



مولانا آزاد نیشنل اردو یونیورسٹی
MAULANA AZAD NATIONAL URDU UNIVERSITY
(A Central University established by an Act of Parliament in the year 1998)

NAAC RE-ACCREDITATION 2014
SELF STUDY REPORT



SUBMITTED TO:
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) – 2014
BENGALURU
2014



مولانا آزاد نیشنل اردو یونیورسٹی
MAULANA AZAD NATIONAL URDU UNIVERSITY
(A Central University established by an Act of Parliament in the year 1998)

NAAC RE-ACCREDITATION 2014

SELF STUDY REPORT



SUBMITTED TO:
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) – 2014
BENGALURU
2014

مولانا آزاد نیشنل اردو یونیورسٹی

مولانا آزاد نیشنل اردو یونیورسٹی



MAULANA AZAD NATIONAL URDU UNIVERSITY
(A Central University established by an Act of Parliament in the year 1998)

Professor Mohammed Miyan
Vice Chancellor

P R E A M B L E

The Maulana Azad National Urdu University in its journey towards excellence in providing access to education to Urdu Learners has achieved its objective of providing education from School Level Education to the Post Graduate and Research Level Education. The University completes 17 years of its establishment and 5th year of its Accreditation of ‘A’ Grade by the National Assessment and Accreditation Council (NAAC).

At this juncture, I take the pride to present the Self Study Report (SSR) of the Maulana Azad National Urdu University for the Second Cycle of the Re-Accreditation by the National Assessment and Accreditation Council (NAAC).

MANUU accomplished effectively the earlier cycle of accreditation and attained “A Grade” (CGPA 3.23 on 4-point scale) in 2009.

The remarkable contribution achieved by the University is the outcome of sustained and dedicated efforts of all the associate members of the Executive Council, the Academic Council, Finance Committee, faculty, administrative staff members and our student community. Following are the important achievements of the University:

- ❖ Launch of new courses, viz., Integrated Programmes, Para-Medical Courses, and Computer Science at Ph. D. Level;
- ❖ Setting up of new departments and schools;
- ❖ Establishment of
 - ❖ MANUU Model Schools;
 - ❖ Constituent Colleges of Teacher Education;
 - ❖ Polytechnics and ITIs
- ❖ Accomplishment of social responsibility by providing educational access to the poor and underprivileged to bring them to mainstream/integral part of higher education;
- ❖ Promotion of following schemes:

- ❖ New scheme “*Earn While You Learn Scheme*” a unique system to enable the campus students to get hands on experience of working and to earn while pursuing their studies;
- ❖ Fee concessions, University Monthly Scholarship;
- ❖ Promotion of gender equality and student support services;
- ❖ Channelizing students to excel in job market through conduct of Special Lectures involving industrial experts;
- ❖ Encouraging job fairs by leading companies and banks in the campus;
- ❖ Ensuring maintenance of transparency in functioning of the University;
- ❖ 24/7 Internet Facility through Wifi-enabled Campus;
- ❖ Well developed Library with internet and computer lab facility for e-journals, and related works;
- ❖ Promotion of ‘*learner-centred approach*’ in imparting education.

These important activities and achievements of the University are outlined in the SSR of the University being submitted to NAAC as part of the 2nd Cycle of Accreditation process.

Place: Hyderabad

Date: 11th October, 2014

(Professor Mohammed Miyan)
Vice Chancellor

Gachibowli, Hyderabad – 500 032 www.manuu.ac.in Tel: +91-40-23006601

vc@manuu.ac.in

Fax: +91-40-23008366

SELF-STUDY REPORT

C O N T E N T S

Sr.	Particulars	Page Numbers
Part – I		
1.	Executive Summary	
Part – II		
2.	Profile of the Institution	
Part – III		
3.	Criteria-Wise Reports	
	<i>i) Curricular Aspects</i>	
	<i>i) Teaching – Learning and Evaluation</i>	
	<i>ii) Research, Consultancy and Extension</i>	
	<i>iii) Infrastructure and Learning Resources</i>	
	<i>iv) Student Support and Progression</i>	
	<i>v) Governance, Leadership and Management</i>	
	<i>vi) Innovations and Best Practices</i>	
Part – IV		
4.	Evaluation Reports of the Departments	
	<i>i) Department of Urdu</i>	
	<i>ii) Department of Hindi</i>	
	<i>iii) Department of English</i>	
	<i>iv) Department of Arabic</i>	
	<i>v) Department of Persian</i>	
	<i>vi) Department of Translation</i>	
	<i>vii) Department of Management & Commerce</i>	
	<i>viii) Department of Education & Training</i>	
	<i>ix) Department of Mass Communication & Journalism</i>	
	<i>x) Department of Political Science & Public Administration</i>	
	<i>xi) Department of Social Work</i>	
	<i>xii) Department of Women’s Education</i>	
	<i>xiii) Department of Islamic Studies</i>	
	<i>xiv) Department of Computer Science & Information Technology</i>	
	<i>xv) Department of Mathematics</i>	
	<i>xvi) Centre for Social Exclusion & Inclusive Policy</i>	
	<i>xvii) Polytechnics, Hyderabad, Bengaluru, and Darbhanga</i>	
	<i>xviii) ITI, Hyderabad, Bengaluru, and Darbhanga</i>	

Part – V

5.	Action Taken on the recommendations of the previous Peer Team Visit of NAAC	
6.	IQAC Quality Measures for the year 2014-15	

Part – VI

7.	Annexures	
----	-----------	--

Part – I
EXECUTIVE SUMMARY

Since half a decade, there is a whole new orientation reflective of the mood of the Maulana Azad National Urdu University that is surging ahead on its path of progress and development. This report provides information about events fait accompli and forecasts plans that are in place for the future. The University has been on a fast track of development and is trying to catch up with people and places in an inclusive and responsive manner. The profile of the University places on record a wide coverage of a number of events ranging from various categories such as meetings/events open to the general public and/or campus-at-large; professional development which focuses on faculty development activities, as well as other workshops; research and creative activity which looks into the University's research and sponsored programs, as well as individual accomplishments by faculty and staff; activities of students and miscellaneous information which represent all those activities that the University has been involved in.

