YEARLY STATUS REPORT - 2021-2022

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.	01126059622
• Mobile no	9810370351
• Registered e-mail	vc@jamiahamdard.ac.in
• Alternate e-mail address	sraisuddin@jamiahamdard.ac.in
• City/Town	Jamia Hamdard (Deemed to be University) Hamdard Nagar
• State/UT	New 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)	http://www.jamiahamdard.ac.in/PDF/iqac/Jamia%20Hamdard_AQAR%202020-21%20Submitted%20Report.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://jamiahamdard.edu/uploaded_files/Academic_Calendar_AY_2021-22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**85.6**	**2003**	**21/03/2003**	**20/03/2008**
Cycle 2	**A**	**3.08**	**2011**	**01/08/2011**	**31/07/2015**
Cycle 3	**A**	**3.15**	**2017**	**12/09/2017**	**11/09/2022**

6.Date of Establishment of IQAC	**07/12/2011**

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

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

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	**2**
• 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)

Significant contributions made by IQAC during the current year 2021-22 1) Submission of IIQA 2) Submission of SSR for IV cycle 3) Participation in various rankings such as THE,QS, NIRF 4) Submission of AISHE data 2021-22 5) Academic audit of Jamia Hmadard schools 6) Seminar on Research Ecosystem in HEIs in Collaboration with NAAC 7) Special Lecture on the implementation of NEP 2020

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
To Prepare Jamia Hamdard for 4th Cycle of Accreditation during the September 2022 . Academic Audits of all Schools	**Jamia Hamdard has constitute various committees to facilitate data collection and documentation compilation for the 4th cycle of Accreditation.** • **Draft of Manual Academic and Administrative Audit has been prepared**
Administrative Audit of all departments	**Nil**

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

- Name of the statutory body

Name	Date of meeting(s)
Academic Council	15/06/2023

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2021	30/03/2022

16.Multidisciplinary / interdisciplinary

Being a multidisciplinary university, Jamia Hamdard (JH) is always in the forefront of promoting inter/trans/multi-disciplinary studies in all major and applied domains of knowledge systems. It is fundamentally committed towards promoting studies to sub serve national needs, and community interests, and to address the national and international challenges of human development and progress.Curricula include choice and credit-based courses,projects in the areas of community based services,environmental education, and value-based courses towards the attainment of holistic and multidisciplinary education. Institutionally, Jamia Hamdard is committed to promote integrated / fusion studies through critical interface of science and social sciences. Also, Jamia Hamdard is probably one of the few universities which took lead in implementing NEP 2020 in its letter and spirit. In order to give effect to NEP 2020, the university vide its office order No: AS/NEP/JH-5/2022, dated 5th January 2022, constituted a seven-member committee to look into, and recommend a necessary road map for the implementation of NEP2020 in Jamia Hamdard. The committee after rounds of meetings and interactions with stakeholders recommended that : (I) NEP 2020 to be implemented from the academic session2022-23; (II) non-council governed UG programs of studies be uniformly restructured to four years; (III) necessary course restructuring and curriculum revision including multidisciplinary choices, external credit earning, teachings of Indian culture,

language, philosophy and constitution, skill generation, internship, exit and re-entry options, essential teachings of ecology, environment and disaster management, credits to range between 180-200, project/dissertation writing, re-designating certificate, diploma and degrees, etc., be in accordance with NEP 2020; (IV) establishment of academic credit bank; (V)gradually moving towards five
years integrated/blended degree programs of studies, and (VI) phased introduction of one year PG program. 159th Standing Committee of the Academic Council held on 6th April 2022 has approved 'in -principle the recommendations of the committee. In line with the above, course restructuring and curriculum revision (undergraduate) have been undertaken by the School of Chemical and Life Sciences in the subjects of Chemistry, Textile Chemistry, Botany, Biochemistry, Biotechnology, Toxicology & Clinical Research. Other non-Council governed UG courses are also being restructured. Needless to mention that curriculum revision takes due care to underline the importance of outcome-based education. A new four- year UG program, designed in accordance with NEP2020, in Politics and Governance was introduced in the Centre for Federal Studies, Public Policies and Governance. To add more to multidisciplinary, Jamia Hamdard has created many Centers of studies like Hamdard Institute of International Studies, Centre for Virology, Centre for Studies on Sufism in the Department of Islamic Studies, SHSS.

17.Academic bank of credits (ABC):

1. Adoption of UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021 after notification. 2. Implementing the UGC Regulations on Academic Bank of Credits in a phased manner. 3. Considering universities/HEIs with equal or higher NAAC/NAC grades as equivalent for credit transfer. 4. Counting the credits acquired by the students from foreign Universities. 5. Awarding 1-2credits for Seva/Service/Community Service. 6. Credits in the courses of related streams, entrepreneurial competencies, communication, soft skills, etc. 7. More freedom to the student to earn the credits from institutes of higher learning located
in India and abroad. 8. Restructuring academic programs of uniform and compatible credit pattern. 9. Constituting a committee to recommend the multidisciplinary courses and their credits. 10. On 12 May 2022, the university registered itself on the government platform Digi Locker NAD. The listed NAD ID is NAD012827. For credit posting on NAD, necessary guidelines are being devised.

