

**The Annual Quality Assurance Report (AQAR) of the IQAC**  
(July 1, 2014 to June 30, 2015)

**Part – A**

**AQAR for the year**

2014-15

**1. Details of the Institution**

1.1 Name of the Institution

Jamia Hamdard

1.2 Address Line 1

Jamia Hamdard

Address Line 2

Hamdard Nagar

City/Town

New Delhi

State

Delhi

Pin Code

110062

Institution e-mail address

info@jamiahamdard.ac.in

Contact Nos.

011 - 26059688

Name of the Head of the Institution:

**Dr. G.N. Qazi**

Tel. No. with STD Code:

011 - 26059688

Mobile:

9910095435

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID (For ex. MHC0GN 18879)

OR

1.4 NAAC Executive Committee No. & Date:   
(For Example EC/32/A&A/143 dated 3-5-2004.  
This EC no. is available in the right corner- bottom  
of your institution's Accreditation Certificate)

1.5 Website address:

Web-link of the AQAR:

#### 1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	A		2003	
2	2 <sup>nd</sup> Cycle	A	3.08	2011	2011-16
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR \_\_\_\_\_ (DD/MM/YYYY)4
- ii. AQAR \_\_\_\_\_ (DD/MM/YYYY)
- iii. AQAR \_\_\_\_\_ (DD/MM/YYYY)
- iv. AQAR \_\_\_\_\_ (DD/MM/YYYY)

1.9 Institutional Status

University State  Central  Deemed  Private

Affiliated College Yes  No

Constituent College Yes  No

Autonomous college of UGC Yes  No

Regulatory Agency approved Institution Yes  No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education  Men  Women

Urban  Rural  Tribal

Financial Status Grant-in-aid  UGC 2(f)  UGC 12B

Grant-in-aid + Self Financing  Totally Self-financing

1.10 Type of Faculty/Programme

Arts  Science  Commerce  Law  PEI (Phys Edu)

TEI (Edu)  Engineering  Health Science  Management

Others (Specify)

Mixed

1.11 Name of the Affiliating University (for the Colleges)

N/A

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University  None

University with Potential for Excellence  None

UGC-CPE  None

DST Star Scheme	None	UGC-CE	None
UGC-Special Assistance Programme	7	DST-FIST	4
UGC-Innovative PG programmes	None	Any other ( <i>Specify</i> )	None
UGC-COP Programmes	None		

## **2. IQAC Composition and Activities**

2.1 No. of Teachers	10
2.2 No. of Administrative/Technical staff	02
2.3 No. of students	None
2.4 No. of Management representatives	None
2.5 No. of Alumni	None
2.6 No. of any other stakeholder and community representatives	03
2.7 No. of Employers/ Industrialists	01
2.8 No. of other External Experts	03
2.9 Total No. of members	19
2.10 No. of IQAC meetings held	

No.	Date
1	27/01/2012
2	27/08/2012
3	29/04/2013
4	18/09/2014
5	18/04/2016

2.11 No. of meetings with various stakeholders: No.  Faculty   
 Non-Teaching Staff  Students  Alumni  Others

2.12 Has IQAC received any funding from UGC during the year? Yes  No   
 If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.  International  National  State  Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

1. Creation of quality consciousness in the University.
2. Emphasis on setting of benchmarking for quality.
3. Incentivization of high quality research.
4. Contribution to career advancement of the teachers.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

Plan of Action	Achievements
1. Enhancement of quality of publications.	1. Successful induction of provision of compulsory publication by the researchers of Pharmacy and Science in the journal having impact factor 1 or above to become eligible for submission of PhD thesis. This created quality awareness among faculty and scholars.

\* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body      Yes      No

Management       Syndicate       Any other body

Provide the details of the action taken

1. Implementation of revised and upgraded eligibility for promotion of teachers.

## Part – B

### Criterion – I

#### 1. Curricular Aspects

##### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	23	05	06	28
PG	51	03	36	54
UG	33	02	22	35
PG Diploma	01	01	None	02
Advanced Diploma	None	None	None	None
Diploma	06	None	04	06
Certificate	02	None	None	02
Others	05	01	None	06
<b>Total</b>	<b>121</b>	<b>12</b>	<b>68</b>	<b>133</b>
Interdisciplinary	3	None	2	3
Innovative	4	None	2	4

##### 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

##### (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	125
Trimester	None
Annual	8

##### 1.3 Feedback from stakeholders\*

*(On all aspects)*

Alumni  Parents  Employers  Students

Mode of feedback : Online  Manual  Co-operating schools (for PEI)

##### 1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes

1. Contemporary development      2. Employability      3. Industry Needs

4. To avoid redundant content based on feedback      5. To follow councils and their regulations

##### 1.5 Any new Department/Centre introduced during the year. If yes, give details.

1. Centre for Translational and Clinical Research

2. Departments from HIMSAR

## Criterion – II

### 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	318	159	59	39	61

2.2 No. of permanent faculty with Ph.D.

No. of permanent faculty with M.D./M.S.

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year	Asst. Professors		Associate Professors		Professors		Others		Total	
	R	V	R	V	R	V	R	V	R	V
	22	06	13	01	01	02	14	02	50	11

2.4 No. of Guest and Visiting faculty and Temporary faculty

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	45	211	40
Presented papers	39	96	05
Resource Persons	07	58	17

2.6 Innovative processes adopted by the institution in Teaching and Learning:

The institution organizes induction/orientation programs for the new entrants. Different approaches are adopted for teaching and learning of students with different learning capabilities. The teaching plan for the academic year is planned and distributed at the time of initiation of classes. The teachers use chalk and board and state of art teaching methods. The practical modules involve demonstration of experiments to the students and case studies. Interactive courses have also been developed for courses. The students are encouraged to give seminars for better communication and understanding. In addition to these students are assigned projects, surveys, assignments, field work within the state and outside the state, educational tours and internship programmes for better teaching and learning. Moreover Industry-Implant training is also provided to the students on case to case basis. The syllabus is revised time to time as per the need of the hour. The quality of teaching is also improved by teachers as they attend Faculty / Staff Development Programmes from time to time. The teachers who attend Faculty/staff Development programmes gave presentations to the IQAC and the key areas in which innovative change can be brought into are also implemented. This makes the teachers competent enough to deliver best teaching and knowledge in the subject. Moreover the students are always interested to attend classes of teachers with good aptitude for teaching and knowledge content. In addition the student feedback also helps in analyzing and improving the teaching of teachers and learning of students.

2.7 Total No. of actual teaching days

188

during this academic year

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Jamia Hamdard has brought various examination reforms from time to time to maintain confidentiality and quality in examination/evaluation. Jamia Hamdard has implemented in the semester system two midterm semester examinations for internal assessment and one end semester examination at terminal stage. The two midterm examinations are conducted by the concerned subject teacher. The results are notified immediately after examination. In annual mode there are three midterm examinations for internal assessment and one annual examination at terminal stage. The candidates who are not successful in annual examination are given an opportunity to appear in supplementary examination. The three midterm examinations are conducted by the concerned subject teacher. The results are notified immediately after examination. The best marks of two midterm examination are taken as average marks for internal assessment. Jamia Hamdard has introduced and implemented choice based credit system in courses which are not governed by the Council guidelines and adopted grading system for the courses. The examinations are conducted by Dean of the respective Faculty under decentralized mode examination system in Jamia Hamdard.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

257

2.10 Average percentage of attendance of students

86%

2.11 Course/Programme wise distribution of pass percentage :

Science						
Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
M. Sc. Biochemistry	17	-	76	24	-	100
M. Sc. Chemistry	18	17	78	5	-	100
M. Sc. Botany	26	-	100	-	-	100
M. Sc. Biotechnology	31	06	68	26	-	100
M. Sc. Toxicology	20	-	90	10	-	100
M. Sc. Clinical Research	6	33	50	17	-	100
Pharmacy						
D. Pharm.	41	-	54	46	-	100
B. Pharm. (Regular)	49	07	93	-	-	100
B. Pharm. (SFS)	57	05	90	05	-	100
M. Pharm ( Ph. Chemistry)	03	66	34	-	-	100
M. Pharm ( Ph. Analysis)	06	84	16	-	-	100
M. Pharm ( Ph. Ceutics)	23	22	78	-	-	100
M. Pharm ( Ph. Quality)	07	42	58	-	-	100

