to the University's comprehensive development and the equal opportunity for all students. Student Advisory Council of Jamia Hamdard is composed of student members from various institutions, specifically known as Student Advisory Council.

The Student Nurses Association, also known as the SNA Unit of Rufaida College of Nursing, is a highly successful and active student council that operates in conjunction with the University Student Council. The Student Nurses' Association (SNA), a nationwide organisation of nursing students at the undergraduate level, was established in 1929 during the annual conference of the Trained Nurses Association of India in

Madras. The SNA members are encouraged to participate in a diverse array of activities at all levels, while also considering the organization's goals and objectives. Jamia Hamdard is a proponent of fostering a connection between students and their alma mater by involving them in co-curricular activities.

SNA elections are conducted annually, during which students are chosen to fill a variety of roles, including President, Vice President, Secretary, Sports In-Charge, Mess In-Charge, Entertainment, and Editorial In-Charge. These elected students acquire the necessary leadership qualities and skills to collaborate effectively as a team and improve their individual abilities.

Diverse events, including conferences and meetings, fund-raising, advocacy for the profession, and socio-cultural and recreational activities, are organised by the Student Council. Furthermore, students are encouraged to participate in a variety of co-curricular activities, including horticulture, debates, poetry writing/recitation, poster competitions, and article writing.

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

32

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

5.4 - Alumni Engagement

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

The Alumni Association is registered as "The Alumni Association of Jamia Hamdard" (TAAJH) under the Societies Registration Act XXI of 1860 in the Distt. South-East, Government of NCT Delhi. The TAAJH is situated 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 alumni association's objective is to establish a legitimate platform that is approved by the University in order to consolidate the Jamia Hamdard alumni base. This would instill a sense of "belongingness" in the alumni, allowing them to feel more connected and continue to take pride in our accomplishments. They would also provide assistance as needed.

The platform is anticipated to achieve the objectives by being constructively utilised with all positive intentions to serve the ALMA MATER & HAMDARDIANS.

During alumni interaction sessions, numerous alumni provided financial assistance to the meritorious students and conducted career counselling programs.

File Description	Documents
Upload relevant supporting document	View File

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

Jamia Hamdard's governance is a reflection of its vision and mission, which emphasise the pursuit of excellence in the pursuit of knowledge and truth. The Vision plan is comprehensively expressed as the empowerment of society, students, and teachers through technology-oriented research, extension, and learning activities that are centred on value and skill development.

The participatory and inclusive governance policy is the foundation of Jamia Hamdard's effective leadership and

governance system. The Registrar serves as the Administrative Head of the University, while the Vice-Chancellor serves as the Executive Head. The University's governance entities, including the Board of Management, Academic Council, Finance Committee, and Planning and Monitoring Board, are adequately represented by all stakeholders to ensure the effective implementation of policies. The Vice Chancellor is responsible for the overall development of the University by formulating appropriate policies to ensure the smooth operation of the University. This includes the Registrar, Controller of Examinations, Finance Officer, Deans, Directors, Chairpersons of Schools, and Heads of Departments.

The statutes of the University explicitly define the powers, functions, and procedures of various bodies, offices, and committees. The Proceedings of all statutory bodies are recorded accurately and effectively, and the Action Taken Report is subsequently submitted at the subsequent meetings. Jamia Hamdard is a proponent of democratic principles and practices participatory governance.

File Description	Documents
Upload relevant supporting document	View File

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

The management, administration, academic, and financial matters of Jamia Hamdard are conducted through a decentralised, transparent mechanism. In terms of the implementation of academic policies, the institution employs a bottom-up management style.

The primary objective is to foster quality leadership among the senior faculty members of the Schools by establishing a Chairperson who serves as a nodal head on a two-year rotation. This arrangement ensures that all eligible senior teachers have the same opportunity to participate. In the interest of the student community, this innovative concept of administrative freedom and flexibility offers teachers a significant opportunity to cultivate the quality of social responsibility. The Chairperson, with the assistance of the faculty members, is responsible for the allocation and reallocation of tasks related to academic and administrative matters, as well as the day-to-day activities of the school. They are accountable for

the smooth running of the school.

The School Council is a respectful body that has the authority to convene the board of studies, establish regulations and syllabuses, conduct examinations, declare results, and register all M.Phil./Ph.D. programs in the School. The responsibility of executing the individual projects of each faculty member in a transparent manner is bestowed upon them by the freedom and flexibility.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Institution's Strategic Plan ,approved by the competent authority has Plans for consolidation and expansion of Jamia Hamdard.The Finance Committee's concurrence is obtained for financial planning (business plan). Schools and departments implement plans that have been authorised by the governing body.