18.Skill development:

Its stated vision (draft) reads "be a global leader, exemplar for integrating skills and value-added talents into teaching, research, operations, and public service. The university recognizes the need for a broad knowledge foundation in the development of long term vocational systems and pledges to consult with local and external business practitioners and skill/vocational experts on best practices and applications for community well-being." This was discussed in detail by the 160 SC of AC held on 26th July 2022. University is in the process of establishing a new School of Vocational Education, Entrepreneurship and Training (SVEET) to initiate necessary skill generating-credit based programs for the UG and PG students. So far 30 programmes have been identified. The school is expected to engage industry veterans and others towards providing vocational skills. 1. Mapping of skills for better employability. 2. Introducing more programs in vocational education. 3. Introducing short-term skill- based programs. 4. Establishment of various clubs for co-curricular development and up- skilling of the students. 5. Revision of syllabi to integrate multidisciplinary skill component. 6. Identifying set of professional/life skills to be imparted across the disciplines. 7. Improving students' employability in local area. 8. Employability in cutting-edge areas. 9. Offering a course on value-based education. 10.Integrating skills and values in curriculum. 11. Curriculum rooted in ethics, Constitutional values and respect for Indian culture, art and heritage.

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

Jamia Hamdard is committed to incorporate following key points through the implementation of NEP 2020 1. Including traditional Indian knowledge including tribal knowledge in the curriculum. 2.Promoting the culture of cross-disciplinary and interdisciplinary research. 3. Introduction of courses familiarizing the students about Indian culture and art. 4. Starting special scholarships for studies in Indian languages, arts, and culture. 5. Introducing the Departments of Music, Fine Arts, Translation and Interpretation, Comparative Literature, Philosophy and Performing Arts. 6. Establishment of various clubs for sports, dance, music, photography, fine arts, etc. 7. Introducing departments and programs in Indian languages. 8. Coordinating with classical language Institutions. 9. Coordination with National Mission for Mentoring for necessary support in teaching in Indian languages. 10. Pedagogy to make education more experiential and holistic. 11.Integrating sports in education to foster holistic development. 12. Character building and well- rounded individuals. 13. Multidisciplinary

and holistic education across the domains. 14.Transforming the teachers with holistic professional development. 15. Restructuring the academic programs to impart multidisciplinary and holistic education.

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

Learning outcome-based curriculum framework (LOCF) enabling the students to make a well-judged choice regarding the courses they wish to study, is a necessary component of NEP-2020 and the university has already endorsed it.

21.Distance education/online education:

Jamia Hamdard has a dedicated Centre for Online and Distance Learning offering UG & PG diploma programs. Under statutory approval of UGC, the Centre in 2021, has introduced online courses in select areas like BBA, BCA, B.Com. (H), M.A.(H.R) and M.A. (Islamic Studies). University will gradually move towards more and more online courses. 1. Optimum use of technology-based education platforms, such as DIKSHA/SWAYAM; 2. 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. 3. 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. 4. Blending of traditional teaching with the online in undergraduate and vocational programs. 5. Rigorous teacher training in learner-centric pedagogy and on how to become high quality online content creators using online teaching platforms and tools. 6. Online education to be blended with experiential and activity-based learning for desired outcomes. 7. Identifying different effective models of blended learning for
different subjects while considering the essential importance of Face-to-Face learning. 8. 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.
9. Digital content in multiple Indian languages to address the issue of linguistic diversity.

Extended Profile

1.Programme

1.1	81
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	**9254**
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	**3256**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.3	**8354**
Number of students appeared in the University examination during the year	

File Description	Documents
Data Template	View File

2.4	**40**
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 Number of full time teachers during the year	**494**

File Description	Documents
Data Template	View File

3.3 Number of sanctioned posts during the year	**632**

File Description	Documents
Data Template	View File

4.Institution

4.1 Number of eligible applications received for admissions to all the Programmes during the year	**1535703**

File Description	Documents
Data Template	View File

4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**1699**

File Description	Documents
Data Template	View File

4.3 Total number of classrooms and seminar halls	**121**
4.4 Total number of computers in the campus for academic purpose	**1254**
4.5 Total expenditure excluding salary during the year (INR in lakhs)	**2266.00**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

Jamia Hamdard has designed the holistic curriculum that focuses on upholding the rich traditional values and at the same time incorporating the recent advances & technology. Jamia Hamdard is fully prepared to implement The National Education Policy-2020 notified by the Government of India in phased manner with comprehensive strategic plan. Apart from core concepts, curriculum is focused on thrust areas like AI, ML and Robotics, health care, professional ethics, human values, industry compliant, environment and sustainability and oriented towards society and community.

For implementation of the outcome-based education within the framework of Choice Based Credit System pattern, Centre for Teaching Support and Innovations has been constituted through regular mentorship in Jamia Hamdard, which has been continuously working to achieve the goals set forth.

In keeping with the Learning Outcome-based Curricular Framework, all programs being offered by the university have learning targets and results that are connected to instructional methods and assessment/evaluation design.

Online courses such as MOOC and Spoken Tutorial offer enhanced learning encounters to the learners. Community and societal oriented curriculum engages students in social surveys to learn livelihood issues and recommend solutions. Students are exposed to industry and clinical areas for skill development.

File Description	Documents
Upload relevant supporting document	[View File]()

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

12

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

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

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

2407

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

1.2 - Academic Flexibility

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

108

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

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

32

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

1.3 - Curriculum Enrichment

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

Courses offered by Jamia Hamdard emphasize inclusiveness and holistic development of students paying special attention to professional ethics, gender, human values, environment and sustainability in accordance with the rules of regulatory bodies. Integration of such courses gives a conducive environment for all-around development of the students and inculcates values of justice and sense of responsibility towards society in them.