Assurance)						
M. Pharm ( Pharmacology)	19	48	52	-	-	100
M. Pharm ( Ph. Practice)	02	100	-	-	-	100
M. Pharm ( Ph. Cognosy)	04	75	25	-	-	100
M. Pharm ( Ph. Biotechnology)	01	-	100	-	-	100
<b>Management</b>						
MBA (General)	101	16	55	16	13	100
MBA (Health & Hospital Management)	36	14	67	17	-	98
MBA (Pharmaceuticsl Management)	29	24	52	03	-	79
<b>Engineering &amp; Technology</b>						
MCA	41	51	49	-	-	100
M. Tech. (CS) Weekend Programme	31	58	42	-	-	100
M. Tech. (Bioinformatics)	08	63	37	-	-	100
M.Sc. (Computer Sc.)	28	36	64	-	-	100
B. Tech. (Computer Sc.)	41	22	78	-	-	100
B. Tech. (I.T.)	43	16	84	-	-	100
BCA/ B.Sc. IT	55	33	65	2	-	100
<b>Nursing</b>						
M. Sc. Nursing (Psychiatric Nursing)	04	75	25	-	-	100
M. Sc. Nursing (Paediatric Nursing)	02	-	100	-	-	100
M. Sc. Nursing (Medical Surgical Nurs.)	07	57	29	14	-	100
M. Sc. Nursing (Obs. & Gyn.)	04	25	75	-	-	100
M. Sc. Nursing (Community Health Nursing)	04	25	75	-	-	100
B. Sc. (Hons) Nursing	44	2	93	5	-	100
Post Basic BSc. Nursing	18	11	89	-	-	100
DGNM	28	-	11	46	36	93
<b>Medicine (Unani)</b>						
MD (Moalijat)	02	100	-	-	-	100
MD (TST)	03	67	33	-	-	100
BUMS	42	2	91	7	-	100
Pre-Tib	10	50	50	-	-	100
Certificate Course of Unani Dispenser	04	25	50	25	-	100
<b>Paramedical Sciences</b>						
MOT (Musculoskeletal)	05	-	80	-	-	80

MOT (Paediatrics)	06	16.7	83.7	-	-	100
MPT (Cardiopulmonary)	05	40	60	-	-	100
MPT (Neurology)	06	16.7	66.6	-	-	100
MPT (Musculoskeletal)	06	50	50	-	-	100
MPT (Sports Medicine)	05	20	80	-	-	100
B.Sc. MLT	26	-	80	08	-	88
B.Sc. MLT II yr. (Lateral entry)	12	25	75	-	-	100
B.Sc. Emergency & Trauma Care Technology	12	-	75	-	-	100
B.Sc. Optometry	07	43	57	-	-	100
B.Sc. Optometry (Lateral Entry)	01	-	100	-	-	100
B.Sc. Medical Imaging Technology	16	19	81	-	-	100
B.Sc. Medical Imaging Technology (Lateral Entry)	01	-	100	-	-	100
B.Sc. Operation Theatre Technique	02	-	100	-	-	100
B.Sc. Operation Theatre Technique (Lateral Entry)	02	-	-	-	-	-
B.Sc. in Medical Record & Health Information Mahagement	08	-	60	-	-	60
B.Sc. in Medical Record & Health Information Mahagement (Lateral Entry)	-	-	-	-	-	-
B.Sc. in Physiotherapy	19	21.05	73.68	5.26	-	100
B.Sc. Cardiology Lab Techniques	12	-	58	25	-	83
B.Sc. Cardiology Lab Techniques (Lateral Entry)	-	-	-	-	-	-
B.Sc. Dialysis Techniques	12	-	75	-	-	75
B.Sc. Dialysis Techniques (Lateral Entry)	01	100	-	-	-	100
Diploma in X-Rays & ECG Techniques	11	-	33	29	09	61
Diploma in Operation Theatre Techniques	12	-	42	17	-	59

Diploma in Dialysis Techniques	14	-	15	50	-	65
Diploma in Medical Record Techniques (DMRT)	08	-	88	12	-	100