Jamia Hamdard has elaborate plans for dissemination and expansion. It has obtained the government's sanction to establish an off-campus facility in Kannur (Kerala). Jamia Hamdard has recently established a skill development centre in Moradabad (UP) to provide vocational education with a particular emphasis on minorities. This initiative is part of the organization's strategic plan.

The strategic plan of Jamia Hamdard is centred on the current trends in the technical and interdisciplinary education system, which have significantly improved the quality of research and education. Therefore, Jamia Hamdard has maintained the top position in the Pharmacy department at NIRF for four consecutive years (2019-2022).It is also worth noting that it has achieved favourable positions in the fields of medical and management at the NIRF 2023. Jamia Hamdard has also achieved a ranking of 1000 or higher in both the QS and Times Higher Education (THE) rankings. Jamia Hamdard's strategic plan aligns with its vision and mission to enhance its international

reputation in the field of quality education.

File Description	Documents
Upload relevant supporting document	View File

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

The Jamia Hamdard's governance structure ensures that the institution's ideas, professional ethics, tradition, and viability are sustained by distinguished scientists, industrialists, and academicians. The Vice Chancellor, a distinguished academician, administers and manages academic affairs through established statutory bodies. The Board of Management is accountable for the comprehensive operation of Jamia Hamdard, which encompasses its infrastructure arrangements, educational and research functions, human resources, and finance. It has the capacity to establish policies and deliberate on academic, financial, and administrative initiatives for the future, which will enable Jamia Hamdard to fulfil its obligations to its stakeholders in accordance with the university's mission and vision statements. Jamia Hamdard is home to the following statutory bodies:

The academic council is the academic body of Jamia Hamdard and is responsible for the maintenance of educational standards, interdepartmental coordination, research, examinations, and assessments within the institution. There is a standing committee in place to address urgent matters and obtain approval

Finance Committee: The finance committee is responsible for safeguarding and replenishing the institution's assets and assisting the board in fulfilling its financial obligations.

Research and Development Cell: Jamia Hamdard maintains an R&D Cell to oversee and resolve enquiries regarding research promotion, projects, consultancy, and academic and research collaboration.

Internal Quality Assurance Cell: IQAC is a component of the university system and is dedicated to the realisation of the objectives of quality improvement and sustainability.

File Description	Documents
Upload relevant supporting document	View File

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

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above
--	----------------------------

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

6.3 - Faculty Empowerment Strategies

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

The university implements welfare measures to ensure the well-being of both its teaching and non-teaching personnel. The welfare of all Jamia Hamdard employees, regardless of their status as teachers or non-teachers measures in accordance with the regulations of the government and the UGC, as they are updated from time to time. In addition, the University provides supplementary measures to its teaching and non-teaching personnel. The following are the welfare measures:

1. Gratuity
2. Pension
3. Commutation of Pension
4. Earned Leave encashment
5. Un-earned Leave encashment
6. Leave for attending Overseas Project/ Conference

7. Study leave with pay
8. Maternity Leave
9. Sabbatical Leave
10. Leave Travel Concession
11. Residential Quarters (for both teaching and non-teaching)
12. Overtime Allowance
13. Ward Fee Remission
14. Extending interest free festival advance
15. Medical Facility
16. Health Fund Scheme
17. Health Insurance
18. Pensioner's Health Insurance
19. Family Pension
20. Admission to wards of staff
21. Facilities for the employees with special needs - Ramps, Wheel Chair etc.
22. Sports and Yoga facilities
23. Access to in-door stadium facility.
24. Employment on compassionate grounds.
25. Rehab Centre

File Description	Documents
Upload relevant supporting document	View File

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

85

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

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

102

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

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

64

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

6.4 - Financial Management and Resource Mobilization

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

The university monitors the financial administration and resource mobilisation. The planning and allocation of financial resources are governed by established procedures and processes. The institution has devised strategies to ensure transparency and deploy resources.

The institution's financial management. The institution undergoes routine internal and external audits of its income and expenditure. The financial planning and position of the university are routinely discussed and deliberated by the finance committee.

The university's strategic plan, which encompasses the development of endowment assets, the implementation of

financial best practices in resource deployment, and the creative and effective utilisation of resources through the use of a high-functioning information technology infrastructure, provides support for financial resource management.

Jamia Hamdard is in compliance with the regulations of the Government of India and the University Grants Commission (UGC) in relation to financial transactions conducted through banks, cheques, and PFMS. Funds are generated by the University from both internal and external sources. Grants from other funding agencies and grants from the Central Government/State Government are examples of external sources. Various fees collected from students and other receipts are included in the internal source.