Courses pertaining to professional ethics and human values are offered across various disciplines both for UG and PG students namely Humanities, Universal Human Values, Constitution of India and several other courses on professional ethics propelling decision-making and advancing best business practices.

Courses like Environmental Studies, Disaster Management, IPR, Cyber laws and Ethics, Humanities-II, Social Media and Social Media Ethics, offer value education to UG and PG students and groom them for value oriented-life. Human Rights and Duties in India and Gender Youth and Society course curricular activities infuse a sense of "Unity in Diversity" among the students. Community Medicine course encourage student participation in Unnat Bharat Abhiyan from the year 2019, by adopting 5 villages and successful implementation of the COVID project in 2020 and continues to do so.

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

44

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

2995

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

3399

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

1647

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 studentsand organises special Programmes for advanced learners and slow learners

Jamia Hamdard has focused on imparting equitable education to learners from different socio-economical cultural background with varying learning abilities.

The student assessment system comprises qualitative and quantitative methodologies including examination systems: Sessional and Semester/annual and other assessment techniques such as class room response, quiz, presentations, seminar, project works, field visit reports, paper and poster presentations, workshops, and extra-curricular activities. Based on the mentioned assessment techniques the students are mapped into slow and advanced learners.

Based on the assessment methodologies, students are identified as advanced learners or slow learners. Slow learners are furthermore mapped into domain-based slow learners and overall slow learners.

Domain-based slow learners: Students mapped into this category are selective learners who are slow learners in one of the subjects/domains but grasp the fundamental and conceptual teachings of other subjects/domains.

Overall slow learners: Students mapped into this category are slow in more than one subject/domain.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	http://jamiahamdard.edu/naac/criteria-2/2.2/2.2.1-QUALITATIVE.pdf

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
9254	**495**

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

Jamia Hamdard lays a major focuses on using student-centred teaching approaches to improve learning and prepare students to solve societal and global concerns. The whole process of teaching-learning involves the need, interest, and capabilities of the student based on the feedback obtained along with teacher observation. Some of the methods used for enhancing learning in Jamia Hamdard

Problem Solving Method

Experiential Learning

Participative Learning

ICT based Teaching

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 has been actively involved in adopting the use of ICT-

enabled tools and resources in the teaching-learning process.
Following is the list of ICT tools used:

1.Laptops/Smart Devices

2. Classrooms with ICT tools

3. Wi-Fi

4. E-Resources from Library

5. ICT Tools used for Teaching

6. E-Resources available online

E-resources available on various educational websites such as
SWAYAM, e-PG Pathshala, SWAYAMPRABHA, National Digital Library,
Shodhganga, Vidwan, NPTEL, COURSERA, and the UGC online lecture
series are accessible to 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

494

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

494

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

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B

Superspeciality/D.Sc./D'Lit. during the year

`333`

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

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

2.4.3.1 - Total experience of full-time teachers

`4258`

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

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

`196`

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

`36.61`

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

`36.22`

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

40

File Description	Documents
Upload relevant supporting document	View File

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

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1.  Examination Process
2.  Evaluation Process
3.  Result Declaration
4.  Additional Reforms


•   Confidentiality
•   Re-Evaluation
•   Supplementary Exams and Special Exam
•   Unfair Means
•   Flying Squad
•   Academic Calendar
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File Description	Documents
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual	C. Only student registration and result processing

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 curriculum is designed according to well-defined program specific learning outcomes Mapping of Course Outcome Course outcomes are designed by the faculty reflecting the skills and abilities that the students must develop along with disciplinary & interdisciplinary knowledge. The learning outcome of every course is designed to inculcate professionalism, ethical conduct, and respect for cultural diversity. This process of mapping the entire curriculum has helped increase the knowledge depth of the student which is being imparted to them through the practical and theoretical teaching process. For each programme, the assessment process is well defined and includes:-1. Internal Assessment which comprises two sessional tests and continuous assessment, and 2. External Assessment. Publication of Learning Outcomes Modification in course objectives and its curriculum is done through the Board of Studies and Academic Council. Revision in programme outcome, programme specific outcome, and course outcome is done after the approval of the school board, Board of Studies, and Academic Council Widely publicized as a Byelaws and syllabus on the university website. At the start of each semester, the faculty members discuss with the student about the course outcome and assessment process.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

The schools have initiated very effective methodologies which make sure that POs, PSOs, and COs based curriculum are attained by imparting information & knowledge to the students in an efficient manner. Moreover, classroom-based pedagogical learning or fieldwork-based surveys are employed where students interact with people from different strata of society. Evaluation Process The medical and allied courses have their evaluation process according to the Guidelines of their respective Council to maintain a Uniform Standard. Internal assessment and External assessment in each semester of the academic session. Assessment is also done through class, group discussions, topic-based Presentations, mock tests, quizzes, assignments, project works, case studies, etc. Weightage is also allocated to attendance and attentiveness in the class. The marks and points scored in both the form of assessments are taken

into consideration while calculating the overall score of the students for any particular subject. Apart from this for more enhanced assessment of students and to introduce a sense of market/society based learning model instead of the older pedagogical methodologies based models students are encouraged to be involved in the project works, seminars on the latest topics, internships, research paper writing, etc.