## 2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

Jamia Hamdard has established IQAC as per the guidelines of the NAAC in order to ensure enhancement of quality in the activities of the University. Since its inception IQAC has been playing an important role not only in the development but also in implementation of plans and policies in the letter and spirit in Jamia Hamdard. Various programmes which are beneficial from the point of the students involving subject lectures, value education lectures, popular lectures etc. are being organised from time to time. Moreover the various Faculty and non-teaching development programmes are also being conducted from time to time for upliftment of knowledge and technical capabilities. IQAC has included young faculty from different faculties as internal circle members of IQAC in order to implement the issues pertaining to contribution, monitoring and evaluation in teaching and learning processes. The feedback and suggestions which are constructive are implemented within no time. The students interactions with the top level management as student council and research students council are organised and decision taken are also implemented through IQAC at University level. The IQAC also implement and coordinate for collection and analysis of feedback form various stakeholders. The feedback along with the suggestions of all stakeholders are given due weight age and placed in appropriate review meetings for discussions and the outcome. The annual self appraisals are collected from faculty and departmental profiles are collected periodically and assessed accordingly. The IQAC coordinates with Board of studies, Board of research studies, Academic council and Board of Management for effective performance of Jamia Hamdard and actively involves in development of future plans for implementation.

## 2.13 Initiatives undertaken towards faculty development 247

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	15
UGC – Faculty Improvement Programme	00
HRD programmes	01
Orientation programmes	13
Faculty exchange programme	00
Staff training conducted by the university	10
Staff training conducted by other institutions	06
Summer / Winter schools, Workshops, etc.	186
Others	16

## 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	250	76	00	00
Technical Staff	556	102	00	23

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The IQAC has formulated a quality management system and developed a quality manual which consists of procedure for research.

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	<b>12</b>	<b>19</b>	<b>07</b>	
Outlay in Rs. Lakhs	<b>329.60</b>	<b>507.41</b>	<b>162.10</b>	

#### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	<b>01</b>	<b>02</b>	-	-
Outlay in Rs. Lakhs	<b>04</b>	<b>4.6</b>	-	-

#### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	<b>432</b>	<b>119</b>	
Non-Peer Review Journals	<b>04</b>	<b>03</b>	<b>02</b>
e-Journals	-	-	
Conference proceedings	<b>19</b>	-	

#### 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS  Citation

#### 3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant Sanctioned (Lacs)	Received (Lacs)
Major projects	<b>3-5</b>	UGC, DST, ICMR, CSIR, DBT, CCRAS,	<b>162.10</b>	<b>507.41</b>

		DRDO, CCRUM		
Minor Projects	<b>1-3</b>	Jamia Hamdard	<b>None</b>	<b>4.6</b>
Interdisciplinary Projects		None	<b>None</b>	<b>None</b>
Industry sponsored	<b>2</b>	DIMAGI SOFTWARE	<b>6.14</b>	<b>4.42</b>
Projects sponsored by the University/ College	<b>01</b>	Jamia Hamdard	<b>0.6</b>	<b>0.6</b>
Students research projects <i>(other than compulsory by the University)</i>	<b>3</b>	DST, CSIR,ICMR,DST Inspire, DST WOS-A	<b>117.77</b>	<b>117.77</b>
Total				

3.7 No. of books published i) With ISBN No.  Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP	<input type="text" value="03"/>	CAS	<input type="text" value="-"/>	DST-FIST	<input type="text" value="-"/>
DPE	<input type="text" value="-"/>			DBT Scheme/funds	<input type="text" value="-"/>

3.9 For colleges

Autonomy	<input type="text"/>	CPE	<input type="text"/>	DBT Star Scheme	<input type="text"/>
INSPIRE	<input type="text"/>	CE	<input type="text"/>	Any Other (specify)	<input type="text"/>

3.10 Revenue generated through consultancy

Level	International	National	State	University	College
Number	<b>03</b>	<b>13</b>	<b>06</b>	<b>03</b>	
Sponsoring agencies	<b>ICMR, UGC, BD</b>	*	<b>IPA, Harrison Tech</b>	<b>APA, Indian Academy of Paediatrics NRPFGM Project</b>	

3.11 No. of conferences

organized by the Institution

\*= DBT, Jamia Hamdard, IAP, Harrison Tech Consultant, IRIA, Indian Oil, Malvern, AIMIL, Buchi

3.12 No. of faculty served as experts, chairpersons or resource persons=180

3.13 No. of collaborations International  National  Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency	<b>630.2</b>	From Management of University/College	<b>4.6</b>
Total	<b>634.8</b>		