External audits are conducted on a regular basis, and they involve the examination of accounts, the scrutiny of vouchers, the evaluation of accounting principles, and the evaluation of significant resolutions passed by the Board of Management and other sub-committees. The accounts have been audited annually .

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)

132.51

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

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

800

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

6.4.4 - Institution conducts internal and external financial audits regularly

The Finance Officer manages the University's Audit Section. This section conducts an audit of the university's financial operations. The Audit section scrutinises any departmental activity that involves a significant financial overlay, and sanction is only granted after the audit has been completed. The university undergoes routine internal and external financial audits by chartered accountants. The standard procedure established by government agencies is followed by the statutory audit, which encompasses all financial and accounting activities of the university. The following mechanisms are employed to ensure that financial resources are utilised effectively and efficiently: All invoices from fees, donations, grants, contributions, interest earned, and returns on investments. All disbursements to vendors, contractors, pupils, staff, and other service providers. This includes all recurring expenses, including salary, electricity, internet charges, maintenance costs, stationery, and other consumable charges, as well as non-recurring expenses, such as the purchase of lab equipment, furniture, and other development projects.

The accounts department oversees the expenditures in accordance with the budget allocated by the Board of Management. The depreciation costs of a variety of items that were acquired in the previous years are also calculated. CA's report contains all of their observations and objections.

Finance Policy Reference

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

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

Jamia Hamdard conducts regular evaluations of its teaching learning process structure, methodologies of operations, and learning outcomes through the Departmental Council and academic Council. The departmental council evaluates all methodologies and process structures. The evaluation includes feedback from a variety of stakeholders, including students, faculty, alumni, parents, and industry professionals. Industry experts, academic experts, and other dignitaries who visit the campus on various occasions engage with faculty and provide their recommendations in the context of the evolving environment. Additionally, IQAC evaluates the teaching, learning, and other processes and takes necessary steps to enhance the curriculum and its enrichment. The primary procedures implemented in this context are as follows

1. The university develops the strategies in accordance with the quality changes that are necessary for the university's growth. At the time of curriculum revision, the norms established by UGC, AICTE, State Gov, MHRD, and other statutory bodies are adhered to precisely.

2. The faculty members are encouraged to go beyond the content of the syllabus in the class, while maintaining the syllabus as a broad framework. A variety of contemporary developments are also addressed in the classroom to enhance the curriculum. Additionally, students participate in field studies to acquire practical experience. In addition, IQAC implements a variety of quality initiatives, including faculty development programs, seminars, and workshops, to improve the quality of the teaching and learning process.

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 5 or all of the above

international agencies (ISO Certification, NBA)

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

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

The university has established an internal quality assurance cell (IQAC) to facilitate the implementation of a quality enhancement initiative. The NAAC has prescribed the format for its formation, and meetings are conducted on a regular basis. In the process of discussing and reviewing the quality assurance strategy and processes, the IQAC cell has implemented a variety of measures. Consequently, Jamia Hamdard has achieved an A+ grade with a CGPA of 3.41 in its fourth cycle of NAAC accreditation. The IQAC initiatives that are currently being implemented include:

Regular Syllabus revision

Initiating Academic and Administrative Audit of Academic Departments

Initiating Academic and Administrative Audit of Academic Support Departments

Creation of Research and Development Cell Organizing FDP program

Organizing Invited lectures on NEP2020 implementation
Organizing seminars/workshop for Non-Teaching staff
Organizing workshop for NAAC awareness program for staff and students

Creating a formal structure for alumni association
Constituting placement committee

Periodic review of performance of teaching and non-teaching staff

Feedback collection and analysis from students faculty and alumni

Review of teaching learning process Improving library facilities

Celebrating Science Day to facilitate active researchers of Jamia Hamdard

Participation in National ranking (NIRF) Participation in International ranking (QS,THE) Participation Initiative taken for Green Audit

Collecting/correcting/updating information and relevant supporting documents pertaining to AQAR/NIRF/AISHE Framing/Drafting various Policies in alignment of Vision and Mission of Jamia Hamdard

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

Specific facilities provided for women in terms of:

Safety and Security

The security on campus is under direct purview of the Chief Proctor's office who is assisted by a team of female deputy and assistant Proctors and other support staff and security guards. The campus is under CCTV surveillance and the security is provided 24x7 throughout to maintain discipline and to ensure safety on campus.

Gymnasium and Playground: Time slot fixed for females only

General store and Stationary shop: in-campus facility.