The Maulana Azad National Urdu University was established in Hyderabad by the Central Government in 1998 under an Act of Parliament. The aims and objectives of MANUU are: promotion of Urdu language; providing formal, professional and technical education in Urdu medium in regular and distance modes; and focus on improving educational levels among women. MANUU has a national outreach. The University has an All India jurisdiction. It has its satellite campuses at Darbhanga (Bihar), Lucknow and Sambhal (Uttar Pradesh), Asansol (West Bengal), Bhopal (Madhya Pradesh), Bangalore and Bidar (Karnataka), Nuh (Haryana), Aurangabad (Maharashtra) and Budgam (Jammu & Kashmir). For organizing and administering the distance education programmes offered by the University, there is a network of 9 Regional Centres and 5 sub Regional Centres and around 164 Study Centres all over the country. The main campus at Hyderabad is spread over 200 acres of land in the Gachibowli area neighbouring the Hyderabad Central University and the Hi-tech City. The University accommodates a number of buildings with parks and green lawns, and quarters for faculty and staff. In a nutshell, the campus houses 14 academic and administrative buildings, four hostels for men and women, three guest houses, one canteen, one building for bank and post office, 94 residential quarters for the faculty and staff of the University, an open air theater, an impressive sports ground and a sports complex.

The University was awarded "A" grade by NAAC in 2009 in the first cycle and can ostensibly boast of a sustained and structured growth in terms of infrastructure development, intellectual advancement and research output. This has been achieved through administrative involvement, scholarly activity of the faculty, and students' commitment towards meaningful and contributory research. All programmes in the University are offered through the medium of Urdu, except languages where again research is encouraged in bilingual areas, as Urdu being one of the languages.

The academic set-up of the Maulana Azad National Urdu University is headed by the Vice Chancellor, who is the Chief Academic and Administrative Officer responsible for the initiation, consolidation and expansion of all academic activities in the University. He is assisted by the Pro-Vice Chancellor, Deans of Schools and Heads of Departments, and Directors of the Directorates and Centres. Implementation of new programmes, research and development, raising of educational standards, course designing, syllabus preparation, new methodologies in pedagogy, providing learning opportunities and required infrastructure etc. are discussed, recommended and approved at the level of Boards of Studies of the Departments/Centres/Directorates, School Board meetings, and the Academic Council.

The administrative set-up of the University is also headed by the Vice Chancellor, who is assisted by the Pro-Vice Chancellor, Registrar, Finance Officer, Deputy Registrars, Assistant Registrars and other non-teaching cadre staff. The recommendations from different bodies and committees are discussed at different levels. After which some important matters go for approval to the University's highest body i.e., the Executive Council which is again chaired by the Vice Chancellor of the University.

Academic Structure

The University's campus education as on today boasts of seven Schools of Studies:

1. School of Languages, Linguistics & Indology
2. School of Arts & Social Sciences
3. School of Sciences
4. School of Education & Training
5. School of Commerce & Business Management
6. School of Journalism & Mass Communication
7. School of Computer Science & Information Technology

School of Languages, Linguistics and Indology

1. Department of Urdu
2. Department of English
3. Department of Hindi
4. Department of Translation
5. Department of Arabic
6. Department of Persian
7. Post Graduate courses in languages at Lucknow Campus

School of Arts and Social Sciences

1. Department of Women Education
2. Department of Political Science
3. Department of Public Administration
4. Department of Social Work
5. Department of Islamic Studies
6. Department of History
7. Department of Economics
8. Department of Sociology

School of Sciences

1. Department of Mathematics
2. Department of Zoology
3. Department of Botany
4. Department of Chemistry
5. Department of Physics
6. Polytechnics

School of Education and Training

1. Department of Education and Training

School of Commerce and Business Management

1. Department of Management & Commerce

School of Journalism and Mass Communication

1. Department of Mass Communication and Journalism

School of Computer Science & Information Technology

1. Department of Computer Science and Information Technology

The Departments in these seven Schools offer master's programmes, and research programmes at M. Phil. and Ph. D. levels. Most of the Schools have already produced a considerable number of M. Phil. and Ph.D. scholars. The focus of all these Schools is to search for new areas of knowledge and to advance knowledge through research and application.

In the science stream, the creation of the Departments of Zoology, Physics, Chemistry and Botany and the strengthening of the Department of Mathematics and Department of Computer Science & Information Technology have been done. This may seem a regular exercise in other universities but imparting science education through Urdu medium is a formidable challenge which the Urdu university has taken up with gusto.

In the stream of Arts and Social Sciences, the Department of Islamic Studies started last year which offers a PG level degree and has seen good number of admissions. Because there are many students from madarsa background who come to MANUU to study, naturally they feel inclined to take up this programme. Departments of History, Economics and Sociology have also commenced with an undergraduate level programme from this year.

Presently, the University offers **61** programmes which include:

U. G. Programmes:

B.A., B.Sc, B. Ed. and B. Tech. (Computer Science)

P. G. Programmes:

M. A. in Urdu; English, Hindi, Arabic, Persian, Translation Studies, Public Administration, Political Science, Women Studies, Mass Communication & Journalism, Social Work (MSW), and Islamic Studies; MBA.; M.Com; M.C.A.; M. Sc (Mathematics) and M.Ed

Research Programmes:

M. Phil.: English, Hindi, Arabic, Persian, Translation Studies, Public Administration, Women Studies, Management, SSEIP

Ph.D.: Urdu, English, Hindi, Arabic, Persian, Translation, Public Administration, Women Studies, Management, Social Exclusion and Inclusive Policy Studies, Computer Sciences

Certificate, Diploma & PG Diploma Programmes:

P. G. Diploma in Information Technology, and Urdu; Diploma in Arabic, Arabic Translation, Tahseen e Ghazal, Persian; Civil Engineering, Computer Science Engineering, Electronic and Communication Engineering, Information Technology; Certificate in Khush Khati, Amoozish Urdu, Proficiency in Persian, Unani Pharmacy; and Draughtsman-Civil, Electronics Mechanic, Electrician, Refrigeration & Air-Conditioning, Plumbing

The University has several special Centres such as the following which provide value addition to the University.