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

2258

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.7 - Student Satisfaction Survey

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

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

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Jamia Hamdard (JH) has created an operational research ecosystem to support and promote interdisciplinary and multidisciplinary research work through various research facilities. The research ecosystem is managed through Director Research and Development Cell. To maintain research ethics in JH various research committee, look after ethical issues namely JH-Institutional Review Board, Institutional Animal Ethics Committee, Institutional Biosafety Committee and Institutional and Academic Integrity Panels etc. The laboratories have been upgraded which has further improved competencies among faculty and research students. The departments have upgraded

equipment in the laboratories to facilitate research of high standards using grants like DST PURSE, DST FIST, UGC SAP, AYUSH CoE and other funded research projects. Additionally, PhD. scholars are getting research support through scholarships. To encourage a sustainable research environment Jamia Hamdard provides incentives to the students and faculty members for performing quality research reflected through high impact factor publications, high citations, and researchaccomplishments. All research outputs i.e., publications, reports dissertations and theses are subjected to Plagiarism check through the university-approved plagiarism software to uphold the quality.

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)

116.98

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

14

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

150

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

32

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)

389.85

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)

3370.51

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

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

27

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 the art Centre for Innovation, Incubation and Entrepreneurship (CIIE) in the campus. 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
- A range Nano herbal product with enhance efficacy and bioavailability from Nanomedicine Laboratory lie 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 the Department of Biotechnology
- Innovative Unani products by Unani School, recognized as centre of excellence by AYUSH ministry, Government of India
- Honey production is initiated by the Department of Food Technology in the herbal garden at Jamia Hamdard with a total ten wooden beehive boxes. All the steps including initial extraction, dehumidification, liquefaction and mixture, heating, pasteurization followed by crystallization and final packing is conducted at the department.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

38

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

38

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

146

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	A. All of the above

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

47

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

733

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

106

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 Initiatives For Institutional LMS	A. Any 5 or all of the above

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
3970	4112

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
56	51

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 encourages faculty to expand and secure the research profile of the university utilizing her/his current research knowledge and experience. The capabilities of faculty, execute the best of academia and industry partnership to devise innovative solutions to scientific problems. The partnership promotes the translational research activities, and innovative technology development and its transfer to industry for better utilization in sustainable development and intellectual property support. Keeping the above goal, Jamia Hamdard has a well-defined encouraging consultancy policy document with revenue sharing between institution and investigator(s) implemented through he 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 (IPR). A provision of signing an agreement/memorandum of understanding (MoU) detailing all clauses of project is mandatory. Furthermore, in order 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. On completion of the consultancy project, PI need to submit 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)

2.8

File Description	Documents
Upload the data template	**No File Uploaded**
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

The history of Jamia Hamdard (JH) begins with the establishment of a small Unani clinic in the year 1906 by Hakeem Hafiz Abdul Majeed. He gave the name "Hamdard" to the institution, which means "sympathy for all and sharing of pain". Since its inception Hamdard has focused primarily on creating awareness and providing services to the community. It has consistently organized training programmes, workshops, seminars and other community outreach programmes to sensitize the students and neighbourhoods on social, societal and community issues including health and hygiene, sanitation, reducing water-wastage.

Unnat Bharat Abhiyan

Skill Based Courses

Health and Hygiene Awareness Programmes

National skills training centre – DAKSH

Legal and Cyber awareness programmes

File Description	Documents
Upload relevant supporting document	[View File](#)

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

3.6.2.1 - Total number of awards and recognition received for extension activities from

Government / Government recognised bodies during the year

1

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)

15

File Description	Documents
Upload the data template	No File Uploaded
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

887

File Description	Documents
Upload the data template	No File Uploaded
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

1169

File Description	Documents
Upload the data template	**No File Uploaded**
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

2

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 delivery of teaching-learning is a multi-modal process involving the interaction and engagementbetween the students and the teachers in classrooms, laboratories, and information centers. The Universityhas 9 academic buildings and 121 classrooms/tutorial rooms/seminar halls with ICT facility. Universityalso has state-of-the-art laboratories and ubiquitous computing facilities.

Classrooms

University imparts education through classrooms equipped with modern facilities. These classrooms areconnected to network through Wi-Fi and are equipped with ICT facilities. Jamia Hamdard strictly followsthe norms laid down by the respective statutory bodies.

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 thatare part of the curriculum. These labs are managed by trained technical staff and lab attendants. In manyschools, PG labs also help dissertation students to carry out

their M.Sc. thesis work. Apart from UG andPG labs, there are also many research labs that help Ph.D. and post-doctoral students in carrying outresearch work. These research labs are under the supervision of faculty members and are funded byResearchGrantsfromdifferentfundingagencieslikeUGC,DST,DBT,ICMRandothers.Theinfrastructure for research in the university is also supported by prestigious grants like UGC-SAP, DST-FIST, AICTE and DST-PURSE. Schools also have Departmental Instrumentation Facility (DIF) andCentre Instrumentation Facility (CIF).

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.)

Sports and cultural activities

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 theirextra-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.

Universityhas05wellequippedauditoriumsforstudents'culturalactivities.Interschoolsportstournaments(HamdardSportsMeet)andLiterary&CulturalEvents(HamdardFest)areorganizedannually. Various other inter and intra-school tournaments are also organized by the university throughoutthe year. Teams of Jamia Hamdard also participate in sports & cultural activities at national, regional, andzonal level events. Jamia Hamdard has organized zonal and national tournaments like North Zone InterUniversity Basketball Tournament for men in 2018 that included 60 teams of major universities. Thisreflects the capability and excellent sports infrastructure available on the campus.