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	<b>05</b>
	Granted	-
International	Applied	-
	Granted	<b>02</b>
Commercialised	Applied	-
	Granted	<b>01</b>

3.17 No. of research awards/ recognitions received by faculty and research fellows  
Of the institute in the year

Total	International	National	State	University	Dist	College
<b>39</b>	<b>08</b>	<b>17</b>	-	<b>14</b>		

3.18 No. of faculty from the Institution  
who are Ph. D. Guides  
and students registered under them

**90**

**101**

3.19 No. of Ph.D. awarded by faculty from the Institution

**73**

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF **68**      SRF **24**      Project Fellows **06**      Any other **13**

3.21 No. of students Participated in NSS events:

University level	<b>3</b>	State level	<b>2</b>
National level	<b>1</b>	International level	

3.22 No. of students participated in NCC events:

University level	<b>1</b>	State level	<b>1</b>
National level		International level	

3.23 No. of Awards won in NSS:

University level		State level	<b>1</b>
National level		International level	

3.24 No. of Awards won in NCC:

University level  State level   
 National level  International level

3.25 No. of Extension activities organized

University forum  College forum   
 NCC  NSS  Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

## Criterion – IV

### 4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities\*:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	91.60 acres	--	--	91.60
Class rooms	47	02	--	49
Laboratories	62	01	--	63
Seminar Halls	10	--	--	10
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	61	30	--	91
Value of the equipment purchased during the year (Rs. in Lakhs)	247.38	116.59	DST Fast Track And Jamia Hamdard VC Fund; LSTM (Liverpool School of Tropical Medicine, UK)	363.97
Others				

\*As per the information provided by Pharmacy, Nursing, Science, Islamic studies, unani Medicine & Faculty of Engineering & Interdisciplinary Sciences Only

4.2 Computerization of administration and library

The library system has launched computerization of its various functions since 2004 powered by the ABSYS keys. As an active member of Inflibnet, the library has oceans to thousands of e-Books, e-Journals and databases through UGC-infonet consortium. The library is also extending anti-plagiarism check. Recently, library has joined the NDL network to avail single window access to knowledge resources.

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	----	---	682	11.58 Lakhs	--	---
Reference Books						
e-Books	--	--	--	--	--	---
Journals	19868		151	42.52 Lakhs	20019	--
e-Journals	Over 8000 through Inflibnet consortium					
Digital Database	--	--	--	--	--	--
CD & Video	1608	--	10	--	1618	--
Others (specify)	--	--	--	--	--	--

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	500	04	1000mbps	01	01	01	01	Server virtualization ; Google mail services
Added	155	--	20mbps	--	--	--	--	--
Total	655	04	1000mbps	01	01	01	01	Server virtualization ; Google mail services

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

<p>Wi-Fi connectivity enabled Campus with more than 1700 internet points for LAN use</p> <p>Training programmes were conducted for Research scholars in use of IT</p> <p>With the support of corporate sector training programmes were organised for non-teaching staff on use of IT</p>
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#### 4.6 Amount spent on maintenance in lakhs:

S. No.	Name	Amount spent (in Rs)
1	ICT Campus Infrastructure and facilities	3390.08

2	Equipments	673.15
3	Others*	3634.69
4	Total	<b>7706.92</b>

\* Includes Staff salary, Library books, Chemicals and Glassware, Electricity charges, Contingency etc.

## Criterion – V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

<p>a. IQAC circulates information about various facilities on campus.</p> <p>b. IQAC also informs students about various scholarships and fellowships available to students from Jamia Hamdard and those from outside agencies such as UGC, CSIR, DBT, ICMR, DST, central and state governments.</p> <p>c. Web site is used to disseminate information.</p>
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#### 5.2 Efforts made by the institution for tracking the progression

Deans and Heads of the Department track progress.
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#### 5.3 (a) Total Number of students

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
1578	--	--	--	--	1578	1698	19	19	--	1	1737

(b) No. of students outside the state

(c) No. of international students

Men	No	%	Women	No	%
	932	53.7		805	46.3

No	%
805	46.3

Demand ratio

Dropout %

5.5 No. of students **qualified in these examinations: Year wise**

NET  SET/SLET  GATE  CAT

GPAT  Civil service exams (state & central)  Others

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
		204	

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level  National level  International level

Cultural: State/ University level  National level  International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	310	81,00,851.00

Financial support from government	--	--
Financial support from other sources	--	--
Number of students who received International/ National recognitions	--	--

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

## Criterion – VI

### 6. Governance, Leadership and Management

#### 6.1 State the Vision and Mission of the institution

##### **Mission and Vision**

The University strives to work with the following vision:

“To provide international quality higher education and undertake Cutting-edge Research in the fields of Natural Science and Technology and particularly promote study of Modern and Traditional (Unani) Medicine, encompassing a holistic and integrative approach to healthcare and to meet societal education needs of underprivileged Indian communities.”