1. Instructional Media Centre (IMC)
2. Centre for Urdu Language, Literature and Culture (CULLC)
3. Centre for Professional Development of Urdu Medium Teachers (CPDUMT)
4. Alberuni Centre for Study of Social Exclusion and Inclusive Policy (CSSEIP)
5. Centre for Women Studies (CWS)
6. H.K. Sherwani Centre for Deccan Studies
7. Maulana Abul Kalam Azad Chair

A little less than two years ago, the H.K.Sherwani Centre for Deccan Studies was established with the objective to conduct research studies on the underrepresented region of the Deccan. It is a unique centre only one of its kind in the entire country to focus on the Deccan and through the holding of distinguished lectures, undertaking research projects and other events highlighting the Deccan it has shown a high research output. The Maulana Azad Chair has been focusing on various aspects of the great political thinker and freedom fighter, Maulana Azad, on whose name the university is named. On the anvil, is the establishment of a Centre for Central Asian Studies which will focus on strategic dialogue related to foreign policy issues and this Centre would be in a position to offer policy making initiatives. Establishing a Centre for Religious Education called the Deeni Taleem Markaz is also on the cards which will debate on many important religious issues in a balanced non biased way.

The University also has an Academic Staff College which regularly conducts specially designed Orientation programmes for newly appointed lecturers and Refresher courses for in service teachers in different disciplines.

MANUU's Directorate of Distance Education gives the scope to stakeholders all over the country to avail of higher education in Urdu medium. As a result, many underprivileged, first generation learners of Urdu have made use of the distance mode programmes. A network of nine Regional Centres, five Sub-Regional Centres and about 164 study centers are helping Directorate of Distance Education in offering 16 programmes for more than 1.5 lakh learners. The University has MoUs with IGNOU, Dr. BRAOU and Doordarshan for Distance Education programmes. MANUU also has examination centres at Jeddah, Madina, Riyadh and Dammam in the Kingdom of Saudi Arabia for distance education programmes.

The University has established three Industrial Training Institutes (ITIs) and three Polytechnic Colleges in Hyderabad, Bangalore and Darbhanga. These institutions fulfill the objectives of the University of imparting vocational and technical subjects through Urdu medium.

True to its mission of widening the wings of Urdu and instilling a passion for Urdu among the new generation, the University has also established Model Schools to provide quality school education in Urdu medium. The University has six Colleges of Teacher Education at Srinagar, Darbhanga, Bhopal, Asansol, Sambhal and Aurangabad, where personal and intellectual growth of teachers is realized through teacher's training programmes. Realizing the importance of teacher educators at school level, more Colleges of Teacher Education were added. Hence the last three CTE's were established recently to offer the B.Ed programme. On the anvil is also establishing two more Colleges of Teacher education at Bidar in Karnataka and Nuh in Haryana.

Standing upto its commitment, the Maulana Azad National Urdu University in the last few years has added to the existing profile of the University by initiating several new departments. The University has set up para medical courses; the Under Graduate programme based upon the choice based credit system has been launched in the streams of Arts and Sciences. The University is in the process of establishing a College of Arts and Science for

Women at Budgam (Jammu & Kashmir) as a means of addressing one of the important objectives of the University that of women education.

MANUU has been successful in acquiring land in different parts of the country to start satellite campuses offering need based courses in Srinagar, Bidar and Cuttack adding to the existing satellite campus in Lucknow where the University already offers Post Graduate courses in languages. There was a scientific vision in doing so. It was necessary to identify different pockets in India with a high density Muslim population who are mainly speakers and learners of Urdu aspiring to gain admission into higher education in the country.

Talking of science and technology, MANUU has gone hi-tech with the entire campus becoming Wi-Fi-enabled. It is one of the few central universities to install a secured data network at its premises of WiFi-Wimax technology, which connects all buildings. The National Informatics Centre (NIC) executed the project. The best example of the use of this technology was when the Hon'ble President of India Shri. Pranab Mukherjee addressed academicians and students of Central Universities, IITs, National Institute of Technology and other institutes and laboratories on 7th January 2014 wishing them for the New Year through video conferencing. The mission of the National Knowledge Network few years ago seemed a dream but with this India entered another golden era.

University Administration

The Registrar is the Head of the University's administration. Presently, the University has 3 Deputy Registrars, 11 Assistant Registrars, 2 Assistant Directors, 30 Section Officers and 2 Assistant Accounts Officers and around 100 Administrative, Technical and IT Supporting Staff.

For systemic strengthening and streamlining the University administration, a trifurcation of the Administrative Section was done with establishment of the following:

- Establishment & Recruitment I (ER – I) – to look after affairs related to teaching staff
- Establishment & Recruitment II (ER – II) - to look after affairs related to non-teaching staff
- Administration & Governance – to look after general matters of administration

For better communication between the University and other Governmental wings such as the UGC, Dept. of Higher Education, local Municipalities for acquiring pending funds or land acquisition etc. the University started a Development Cell. The University is about to start an online file tracking system. The Internal Audit System of the University has also been strengthened and a number of reforms have been implemented in the Examination system in both regular and distance mode.

Academic Section

The Academic Section is engaged in implementation of academic policies of the University as per the Statutes, Academic Ordinances and Regulations of the University in consonance with the notifications issued by the University Grants Commission and other regulatory bodies from time to time. The Section also facilitates students from within the country and foreign students.

The Academic Section conducts the Academic Council meetings regularly, processes the files for conduct of meetings of the School Boards and Boards of Studies respectively, issues Admission Notification for regular on-campus Programmes of the University and the annual Admission Notification.