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

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

floodlights)
3. One volleyball courts (18 m long/9 m wide, outdoor)
4. Two badminton courts (30.8m long/12.2 m wide, indoor courts)
5. Fitness center/Gym (1000 sq. ft., indoor)
6. Football ground (24624 sq. ft.)
7. Athletic track (400 meter, multipurpose)
8. Long jump pit
9. Shot put sector
10. Discuss throw sector
11. Table Tennis Hall (18m long/10m wide, two)
12. Carrom & Chess boards (indoor)
13. BilliardsNSS and NCC

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

Jamia Hamdard provides excellent campus facilities for both the students and staff members. It has manyhostels for boys and girls of different courses along with residential complexes for teaching and non-teaching staff of the university. In addition, lodging facility is also available for the Vice-chancellor,Pro-ViceChancellor,RegistrarandFinanceOfficer.Thecampushas05wellequippedauditoriums,forholding seminars/conferences/workshops. The buildings in the campus have ramps, lifts and toilets for differently-abled students. Campus offers facilities for the students such as canteens with the availability of differentfoods and beverages options. These canteen (with different names like Pharmacy Canteen, Classic Café,Café Cozy, FrndZone, foodhood, chachu canteen, and Recharge Zone) are located at different corners ofthe campus and caters to the need of both students and teachers at subsidized rates. The campus also has aco-operative store (Kendriya Bhandar) that provides groceries and various stationary items at affordablerates. To ensure stress free stay of students at the campus, university also has a laundry facility, Motherdairy, fruits, and vegetable shop.

University campus also has dedicated branch of Bank of India andJ&KB ankalongwithATMkiosksofthreedifferentbanks.Thecampusalsohousesabeaut yparlourandbarbershop. It also has a Post Office managed by India Post. University has a guest house popularly known asScholarsHouseandanotherVIPguesthouse.Jamia Hamdard has two

hospitals, Majeedia Unani Hospital and HAHC Hospital to providemedical support to needy students, faculty and staff. Further, it has empanelled various super specialtyhospitals to provide medical facilities to its staff. The university has a pharmacy associated with thehospital along with Unani medicine outlets like Majeedia Unani Pharmacy and Hamdard Wellness outlet.

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)

184

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	No File Uploaded

4.2 - Library as a Learning Resource

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

Library computerization

The library has undertaken the computerization of its house-keeping activities based on the popular library management system, LIBSYS, since 2004. Keeping in view the nature of the collection which also consist of a large number of non-European printed materials, bibliographic databases in Unicode compliant standard have been developed. Now, a variety of bibliographic databases, such as database for printed books, thesis and CD-ROMs are available in different languages These databases can be easily accessed 24x7 throughout the campus and beyond on the Intranet and Internet topography. All library members are provided bar-coded library cards with privileges for borrowing materials from any issue counter within the library system.

Lamination and Digitization activities

Digitization of rare printed books is also undertaken to facilitate long-term preservation as well easier global access of these valuable documents over the web. Hundreds of depilated rare books

which could be not handled by naked hands have been given fresh life for posterity through digitization and archival binding under the NAI projects. The National Mission for Manuscripts (NMM), another specialized body under the Ministry of Culture devoted to resurrection of old Indian arts and manuscripts has been engaged to digitize the majority of the manuscript collection.

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)

35.47

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)

799

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

121

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

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

Jamia Hamdard maintains a proper system for upgradation of its IT infrastructure with pace of the time and advancement in the field of IT. Most of the IT resources are covered under Annual Maintenance Contract (AMC). Any critical problem is addressed on an emergency basis. The aging policy of IT items is strictly followed to replace/upgrade the IT resources once their recommended years of use are over.

The IT policy of Jamia Hamdard ensures the authenticity of procurement, installation, maintenance, upgradation/renewal of hardware and software. It covers the policies for the fair usage of the Internet in campus and other available IT facilities and networking environments.

Appropriate budgetary provisions under the capital head are kept for the upgradation and augmentation of ICT infrastructure.On average 45-50lakhsperyearareallocatedforprocurementandmaintenanceof IT infrastructure.

Budgetary provision under the capital grant is allocated for the adaptation of ICT solutions from time to time.

Old UTM models Cyberoam CRX-500 and Cyberoam 1500 iNG which we procured in 2006 and 2014 are upgraded with Sophos XG650 Firewall UTM in 2021 for anti-spamming, virus scanning,firewall, NATTING, user authentication, IPS scanning etc.

Trend Micro - Antivirus plus Security Software are installed on all computers.

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
7	1

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	• ?1 GBPS

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing	B. Any 3 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

1589

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

Jamia Hamdard has well-defined systems and procedures for maintaining and utilizing physical, academic and support facilities.The university is managed by top committees like Board of Management, Academic Council, Finance Committee, and Planning and Monitoring Board. Matters related to the curriculum is first passed by Board of Studies of the department followed by the School Board

and standing committee.Overallmaintenance of the university buildings, classrooms, sportscomplex,hostels,guest house,gardens and lawns are taken care of by the Engineering and Maintenance (E&M) department.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

368

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

7179

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

20

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

631

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

22

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

5

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

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

Jamia Hamdard believes in equal opportunity to all and overall development of the university and students as well. Students Advisory Council of Jamia Hamdard is comprised of student members from different schools specifically called Student's Advisory Council.Every year SNA elections are organized and students are

selected for various positions such as President, Vice President, Secretary, sports In- Charge, Mess in-charge, Entertainment and editorial in-charge. The selected students learn leadership quality and the skills to be able to work as a team and enhance individual skills as well. Jamia Hamdard strongly believes in contributing to the nation building and shaping the students to be a responsible citizen learning moral and social responsibility, and environment consciousness during their education span.