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

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

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 time to time.

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.

#### 6.2 Does the Institution has a management Information System

There is no MIS in the University. But, University has a Hospital Management System.

#### 6.3 Quality improvement strategies adopted by the institution for each of the following:

##### 6.3.1 Curriculum Development

Regular revision involving stakeholders from industry.

##### 6.3.2 Teaching and Learning

- Emphasizing on adoption of latest tools and techniques of teaching.
- Online knowledge tools.

6.3.3 Examination and Evaluation

- Transparency.
- Continuous assessment.

6.3.4 Research and Development

- Incentivization of high impact factor publications.
- Anti-plagiarism policy.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Wi-fi connectivity
- Online journals and magazines

6.3.6 Human Resource Management

- Utilization of internal faculty for meeting teaching requirement of specific modules.

6.3.7 Faculty and Staff recruitment

- Open recruitment.
- Emphasis on quality of applicants.

6.3.8 Industry Interaction / Collaboration

- MoU with Industry.

6.3.9 Admission of Students

- Selection from All India tests.

6.4 Welfare schemes for

Teaching	
Non teaching	
Students	

6.5 Total corpus fund generated

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6.6 Whether annual financial audit has been done    Yes     No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic				
Administrative				

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes    Yes     No

For PG Programmes    Yes     No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Not applicable

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Not applicable

6.11 Activities and support from the Alumni Association

- Alumni activities are conducted at Faculty and Department level.

6.12 Activities and support from the Parent – Teacher Association

No such association in University.

6.13 Development programmes for support staff

- Programme of ICT awareness are conducted on regular basis.

#### 6.14 Initiatives taken by the institution to make the campus eco-friendly

- Plantation drive is undertaken.

### Criterion – VII

#### 7. Innovations and Best Practices

##### 7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

1. **mLabour Application** was used by the staff nurses to improve their practice: A study with an aim to assess the usability and feasibility of mLabour in a real life setting was conducted in Hakeem Abdul Hamdeed Centenary Hospital, Jamia Hamdard, New Delhi under the Memorandum of Understanding & Sub contract Agreement between Jamia Hamdard (Party of the First Party is the Subcontracting Team) and Dimagi Software Innovations Pvt. Ltd. (Party of the Second Part) (**December 2014 – December 2016**). The purposes of the study were to see if a more innovative approach to the partograph, improves completion compliance and if the built in decision support, automatic graphing, improve the user's experience and to overall assess the usability of mLabour. The mobile partograph, a novel mobile tool can provide real-time decision support to healthcare providers in order to assess the course of labour and carry out appropriate interventions as necessary. mLabour, is a mobile health decision-support application built on Dimagi's open source platform, CommCare. In order to achieve the objectives, a mixed research approach method was adopted. The sample comprised of 12 labour ward nurses. The sampling technique used in this study was Total Enumeration. The study duration was from 16<sup>th</sup> March 2015 to 24<sup>th</sup> April 2015. Data sources were the following: CommCare data, screenshots of mLabour partographs, scans of corollary paper partographs, focus group discussions (FGDs), and direct observations. 109 mothers used the mLabour application and 82 mothers used it during the study. Out of 82 mothers, in only 15.85 % of the subjects, the paper partographs were completely filled, 4.87% were partially filled, and 79% were not filled. Out of 82 mothers, the majority (71%) had FTNVD as the outcome of delivery and 29 % had LSCS. The focus group discussion were divided into five generative themes - benefits of the mLabour Application, demerits of the mLabour Application, ease of adapting to a new approach, improvement in the contribution of patient care and challenges faced by the staff nurses. The introduction of this mLabour application made the labour ward nurses feel more responsible and accountable for their work. They had more ownership and authority over the patient enabling in real time decision support, thereby contributing effectively to patient care.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

- Action is deliberated in IQAC Committee meetings.