The Section also processes and sanctions the release of university monthly Scholarship @ Rs. 1,000=00 p.m. to regular on-campus P.G. Students including the release of SC/ST/OBC and Minority Scholarships from the concerned State Governments. The Non-NET M. Phil. Fellowship @ Rs. 5000=00 p.m. and & Ph. D. Fellowship @ Rs. 8,000=00 p.m. from UGC; National Fellowship in the form of Rajiv Gandhi National Fellowship (RGNF) for SC/ST and Maulana Azad National Fellowship (MANF) for Minorities are also provided to the eligible Research Scholars admitted in the various research programmes of M. Phil. and Ph.D. The “Earn While You Learn Scheme” is a unique system introduced by the University to enable the campus students to get hands on experience of working and to earn while pursuing their studies.

Administration and Governance

The University established the Administration & Governance (A & G) Section on 28th December, 2011. The A & G is assigned with the following work:

Issue of general orders/notification/circulars;

Process of Children Education Allowance;

Process of vehicle (two /four wheelers) loans;

Festival and special advances;

Process of medical bills of out- patient/inpatient/hospitals;

Process of Medical advances; Issue of Health Cards; Issue of referral letters to empanelment hospitals; Empanelment of new hospital and MOAs with hospitals;

Process of Imprest, Contingencies, Security bills and other advances of Regional Centres/Sub Regional Centres/CTEs/ITIs/Polytechnics, Model Schools & Other campuses and Sections & Departments in the Campus.

Campus Development

The Campus Development (Engineering Section) wing has been functioning in the University Campus since 1999 when the University started the construction of the boundary wall around 200 acres of land which was allotted by the Government of Andhra Pradesh for an establishment of Maulana Azad National Urdu University at Hyderabad.

As per the UGC guidelines, the University constituted the Campus Development–Cum–Building Committee renamed recently as the University Building Committee for examining the details of the construction of different buildings for valuable guidance and recommendations for all the developmental activities of MANUU. The Campus Development is involved in getting the work done for the different departments of the University located at Hyderabad, Bangalore and Darbhanga etc. During the past five years, a number of construction projects have been entrusted to the CPWD Hyderabad, Bangalore & Patna) and Bharat Sanchar Nigam Limited (BSNL-Hyderabad) such as Additional Substation building, Development of Sports Ground, CSE Coaching Academy building, New Girls Hostel, Boys Hostel III, School of Commerce & Management building, University College of Undergraduate Studies building, extension of 2nd floor for School of Education & Training, extension of 2nd floor for School of Languages, Linguistics and Indology, extension of CPDUMT Boys Hostel, extension of University Health Centre, extension of UGC-ASC Guest House, extension of VIP Guest House, Raising the height of existing boundary wall & providing concertina coil fencing, Providing

peripheral cement concrete road along the boundary wall, construction of Over Head Tank (2 lakhs liters capacity) and Underground Sump (3 lakhs litres capacity) including distribution lines and pump house in residential area, Centralized Computer Centre and Digital Resource Centre; Centre for Deccan Studies building; Vertical extension (3rd floor) over the Lecture Hall Complex and Information Centre building. Other than this, construction work is also going on at regional centres of MANUU such as Bangalore, Darbhanga, Aurangabad, Srinagar and Sambhal where land has been given to MANUU.

Estate Section

The Estate Section looks after maintenance of the buildings and campus: A Maintenance Cell has recently been formed to look after the upkeep of the aforementioned buildings and also horticulture in the Campus. The Engineering Section looks after maintenance of Civil & Electrical work such as day to day maintenance of all the civil work and attending to the complaints received from Residential and Non-Residential buildings in the Campus through the supporting staff. The horticulture work has been entrusted to CPWD (Horticulture) for planting avenue trees along the road side and also the gardens with carpet grass and shrubs around existing buildings.

The Estate Section is also responsible for managing the facilities of Security, Telephones, Housekeeping, and University Canteen which have been outsourced. The other responsibilities of Estate Section includes allotment of Quarters, upkeep of amenities including facility management at University Quarters, maintenance of Lease Agreements of Regional Centres and processes rents of buildings of Regional Centres.

Purchase Section

The Purchase Section plays a vital role to supply in time to all the departments/ sections the required equipment, furniture stationery and other essential infrastructure. The University observes a centralised purchase system for procurement through Purchase Section as per General Financial Rules. All the purchases are carried out as per norms, under DGS&D rate contract or through M/s Kendriya Bhandar / M/s. N.C.C.F./ as per the recommendations of the Purchase Committee within the permissible limits. Tenders are floated to materialize purchases

through expert committee opinion and as approved by authority following General Financial Rules.

Statistical Cell

As per the recommendations of National Statistical Commission and instructions of University Grants Commission, a Statistical Cell was established on 3rd March, 2006. The Statistical Cell is responsible to generate and maintain database on Higher Education System in the University to make all kinds of data/information readily be available for the onward transmission to the Govt. Organization. Such data reflects at a glance the students' strength programme and course wise, gender ratio, teaching and non-teaching staff and a lot more about the University. This database also facilitates University authorities to be acquainted with the position about the reservations in admissions and appointments in the University.

CENTRAL FACILITIES

Health Centre

The University has Out Patient Treatment facility at the Health Centre that provides medical assistance and free medicines to the students and staff. The following staff members and facilities are available in the Health Centre: -

Permanent Staff: 1) Medical Officer; 2) Male Nurse; 3) X-Ray Technician 4) Lab Technician; 5) Pharmacist; 6) Attender.

Contractual Staff: 1) General Physician; 2) Gynecologist; 3) Counselor); 4. Female Nurse and 5) LDC.

Sports, Games and Physical Facilities

The university has a large stadium with grounds for football, kho-kho, cricket and lawn tennis; a gymnasium, and facilities for table tennis and badminton. The University sports and games department is preparing a track for athletics along with a basketball court. To encourage the sports, prizes are distributed to the winners. They also get preference at the time of admission on the basis of performance in sports under sports quota.