Being located in the heart of country, Jamia Hamdard encourages a culture of unity in diversity where student from all over India and across the globe work as a team. Along with educational learning, co curricular and sports activities are considered as strong pillars of overall development for students. Jamia Hamdard expects from its students to carry forward the legacy of founder of the university, Janab Hakeem Abdul Hameed Saheb who believed in contributing towards the society, education and women empowerment

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

14

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 Jamia Hamdard Alumni Association is registered as, "The Alumni Association of Jamia Hamdard" (TAAJH) under Societies Registration Act XXI of 1860 in Distt. South-East, Government of NCT of Delhi. The TAAJH is located at Jamia Hamdard G/F, M.B. Road, Hamdard Nagar, New Delhi-110062. The Registration Number of TAAJH is S-E/1462/Distt. South East/2018. The mission of the alumni association is to consolidate the alumni base of Jamia Hamdard on official platform endorsed by the University. This would give the feeling of "belongingness" to the alumni and they would "feel connected" and

would continue to take pride in our achievements and would do handholding where ever required.

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 Vision and Mission are as follow:

Vision(s) "To provide international quality higher education and undertake cutting-edge research in the fields of natural science and technology and social sciences and particularly promote study of modern and traditional, especially Unani, medicine systems encompassing a holistic and integrative approach to healthcare and to meet societal education needs of underprivileged Indian communities."

Mission(s) a) To promote and advance the cause of higher education through modern methods of teaching and advanced research in such branches of knowledge as the Jamia Hamdard may continue to develop core competence for and as may be in consonance with the emerging needs of India in general and underprivileged communities. b) To co-operate, collaborate and associate with national and international organizations and institutions in any part of the world having mission wholly or partly similar to those of the Jamia Hamdard and as per the provision of the UGC regulations in place from time to time. c) To provide avenues for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit primarily at Under-graduate, Post-graduate, and doctoral levels, fully conforming to the concept and idea of the University.

Reference-

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http://jamiahamdard.edu/UserPanel/DisplayPage.aspx?page=cce
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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 academic and administrative management of Jamia Hamdard is decentralized and participatory.

At the School level there is School Board and at the Department level there is Board of Studies (BoS) which include faculty representation at all levels (i.e. Professor, Associate Professor and Assistant Professor). The tenure of these bodies is generally two years and members are rotated. In each case there are minimum two external subject experts. At the institution level statutory bodies such as Board of Management (BoM), Academic Council (AC), Finance Committee (FC), Planning & Monitoring Board (PMB), Research & Development Cell and IQAC Committee there is representation of all the categories of teachers (i.e., Professor, Associate Professor and Assistant Professor). All the Professor and Heads of the Department of Members of the Academic Council). To deliberate on matter of urgent attention, there is Standing Committee of the Academic Council which meets on regular basis once in month.

For management of research there is a Research Advisory Committee/Council (RAC) having representation of external and internal members including industry representative(s). For matters related to individual research scholar the Student Research Advisory Committee (SRAC) has representation of internal and external members and the Research Supervisor is the Convener of the meetings of the SRAC.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

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

The salient features of the strategic plan are:

- Publishing paper in reputed journals by faculty members and encourage students to do the same.
- Promotingbothfacultymembersandstudentsfornational/international level events both in curricular and extra-curricular activities
- Increase number of patent filing
- Sign MoU with industry for training, interaction, inviting experts for interactive sessions.
- Organize workshops/training/ conferences and FDP for faculty.
- Enriching the curriculum by introducing value added courses

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.

Jamia Hamdard has following statutory bodies:

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

Finance Committee: The finance committee is entrusted with protecting and renewing the institution's resources and assisting the board fulfilling its financial responsibilities. The committee reviews and prepares budget proposal under the direction of the head of the institution for overall development of the university.

Research & Development Cell: Jamia Hamdard has a R&D cell to monitor

and address matters related to research promotion and ethics. Jamia Hamdard aims to support and promote research and research activities within and outside the institution.

Internal Quality Assurance Cell: The IQAC at Jamia Hamdard was constituted on 7th December 2011Jamia Hamdard attempts to carve out the total quality through a persistent focus on imparting quality education, through its innovative, comprehensive, and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning. IQAC has been performing the following tasks on a regular basis:

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

Performance appraisal system for teaching and non-teaching staff

A good performance management system works towards the improvement of the organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. An effective performance management system plays a crucial role in managing the organization in an efficient manner. Jamia Hamdard has a well-executed policy for staff performance appraisal and promotion. In line with this, the Institute is following the

appraisal scheme suggested by UGC Regulations 2018.

Effective Welfare Measures through Financial Support

Jamia Hamdard has effectively implemented the welfare schemes for the teaching and non-teaching staff by providing all the government schemes, such as gratuity, pension, commutation of pension, earned leave encashment, maternity leave, paternity leave, medical facility, leave for attending national/ international conference, health fund scheme, permission to attend FDP such as orientation programs and refresher courses, short term courses, etc. for the career development and progression of the teaching as well as non teaching staff. Besides the above, the following benefits are given to the teaching and non-teaching staff.

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

01

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

15

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)

27

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

JamiaHamdardisasubstantiallyaidedinstitute.ItreceivesGovernmentGrantsfromDelhiGovt.andUGC. It also receives Research and Development funds from funding agencies such as CSIR, DBT, DST,AICTE, ICMR, ICSSR, ICPR, Hamdard National Foundation (HNF) and Non-governmental bodies forextension and development activities.