**BEST PRACTICE I**

1. **Title of the practice: National Skills Training Centre – “Daksh”, Jamia Hamdard,** with the joint collaboration of Ministry of Health and Family Welfare, GoI and Liverpool School of Tropical Medicine. **(October 27, 2014).**
2. **Objectives:** The training focuses on the major aspects Maternal and Child Health with an objective
  - Reducing the MMR and IMR.
  - To give hands on training to the students
  - To improve the skills of the students and make them feel more competent and confident
3. **The Context:** The training program gives, after which they feel more confident and competent. It gives integration of Pre-service and In-service candidates, thus promoting standardization of protocols. It also promotes collective learning and building team spirit between doctors and nurses to deal effectively during obstetric emergency situations requiring life support interventions.
4. **The Practice:** The National Skills Training Centre – “Daksh”, Jamia Hamdard was inaugurated on February 4, 2016. The Chief Guest was Shri. C.K. Mishra, Additional Secretary and Mission Director, Ministry of Health and Family Welfare, Government of India. A 6 day training program has been prepared which includes pre – post OSCE and knowledge test, video presentation, skill stations (concurrent sessions), plenary sessions, supervised skill practice, skill evaluation, power point presentations, role plays etc.
5. **Evidence of Success:** The trainings held at this centre has proved beneficial for the trainees and students in improving their vista of knowledge. The details of the trainings held are as follows:

<b>Trainers</b>	04 (1 Doctor, 3 Nurses)
<b>Administrative Support Staff</b>	01
<b>Number of Trainings Held as on March 15, 2016</b>	31
<b>Training of Master Trainers</b>	02
<b>Faculty Training</b>	01
<b>Pre – Service Training</b>	11
<b>Trainings of Participants from states</b>	15
<b>Training of Program Officers from Jhpiego</b>	02

- 6. Problems Encountered and Resources Required:** There are certain issues like confirmation of participants from the states are received only a day before the commencement of the training, which makes it difficult for the smooth facilitation of the trainings.

## **Best Practice II**

### **International Collaborations:**

- 1. Collaboration between Kungsholmens Vastra Gymnasium, Stockholm, Sweden and Rufaida College of Nursing, Jamia Hamdard** in which both the parties agreed to collaborate within the framework of the Athena Project directed by the University of Higher Education Council in Sweden during the period from **01-08 -2014 to 31-12-2015**. The objective of the programme was to know more about the education system in nursing care in the corresponding countries. Faculty student exchange programme between Kungsholmens Vastra Gymnasium, City of Stockholm, Sweden and Rufaida College of Nursing, Jamia Hamdard, New Delhi took a positive shape when Prof. (Dr.) Manju Chhugani, Principal, Rufaida College of Nursing, Ms. Veena Sharma, Associate Professor, Rufaida College of Nursing and Ms. Bindu Shaiju, Assistant Professor and Nine Students, Ms. Merlin Mary James, Ms. Ashin Merlin Jacob, Ms. Shenry Daniel, Ms. Priya, Ms. Dorjee Dolkar and Ms. Kalpana Thakur from MSc. Nursing batches and Ms. Parul, Ms. Smitha Varghese and Ms. Sonia Shaji from Post Basic BSc Nursing 2nd Year were selected to visit Sweden. The visit was made from May 10 – 21, 2015. The Faculty-Student Exchange Programme comprised of both learning and enjoyment. The visit helped to understand the higher education system of Sweden, especially in Health Science and Nursing. There was exposure to various levels of nursing courses, curriculum and other course details. There was an overview of the simulation labs and how they could be great platforms for life-long learning- pre-service and in-service education for both the students as well as the practicing professionals. Students had a good learning experience about the social, economic and political system of Sweden. Ms. Britta Wikman, Rector, Kungsholmens Vastra Gymnasium and Ms. Ulrika Nimstrand, International Co-coordinator, Project Manager, Entrepreneurial Learning in Schools, Education Administration, Sweden coordinated the visit to Kungsholmens Vastra Gymnasium, Stockholm, Sweden. The trip included visits to Kungsholmens Vastra Gymnasium, Red Cross University, Cardiac Centre at Danderyds Sjukhus, Karolinska Institute and City Hall. The visit gave the participants an opportunity to generate an exchange of experience and new information about education system, culture between two countries.