Central Library

The Central Library of the University is the hub of all the library activities. It provides support to research and academic objectives of the University. It is located in an independent building in the heart of the University Campus giving access to its rich collection of primary and secondary resources to all the users. For users help the web OPAC (Online Public Access Catalogue) is accessible from any terminal in and out of Library. It is designed to provide online information on availability of titles, allow patrons to request for items that are on loan, renewal of books, access to patron accounts and other information services. The library building is totally Wi-Fi enabled, with an area of 3300 sq. mts. 8 blocks, including good Auditorium with LCD projector. The library has security gates, paging system, fire alarms, surveillance cameras, and an Internet hub.

PADASH

The university is committed to zero tolerance towards sexual harassment. A Committee to redress grievances against sexual harassment is functioning called PADASH. The Hon'ble Vice Chancellor constituted this committee in 2011. The university has adopted the Policy against Discrimination and Sexual Harassment and formulated regulations governing the conduct of employees towards prevention and eradication of sexual harassment. Therefore this committee is known as PADASH. The objectives of the Committee are to conduct gender sensitisation programmes; to create awareness among staff & students; to educate and sensitize the staff & students of the university about the menace of sexual harassment; to check and prevent the incidents of sexual harassment.

Internal Audit Cell

The internal audit department is working under the control of the Hon'ble Vice Chancellor with one Internal Audit Officer, and some clerical staff. The IAC is responsible for pre-audit and also assists in post-audit. The IAC also conducts physical verification of assets and library books and submits reports of enquiry on several departments.

Hindi Cell

As per directions of the Ministry of Home Affairs, Rajbhasha Vibhag, Maulana Azad National Urdu University has established a 'Hindi Cell' for implementation of the Official Language Policy to the employees of MANUU. To implement Official Language Policy in an effective manner the UGC has sanctioned three posts exclusively for the Hindi Cell i.e. Hindi Officer, Translator and Hindi Typist.

The Cell takes measures to implement the official language policy in the University, organises training for officers/employees of MANUU under Hindi Teaching Scheme, ensures regular meetings of the committee members for Official Language Implementation, administers Incentive schemes proposed by the Ministry of Home Affairs, and encourages employees of the University to work in Hindi. It also prepares quarterly/half yearly progress reports for information of the Rajbhasha Office, MHRD, prepares a batch/team of the non-teaching employees through nomination by the Heads of the Departments/Sections to undergo for training by attending the classes of Hindi Prabodh/Praveen/Pragya under Hindi Teaching Scheme of Department of Official Language, Ministry of Home Affairs, Govt. of India. Rajbhasha/Hindi Training has been started with an aim to speed-up propagation and development of Official Language Hindi, to accelerate its progressive use in the Govt. offices for official purposes and to get them acquainted with the rules/regulations and policies of the Central Government. The University encourages all employees to attend the classes under this scheme to achieve the target fixed by the Ministry.

Day Care Centre

MANUU Day Care Centre was started in the year 2009. The Day Care Centre provides safe, nurturing care to children from infants to school going age. The Day Care Centre has grown encouraging children in many ways including communication skills. It is the staff members of the centre who make this participation possible by creating positive learning environment for children and their families. The centre creates spaces where children thrive and develop in many positive ways.

Community Service

MANUU is also engaged in community service and every student of the University is made to commit some hours to serve the community. The community service in reality makes the students realize how important it is to make a real difference in the life of others. MANUU has conducted a blood donation camp under National Service Scheme (NSS) in its campus and the response was tremendous in respect of students, faculty and staff donating their blood for the benefit of humanity.

Democratic Activities

- ✓ The University organized the Student Union Election for the first time in 2012.
- ✓ The University established an Employees Welfare Fund.
- ✓ The University has given space to all the recognised Employees Unions (MANUUTA, MEWA, MANUU Officers Association) to function in matters related to Employees Welfare including Health Scheme, Staff Quarters etc.
- ✓ Staff representation has been given in many committees like Health Committee, House allotment Committee, Welfare Fund Committee.
- ✓ Meetings of Executive Council, Academic Council and Finance Committee are held regularly.
- ✓ A Grievance Redressal mechanism for teachers, staff and students is present

Functional Infrastructure

MANUU is engaged in developing the infrastructure which can facilitate, help and serve research and research based activities. Setting up of computer labs; equipping Central Library with latest books/journals; availability of Wifi in the campus; well equipped auditoriums at DDE/CPDUMT/Library with 500/200/150 seats capacity respectively; seminar halls in School of Languages Linguistics & Indology, School of Education, and Lecture Hall Complex; a conference hall in Administrative Building; and meeting rooms in Guest House are all indicators of MANUU's commitment to providing functional and constructive infrastructure to the academics, researchers and students. The highly developed and sophisticated infrastructure of MANUU has attracted many government and academic organizations to request the University to collaborate with them in organizing their meets and conferences.

SELF-STUDY REPORT

1. Profile of the University

1. Name and Address of the University:

Name:	Maulana Azad National Urdu University		
Address:	Gachibowli, Hyderabad		
City: HYDERABAD	Pin: 500032	State: TELANGANA	
Website:	www.manuu.ac.in		

2. For communication :

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Prof. Mohammad Miyan	O: 040-23006601 R: 040-	9490793584	23008366	vc@manuu.ac.in
Pro-Vice Chancellor (s)	Dr. Khwaja M. Shahid	O: 040-23006602 R:	7799110909	23006603	pvc@manuu.ac.in
Registrar	Prof. S. M. Rahmatullah	O: 040-23006121 R:	9490377817	23006604	registrar@manuu.ac.in
Steering Committee / IQAC Co- ordinator	Mr. Abdul Rasheed Shaik	O: 040-23008441 R:	9030793776	23008441	manuuacad@gmail.com

3. Status of the University:

State University

State Private University

Central University

University under Section 3 of UGC (Deemed University)

Institution of National Importance



Any other (please specify)

4. Type of University:
 Unitary
 Affiliating

5. Source of funding:
 Central Government
 State Government
 Self-financing /Any other (please specify)

6. a. Date of establishment of the university: 09/01/1998 (dd/mm/yyyy)

b. Prior to the establishment of the university, was it a/an

i. PG Centre Yes No

ii. Affiliated College Yes No

iii. Constituent College Yes No

iv. Autonomous College Yes No

v. Any other (please specify) Not applicable

If yes, give the date of establishment: Not applicable (dd/mm/yyyy)

7. Date of recognition as a university by UGC or any other national agency:

Under Section	dd	mm	yyyy	Remarks
i. 2f of UGC*	09	01	1998	
ii. 12B of UGC *	09	01	1998	
iii. 3 of UGC #	-	-	-	
iv. Any other ^ (specify)	-	-	-	

* Enclose certificate of recognition.