1. Internal Complaint Committee (ICC) is in place to address grievances and issues of sexual harassment, if any. Several initiatives have been taken and implemented to prevent harassment. Prompt actions are taken if any such incident is reported. The University takes care of special needs of girl students, thereby ensuring a safe and friendly environment within the University.

Equal opportunity cell

NCC Women Wing, Jamia Hamdard

Every year various programs on Gender sensitization are planned such as workshops / seminars on:

1. Gender Equity / Attitude/ awareness
2. Prevention of Sexual Harassment
3. Women Empowerment
4. Women Health and Hygiene
5. Women's day and many other relevant topics.

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

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based

A. Any 4 or All of the above

**energy conservation Use of LED bulbs/
power-efficient equipment**

File Description	Documents
Upload relevant supporting document	View File

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

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

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

Biomedical and Hazardous Waste management

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

Waste recycling system

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

File Description	Documents
Upload relevant supporting document	View File
7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above
File Description	Documents
Upload relevant supporting document	View File
7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	A. Any 4 or All of the above
File Description	Documents
Upload relevant supporting document	View File
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 	A. Any 4 or all of the above

5. Beyond the campus environmental promotional activities

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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

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

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

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

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

File Description	Documents
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Jamia Hamdard organizes various activities to sensitize constitutional obligations. Every year on 26th November Constitution day is celebrated in the campus. The Preamble was read out and importance of Fundamental Rights is highlighted by NSS Program Coordinator and Convener at this occasion. Several lectures have been organized at the University level on constitutional issues to disseminate the true spirit of the Constitution. Jamia Hamdard has also been making efforts to implement Constitutional directions within its limited capacity. For instance, School of Law has taken an initiative to fulfil the mandate of Article 39A which calls for providing free legal aid to the poor and needy. A Legal Services Clinic has been established in collaboration with Delhi Legal Aid Services Authority (South), where practicing lawyers visit to provide free legal assistance. Several legal awareness camps and social outreach events in the neighbouring areas have been organized on issues such as domestic violence, Motor Vehicles Act, consumer awareness etc. to make people aware about legal and constitutional remedies. A workshop on Right to Information Act was also organized to create awareness about right to information.

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

All of the above

Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Upload relevant supporting document	View File

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

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

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

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

Various events are organized like National Pollution Control Day, World Earth Day, World Water Day, International Ozone Day, International Day of Forests etc, to create awareness about the importance of environment safety and conservation.

Activities like plantation drives are also organised. The University also celebrates National energy conservation day to promote energy conservation in campus and reduce the energy usage.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

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

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

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

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

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

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

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

7.3 - Institutional Distinctiveness

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

Jamia Hamdard was conceived as a seat of higher learning in Unani Medicine and other areas of knowledge by founder, Late Hakeem Abdul Hameed. Hamdard Laboratories (India) was established by the late Hakeem Abdul Hameed Sahib. However, its activities are entirely secular and designed for the collective benefit of the nation. All its income is dedicated to achieving objectives that are solely focused on public charity, benefiting all individuals. The School of Unani Medicine has a stamp of its Founder, one of the greatest Unani Physicians, Padma Shri and Padma Bhushan, philanthropist, educationist, entrepreneur and Institutional builder. Jamia Hamdard strives to work with the vision of promoting study of modern and traditional medicine system which encompasses a holistic and integrative approach to health care. The priority and focus of thrust are to help the community by providing healthcare in this post pandemic era. Unani Medicine is one of the oldest traditional systems of medicine practiced in Indian sub-continent and has today become an integral part of the healthcare delivery system of India. Majeedia Unani Hospital is under the auspices of Jamia Hamdard and is a teaching hospital associated with School of Unani Medical Education and Research to provide quality Unani medical education and training to the students. It is a 110bedded hospital offering quality healthcare services at affordable cost and has specialty services in a wide range of illnesses right from hepatitis, diabeties, non-healing ulcers, musculoskeletal disorder to various

7.3.2 - Plan of action for the next academic year

To start new Multidisplinary / Interdisplinary UG and PG programmes

Implementation of virtual data and information submission framework.

Effective implementataion of NEP2020

Participation of students in quality initiatives.

Regular conduct of Academic & Administrative Audit (AAA).

Collaboration with other organizations/institutions for quality improvement.

Dual Degree Programma in collaboration with Foreign University

Recruitment of Foreign Faculty

Vocational Programme with National Skill Development Council

Improvement in National and International ranking through more quality initiatives

Administrative Audit of Academic Support
Deaprtments/offices/sections

More Number of MoU with international organaization.

Allocation of more funds for infrastructre and student support.

Awareness Program on Binary Accreditataion