**2. 2015- Training Course on Health Care Technique of Traditional Chinese Medicine for Developing Countries:** Beijing Traditional Chinese Medicine Research Institute organized this training course from **22nd July 2015 – 15th September 2015**. The course was sponsored by Ministry of Commerce of the People’s Republic of China. The objectives of the course were, to learn the basic healthcare techniques of Traditional Chinese Medicine including Acupuncture, Tuina Massage, Guasha, Cupping Therapy. 72 participants from 23 countries attended this Training Course. 3 teachers from Faculty of Nursing, Jamia Hamdard namely Dr. (Mrs.) Smriti Arora, Assistant Professor, Ms. Fareha Khan, Tutor and Ms. Ashin Merlin Jacob, Tutor] and 1 Doctor from the Faculty of Unani were the delegation from India and the first team from India, since the commencement of the Training Course in 2008. Beijing Traditional Chinese Medicine Research Institute is also the Beijing TCM clinical medical school, undertaking the education task for undertaking education task for undergraduates, masters and Ph.D. The hospital has an international communicating and training center to provide programs for people who want to learn TCM all over the world.

#### 7.4 Contribution to environmental awareness / protection

1. World No Tobacco Day is celebrated every year to mobilize the students and faculty on the harmful effects of tobacco.
2. **Swachh Jamia Hamdard Campaign:** Motivated by the call of Swachh Bharat Abhiyan, the University celebrated Swachh Jamia Hamdard on **October 2, 2014**. This event was marked by a cleanliness drive in and around the campus, in which students, faculty and staff overwhelmingly participated.
3. Initiative was taken by Hon’ble Vice Chancellor, Dr. G.N. Qazi and faculty members of Jamia Hamdard to convert the encroachments in the area around Jamia Hamdard boundary wall to a green belt and it was officially announced on **October 2, 2014**.
4. Visit to Asola wildlife sanctuary was made on **December 19, 2014**. The students had free nature trail of 2 Km, exposing floral & faunal elements and topography of the area. They learned about the large, worked out mine pits of Bhatti area in the process of reclamation & establishment, likely to be developed as a wetland habitat in future.
5. A poster competition with the theme – ‘Save River Yamuna’ was organized by Faculty of Nursing, Jamia Hamdard at Inter – Faculty Level on **December 23, 2014**.

7.5 Whether environmental audit was conducted?      Yes                  No

Yes, the Eco Club Committee conducts Green Audit in the campus on yearly basis to ensure and keep account of the following aspects:

- Maintenance of the biodiversity of the campus
- Renewal of energy (Solar Plants)
- Segregation and Disposal of Waste
- Rain Water Harvesting
- Flora and Fauna of the University
- Green Belt maintenance

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

**Strengths:**

1. **Eco Club** has been established in collaboration with Department of Environment, Government of NCT which hosts various eco friendly activities. Rufaida College of Nursing, Jamia Hamdard became a member of Eco Club in November 2012. Funds are disbursed for eco-friendly activities.
2. **National Skills Training Centre – “Daksh”, Jamia Hamdard** has been established with the joint collaboration of Ministry of Health and Family Welfare, GoI and Liverpool School of Tropical Medicine. The training focuses on the major aspects of Maternal and Child Health with an objective of reducing the MMR and IMR.

**Weakness:**

All the departments need to have the installation of Biometric Attendance System for the smooth functioning.

**Opportunity:**

**Since support from the** Department of Environment, Government of NCT is available, every departments of the university can take pro-active measures to promote eco-friendly environment in the campus

**Threat:**

**Although there is a green belt surrounding the university, the dumping of waste materials outside the campus (near the bus stand) poses a threat to the ambience of the university.**

**8. Plans of institution for next year**

1. To get higher ranking in national and international ranking exercises.
2. To raise bar of publication quality (impact factor).

*Name : Prof. S. Raisuddin*



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*Signature of the Coordinator, IQAC*

*Signature of the Coordinator, IQAC*

*Name : Dr. G.N. Qazi.*



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*Signature of the Chairperson, IQAC*

*Signature of the Chairperson, IQAC*

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