Enclose notification of MHRD and UGC for all courses / programmes / campus/ campuses.

^ Enclose certificate of recognition by any other national agency/agencies, if any.

9. Has the university been recognized
 a. By UGC as a University with Potential for Excellence?
 Yes No

If yes, date of recognition: (dd/mm/yyyy)

b. For its performance by any other governmental agency?

Yes No

If yes, Name of the agency and
 date of recognition: (dd/mm/yyyy)

9. Does the university have off-campus centres?

Yes ✓ No

If yes, date of establishment: (dd/mm/yyyy)

date of recognition : (dd/mm/yyyy)

The university has autonomy to set up centres from time to time.

The following centres were established:

- i. R. C., Delhi, Patna and Bangalore - 20.07.1999
- ii. R. C., Bhopal, Darbhanga - 07.11.2005
- iii. R. C., Mumbai, and Kolkata - 13.10.2006
- iv. R. C., Ranchi - 05.09.2007
- v. R. C., Hyderabad -
- vi. CTE, Srinagar - 2005
- vii. CTE, Darbhanga - 2006
- viii. CTE, Bhopal - 2006
- ix. CTE, Asansol - 2014
- x. CTE, Sambal - 2014
- xi. CTE, Aurangabad - 2014
- xii. Polytechnic, Hyderabad
- xiii. Polytechnic, Bengaluru
- xiv. Polytechnic, Darbhanga
- xv. ITI, Hyderabad
- xvi. ITI, Bengaluru
- xvii. ITI, Darbhanga
- xviii. Satellite Campus, Lucknow -

10. Does the university have off-shore campuses?

Yes No

If yes, date of establishment : (dd/mm/yyyy)

date of recognition : (dd/mm/yyyy)

11. Location of the campus and area:

	Location*	Campus area in acres	Built up area in sq.mts
i. Main campus area	Urban	200 acres	809400 sq. mts.
ii. Other campuses in the country	Urban	Rented	-
iii. Campuses abroad	NIL	-	NOT APPLICABLE

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify)

If the university has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

12. Provide information on the following: In case of multi-campus University, please provide campus-wise information.

- Auditorium/seminar complex with infrastructural facilities

The University has well equipped auditoriums at DDE, CPDUMT, and library with

500/200/150 seats capacity respectively; seminar halls in school of Languages, Linguistics and Indology, School of Education, and Lecture Hall complex; a Conference Hall in the administrative building; and meeting rooms in guest house.

- Sports facilities
 - * Playground - Yes
 - * Swimming pool - No
 - * Gymnasium - Yes
 - * Any other (please specify) – Indoor Stadium Available
- Hostel
 - * Boys' hostel
 - i. Number of hostels: 2
 - ii. Number of inmates: 300
 - iii. Facilities: All basic amenities are made available, viz., Water, Boarding Facilities, T.V., Reading Room, Dailies, and Internet access.
 - iv. * Girls' hostel
 - i. Number of hostels: 2 (new girls hostel is in the process of being commissioned)
 - ii. Number of inmates: 150
 - v. Facilities: All basic amenities are made available, viz., Water, Boarding Facilities, T.V., Reading Room, Dailies, and Internet access.
 - * Working women's hostel – Nil
 - i. Number of Hostels – Not applicable
 - ii. Number of Inmates – Not applicable
 - iii. Facilities– Not applicable

Facilities for faculty and non-teaching

Separate residential quarters for Teaching and Non-Teaching Staff Members are available in the University Campus.

- **Cafeteria** : Available in the Campus
- **Health centre – Nature of facilities available – inpatient, outpatient, ambulance, emergency care facility, etc.**

The Health Centre is operational in the University campus. It caters to all kinds of outpatient treatment and medical emergency conditions for students and staff. The students and staff visit the Health Centre for various kinds of treatment/sickness and any medical emergency. The Health Centre also provides medication for the students and the staff for various ailments, and is managed by a senior physician. A lady doctor/gynaecologist is appointed for female patients at the University Health Centre. A dedicated student counsellor is also available in the health centre to counsel the students to overcome psychological and emotional tensions. The Health Centre has an experienced Staff Nurse, Male Nurse, X-Ray Technician, Lab Technician and a Pharmacist. The Centre also has a bed for temporary monitoring of the BP/chest pain and to attend to other medical emergencies before shifting to Hospital.

- **Facilities like banking, post office, book shops, etc.**
Bank, Post Office, ATM and University Information Centre is available in the University Campus.
- **Transport facilities to cater to the needs of the students and staff**
Two buses are available in the campus to transport students and staff across the campus and to the Public Bus Stop on the main road outside the Campus.
- **Facilities for persons with disabilities**
Lifts, Ramps, and separate Toilets for differently abled are available.
- Animal house : Not Available
- Incinerator for laboratories : No as no Laboratory is available
- Power house : Available
- Waste management facility : Not Available

13. Number of institutions affiliated to the university : Nil

Type of colleges	Total	Permanent	Temporary
Arts, Science and Commerce	N. A.	N. A.	N. A.
Law	N. A.	N. A.	N. A.
Medicine	N. A.	N. A.	N. A.
Engineering	N. A.	N. A.	N. A.
Education	N. A.	N. A.	N. A.
Management	N. A.	N. A.	N. A.
Others (specify and provide details)			

N. A. – Not Applicable

14. Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University

Yes No Number

N.A.