Apart from these two sources of Govt. grants, the resource mobilization is mainly through the following:

- Fee from students
- Interest on investments
- Interest on corpus
- Contribution from charitable societies
- Contributions from Association of Alumni
- Overhead charges from projects
- Share of consultancy charges
- Sponsorships and registration fee
- Tender fee
- Sale of student's application forms for admission
- Sale of job application forms

Utilization of Funds

Jamia Hamdard effectively utilizes the funds in the following ways

1. Disbursal of staff salary
2. Infrastructure augmentation such as construction and renovation of classrooms, laboratories,installation of solar panels,waste managementunits,plantation of trees,campus beautification,maintenance of staff residences, renovation of old buildings, setting-up of new centres etc.
3. Hostel maintenance
4. Library resources

5. ERP and ICT improvement
6. Software and equipment purchase
7. Organizing Seminars/Endowments lectures, conferences, workshops, training programs
8. Career development programs, faculty empowerment programs
9. Seed money grants for promoting research
10. Endowment scholarships to empower and encourage the under privileged wards of staff
11. Management (HNF) scholarship to the socially and economically marginalized students
12. SportsandculturaleventssuchasAnnualSportsMeet,Blood donation camp,activities of different clubs such as Literary club, Cultural club etc.
13. Observing the days of national significance

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)

810.00

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)

809.04

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4.4 - Institution conducts internal and external financial audits regularly

The University has an Audit Section functioning under the Finance Officer. All financial activities of the university are audited by this section. Any departmental activity involving considerable

financial overlay is scrutinized by the Audit section and sanction is accorded only after passing through the Audit. The Chartered accountants conduct regular internal and external financial audit in the university. The statutory audit covering all financial and accounting activities of the university follow the standard procedure laid by the government agencies. The mechanisms used to monitor the effective and efficient use of financial resources are as follows:

All receipts from fee, donations, grants, contributions, interest earned and returns on investments.

All payments to staff, vendors, contractors, students, and other service providers.

All recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non-recurring expenses like lab equipment purchases, furniture, and other development expenses

Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute. This is mainly pre-audit of major receipts and payments (above Rs. 50 thousand each) and concurrent/post-audit of all other receipts and payments. He also pre-checks salary fixations, pension and gratuity payments and final payments of GPF/CPF

- Reference - Finance Policy

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5 - Internal Quality Assurance System

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

Jamia Hamdard attempts to work towards total quality through a persistent focus on imparting quality education, through its innovative, comprehensive, and flexible quality education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the institute's functioning.

The IQAC at Jamia Hamdard was constituted on 7th December, 2011.

Since then, it has been performing the following tasks on a regular basis:

- Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from its stakeholders.
- Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.
- Providing inputs for academic and administrative audit and analysis of results for improvement in areas found weak.
- Annual Quality Assurance Report (AQAR), Self-Study Reports of various accreditation bodies (UGC 12b, AISHE, NAAC, NIRF, NBA)
- The two examples of practices institutionalized because of IQAC initiatives are as follows:

1. Online Student Feedback System

1. Academic and Administrative Assessment and Audit

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 international agencies (ISO Certification, NBA)	A. Any 5 or all of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting documnent	[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)

Jamia Hamdard strive hard for the benefits of all its stakeholders

through quality education.

IQACofJamiaHamdardemphasizesonimpartingqualityeducation, through its innovative,comprehensive, and flexible quality policy. Its carries out activities that encompass all aspects of the university functioning.JamiaHamdardhasparticipatedinNIRFRankingandbaggedfirstrankinPharmacy for consecutive four years. Jamia Hamdard has also participated in Times Higher Education Ranking and QS Ranking.

- Orientation programon "MOOCsandBlendedLearning"[forfacultymembersofJamiaHamdard](December 01, 2021).
- Orientation programon "OutcomeBasedEducation(OBE)andCurriculum Design"(February02,2022).
- Orientation programon "PredatoryJournalsandUGC-CAREListingofJournals(February03,2022)
- Seminar on Research EcosysteminHEIsanditsimpactonAccreditation andRankinginCollaboration with NAAC and SPONSORED BY DST-Purse on August 1, 2022
- Special Lecture on NEP2020: Concept, Relevance and Implementation. June 14, 2022
- FacultyDevelopmentProgramon"AdvancementInMedicalAndInterdisciplinarySciences:Adaptation For Effective Teaching &Learning Techniques" (17.9.2019-23.9.2019)
- Faculty Development Program on Entrepreneurship March 10- 24, 2021Manual for Academic and Administrative Audit (AAA) prepared and adopted.AuditCommitteesconstituted.Academicaudito fallNineSchoolscompleted.

some of the major activities of Jamia Hamdard in preceding years are as follows-

- Complete adoption of Choice Based Credit System
- Establishment of National Cadet Corps (NCC) Girls Sub-UnitEstablishment of Research & Development Cell
- Establishment of Research & Development Cell
- Establishment of Environmental quality Cell (EQC)
- Establishment of Center for Teaching Support and Innovation (CTSI)
- Establishment of Eco Club
- Establishment of Cultural Club
- Establishment of Industry-Academia partnership Cell
- Appointment of Adjunct Professor/Adjunct Faculty
- Constitution of Jamia Hamdard Alumni Affairs CommitteeConstitution of Rose Society
- Constitution of Electoral Literacy Club

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 realize their full potential as individuals and fostering gender sensitivity and equality.