15. Furnish the following information:

Particulars	Number	Number of Students
a. University Departments		
Undergraduate	17	821 + 93
Post graduate	15	522
Research centres on the campus	6	
b. Constituent colleges	12	758
c. Affiliated colleges		
d. Colleges under 2(f)		
e. Colleges under 2(f) and 12B		
f. NAAC accredited colleges		
g. Colleges with Potential for Excellence (UGC)		
h. Autonomous colleges		
i. Colleges with Postgraduate Departments		
j. Colleges with Research Departments		
k. University recognized Research Institutes/Centres		

16. Does the university conform to the specification of degrees as enlisted by the UGC?

Yes No

If the university uses any other nomenclatures, please specify.

17. Academic programmes offered by the university departments at present, under the

following categories: (Enclose the list of academic programmes offered)

Programmes	Number
UG	2
PG	16
Integrated Masters	
M.Phil.	4
Ph.D.	6
Certificate	4
Diploma	8
PG Diploma	2
Any other (please specify)	1
Total	43

18. Number of working days during the last academic year.

19. Number of teaching days during the past four academic years.

2009-2010 188 days	2010-2011 180 days	2011-2012 192 days	2012-2013 189 days
-----------------------	-----------------------	-----------------------	-----------------------

(‘Teaching days’ means days on which classes were engaged. Examination days are not to be included)

20. Does the university have a department of Teacher Education?

Yes No

If yes,

a. Year of establishment: 07.11.2005 (dd/mm/yyyy)

b. NCTE recognition details (if applicable) Notification No.:

.....

Date: (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately?

Yes No

21. Does the university have a teaching department of Physical Education?

Yes No

If yes,

a. Year of establishment (dd/mm/yyyy)

b. NCTE recognition details (if applicable) Notification No.:

.....

Date: (dd/mm/yyyy)

c. Is the department opting for assessment and accreditation separately?

Yes No

22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered? **Not Applicable**

Yes No

If yes, please enclose approval / recognition details issued by the statutory body governing the programme.

23. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

Yes, the University was reviewed by NAAC in 2009.

24. Number of positions in the university

Positions				Teaching faculty			Non-teaching	Technical
				Professor	Associate Professor	Assistant Professor	staff	staff
Sanctioned	by	the						
UGC / University /								
State Government								
		Recruited					295	60
		Yet to recruit					23	03
Number of persons							211	16
working on contract								
basis								

25. Qualifications of the teaching staff

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil.							
PG							
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							

PG							
----	--	--	--	--	--	--	--

26. Emeritus, Adjunct and Visiting Professors.

	Emeritus	Adjunct	Visiting
Number			

27. Chairs instituted by the university:

	Chairs
School / Department	Maulana Abul Kalam Azad Chair

28. Students enrolled in the university departments during the current academic year, with the following details:

Students	UG	PG	Inte- grated Masters	M. Phil.	Ph.D.	Inte- grated Ph.D.	D.Litt./ D.Sc.	Certifi- cate	Diploma	PG Diploma
	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F
From the State where The university is located										
From other states of India										
NRI students										
Foreign students										
Total										

*M - Male *F - Female

29. 'Unit cost' of education

(Unit cost = total annual recurring expenditure (actual) divided by total number

of students enrolled)

(a) including the salary component = Rs.

(b) excluding the salary component = Rs.

30. Academic Staff College

- Year of establishment ...2007.....
- Number of programmes conducted (with duration)

2010-2014

- * UGC Orientation 15
 - * UGC Refresher 36
 - * University's own programmes/Short term PDPs 24
- Total 75

31. Does the university offer Distance Education Programmes (DEP)?

Yes | No

If yes, indicate the number of programmes offered.

16

Are they recognized by the Distance Education Council?

2007-12 –

DEC erstwhile has given institutional recognition to offer programmes through distance mode which are approved by its statutory bodies.

2012-14-

The following programmes have been approved:

M.A.Urdu

M.A.English

Diploma in Mass Communication & Journalism

Diploma in Teach English

Certificate in proficiency in Urdu through English

Certificate in Functional English

32. Does the university have a provision for external registration of students?

Yes No

If yes, how many students avail of this provision annually?

33. Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.

Accreditation : Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

34. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: ...08.03.2009..... (dd/mm/yyyy), Accreditation outcome/Result

The University was awarded an A Grade with a CGPA of 3.23

Cycle 2: (dd/mm/yyyy), Accreditation outcome/Result Cycle 3:

..... (dd/mm/yyyy), Accreditation outcome/Result

Cycle 4: (dd/mm/yyyy), Accreditation outcome/Result * **Kindly enclose copy of accreditation certificate(s) and peer team report(s)**

35. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.

The University has constituent units in the form of six College of Teacher Education, three Polytechnics and three ITIs. The accreditation of all these units is done collectively with the University.

36. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

IQAC ...18.12.2009... (dd/mm/yyyy)

AQAR (i) ...09.06.2014.....(dd/mm/yyyy)

(ii) ...09.06.2014.....(dd/mm/yyyy)

(iii) ...09.06.2014..... (dd/mm/yyyy)

(iv) ...09.06.2014.....(dd/mm/yyyy)

37. Any other relevant data, the university would like to include (not exceeding one page).

Part – III
Criteria Wise Reports

Criteria - wise Inputs

CRITERION I : CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 How is the institutional vision and mission reflected in the academic programmes of the university?

The Vision and the Mission of the University:

Maulana Azad National Urdu University was established in 1998 by an Act of the Parliament. The mandate of the University is to:

- Promote and develop the Urdu language
- Impart vocational and technical education in the Urdu Medium
- Provide focus on Women education

Based on this mandate, the vision of University is to provide access to quality education through Urdu medium of instruction. The need to strike a balance between access and equity in order to ensure national stability, through a holistic approach, leading to an all-round growth of the nation, is thus the vision of MANUU.

The mission therefore, is to empower the socially, economically and linguistically disadvantaged sections of society so that they are brought into the mainstream, and thereby contribute to the socio-economic development of the nation. Propagation of Urdu language is the proclaimed mission of MANUU.