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

Women's Grievances Redressal Cell is to promote gender equality, women empowerment, safe guarding and promoting the well-being of all women employees and female students of the institution.

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)	Yes available
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	Safety and security , Counseling ,Common rooms ,Daycare Centre

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 has signed a Memorandum of Understanding with the Indian Pollution Control Association (IPCA) for implementation of the project of segregation of organic waste, its recycling and treatment (Project S.O.R.T).

General and 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.

House-keeping staff is aware of hazardous wastes and non-hazardous wastes. Hence, they use personal protective equipment's (PPE) while handling these wastes. On an average HAHC hospital generates 4500 Kg

`of biomedical wastes in a month, while around 25 kg biomedical wastes are generated in Animal House.`

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:

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:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**

`A. Any 4 or all of the above`

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.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

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

The institution believes in equality of all cultures, religions and people from different socioeconomic backgrounds. To provide an inclusive environment, several initiatives such as organizing cultural and literary programmes, celebrating commemorative days, and inviting distinguished personalities to share Knowledge and experiences on various social, religious, cultural and scientific aspects are regularly carried out.

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:

In recognition of Article 51A of the constitution which urges promotion of respect for ideals andinstitutions of the constitution, Jamia Hamdard has been attempting to inculcate the spirit of the constitution in the minds of its students and employees through its educational philosophy and activities. Activities have been organised to celebrate the constitution day. For instance, NSS Jamia Hamdard organized a programme on 26th November to celebrate Constitution Day.

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	All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

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

The institution organizes various events and activities to celebrate commemorative days and festivals. To inculcate a sense of patriotism amongst the students, all events end with National Anthem. Plantation drives are organized invariably on various occasions to support the green campus initiative.

The university also celebrates National Science Day on 28th February, 2022 to encourage scientific research amongst the faculty and students. On this day it also felicitates the contributions of its faculty and students are celebrated and award them with cash prizes for outstanding contributions in their areas. To further promote research and learning various distinguished and guest lectures are also regularly organized at the university.

The university promotes healthy mind and body by celebrating Yoga Day every year. Events are organized where Staff and students

participate and perform various yoga asanas. Trainers are invited to teach various asanas to the students and staff. Apart from these activities the institute also actively participate in all government schemes like Swatch Bharat Abhiyaan, Jal Shakti Abhiyaan, Aazadi ka Amrit Mahotsav etc. Various events, rallies and awareness drives are conducted from time to time as part of these activities.

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

Jamia Hamdard has always been committed to the cause of humanity and society and continues to strive for the upliftment of the needy and the poor in the community. Several activities have been organized related to social and community outreach and service. These activities develop a sensitization among students, faculty and staff.

Several health camps were organized for community outreach services in adjoining areas of the university. Most of these camps were organized by various departments of SUMER (School of Unani medicine Educational research) and Rufaida College of Nursing. There were free camps catering to the needs and health issues of different age groups and are related to maternal and child health, and other health camps have been organized at various places in New Delhi.

Jamia Hamdard in collaboration with NGOs like "Reaching Sky Foundation: A Delhi Based NGO", the Business and Employment Bureau (BEB). And others of the kind like Prajna Foundation and Sewa Bharti,performed several social activities. Five Villages namely, Chattarpur, Kalkaji, Deoli, Said ul Ajab, and Mehrauli were adopted under this banner. Several activities performed under outreach were: call for volunteers, orientation sessions, visits to the villages, household surveys, and need analysis.

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 has established Research & Development Cell (RDC) as per UGC Guidelines (2022)and also implemented virtual research

management through 'Research Management System'.

Research excellence is demonstrated by high ratio of publication per faculty and citation per faculty. Based on excellence in research Jamia Hamdard was awarded mega funds under DST-PURSE andSTUTIschemes.Currently, nine(09)DepartmentsaresupportedunderFST-FISTandfive(05)Departments are supported under UGC-SAP programme. For excellence in research (publication andcitation) 10 faculty and researchers have been placed in top 2% Scientists of the World in an analysis conducted by Stanford University.

Our Founder (Hakeem Abdul Hameed) always espoused mission of education of girls. He conceived and successfully implemented project of Nursing Education among minority girls with establishment of Rufaida Nursing College. Jamia Hamdard is proud to place on record that currently about 52% students are girls. Recently, we also established a girls' NCC Battalion so that they can contribute to nation building.

Ministry of AYUSH has been granted "Centre of Excellence "(CoE) in Unani Medicine (Pharmacognosy/Pharmacology) under AYURSWASTHA Yojna in March 2022.

The School of Pharmaceutical Education & Research is one of the most prestigious institutions of Pharmacy Education in India, has been ranked as No.1 among Pharmacy Institutions by the Ministry of Human Resources Development, Govt. of India for consecutive 4 years.

7.3.2 - Plan of action for the next academic year

1. Launch of dual Degree program in collaboration with International University
2. Recruitment of Foreign Faculty - Policy has been framed in this regard
3. Vocational Programme with the National Skill Development Council
4. Academic and Administrative Audit of Departments
5. Audit of Library and Infomation services
6. Implementation of NEP2020 and introduction of Four Year Undergraduate Programme (FYUP) in more streams
7. Submissin of ranking data in NIRF,THE and QS Rankings
8. Submission of AISHE data
9. Increase in the number of National/international MoUs
10. Focus on Interdisciplinary research