1.1.2 Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Several methods are in force to ensure an effective curriculum development process. MANUU organizes workshops, encourages faculty to attend subject specific seminars / conferences, and gathers feedback from students, faculty, counsellors, study centre coordinators, Regional Directors and academicians from different universities, in order to continually update and improve the curriculum of its academic programmes.

The Boards of Studies, the School Boards, the Academic Council and the Executive Council play a pivotal role in the Curriculum Development process.

The academic agenda pertaining to curriculum design, development or revision is first placed before the respective Boards of Studies which has at least two external members on it. After it is approved in the Boards of Studies, the matter is placed before the School Boards for consideration. The School Board also has at least two external members. If it is passed by the School Board, the matter is placed before the Academic Council and finally the Executive Council approves all matters relating to curriculum.

Each Board of Studies ensures that the programmes offered are relevant and need-based through consultations and discussions. This is done by seeking expert opinion, by eliciting the views of the faculty, by deliberation in the Boards of Studies etc. The availability of primary and secondary texts is the chief concern of the Boards of Studies in each Department. Before launching any course, material survey is done so that the problems that are faced by the students at the stage of preparation for exams etc., may be minimized. Issues like the employability factor, global demand and local needs are also taken into consideration in prescribing a feature in the curriculum and its amalgamation in the course content. Such pre-decision analysis of the needs and the relevance factors helps in maintaining a higher level of standard. The presence of external members on the Board, as well as on advisory / consultative committees, is in itself an indication of the desire for a broader perspective regarding relevance of the programmes. To ensure marketability of the courses and their relevance to industry or social life, care is taken to include representatives from the corporate field, NGOs and other organizations on the Boards of Studies.

1.1.3 How are the following aspects ensured through curriculum design and development?

*** Employability**

The syllabus is designed in such a way that it not only is within the guidelines of UGC / AICTE / NCTE, but is also suitably job-oriented. Translation studies, interpretation skills, personality development, communication skills, soft skills, IT etc., are essential components of the different programmes offered by MANUU.

Moreover, the Proficiency Course in English offered by the Department of English and the Fundamentals of Information Technology course offered by the Department of Computers and Information Technology as compulsory courses for all regular PG students, are attempts at ensuring employability. The computer courses offered by the Department of Management and Commerce run through all the semesters. These measures are adopted by the University in recognition of the fact that students who are on the lookout for career options should in no way be handicapped due to the medium of their study when they stand abreast for comparison with their counterparts who come from institutions with English as the medium of instruction. A look at the placement records of MBA and MCJ alumni indicates that this foresight on part of the curriculum designers is already paying dividends.

* Innovation

- Continuous evaluation is done through internal examinations;
- Students are encouraged in participative learning through presentation in Class Rooms;
- Use of e-learning resources;
- Field experience through Industrial visits and Educational Tours;

* Research

- Encourages and facilitates faculty members to undertake Research Projects with support from UGC and other funding agencies.
- Encourages students to participate and present papers in Seminars/Workshops.
- Enables Faculty members to attend and present papers in National and International Seminars and Workshops.
- Encourages faculty members to pursue Ph. D. Programme, if not completed.
- Encourages faculty to participate and present papers in Seminars/Workshops at National and Inter National Level.

1.1.4 To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?

The syllabus is broadly designed on the guidelines framed by UGC / AICTE / NCTE. However, flexibility is adopted to suit specific needs of the Urdu speaking

community. All the PG departments of study under the Schools of Languages, Social Sciences, Mass Communication and Journalism follow the UGC guidelines in the framing of the syllabus. The Department of Management and Commerce follows the AICTE guidelines while the Department of Education and Training follows the NCTE guidelines. In the case of the ITI programme, the NCVT guidelines are adopted.

1.1.5 Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?

The University keeps up constant interactions with industry, research bodies and civil society. The department of Management organise field trips for its students to ensure exposure to industry and corporates. The Department of Social Work, in collaboration with NGO's regularly conducts field work. The Department of Women Studies and the Centre for Social Exclusion and Inclusion, works extensively through interactions and outreach programmes to collaborate with stakeholders. The primary objective is to address societal problems and encourage resolution by providing practical solutions. This process empowers the university with relevant and current field information which is then used to design and restructure the curriculum making it relevant and contemporary.

1.1.6 Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.

MANUU is a non-affiliating University. It basically operates in the Distance and Regular modes with constituent colleges, satellite campuses and regional centres located in different parts of the country.

1.1.7 Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).

MANUU is essentially a unitary university. However, it does provide certain skill-oriented programmes relevant to regional needs through the technical courses offered at its three ITI's located in as many states. Keeping in mind its primary objectives, the University also conducts diploma courses aimed at empowering Women and the marginalised sections of society by providing opportunities for enhancing their language skills.

1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following: * Programmes taught on campus

I. List of the Academic programmes:

i. 5-Year Integrated Post-Graduate programmes in Languages, Social Sciences and Sciences (3-Years Degree Programme leading to Honours and Post-Graduation)

B.A.-B.A. (Hons.)-M.A.

1. History
2. Political Science
3. Public Administration
4. Economics
5. Sociology
6. Islamic Studies
7. Urdu
8. English
9. Hindi
10. Arabic
11. Persian

B.Sc.-B.Sc. (Hons.)-M.Sc.

1. Mathematics
2. Physics
3. Chemistry
4. Computer Science
5. Botany
6. Zoology

ii. School of Language, Linguistics and Indology

1. Department of Urdu

1. M.A. (Urdu)
2. M.Phil. (Urdu)
3. Ph.D. (Urdu)
4. P. G. Diploma in Functional Urdu
5. Diploma Course -*Tahseen-e-Ghazal*
6. Certificate Course -*Tahseen-e-Ghazal*
7. Certificate course - *Amoozish-e-Urdu*
8. Certificate Course - *Urdu Khuskhati*

2. *Department of English*

1. M. A. (English)
2. M.Phil. (English)
3. Ph.D. (English)

3. *Department of Hindi*

1. M. A. (Hindi)
2. M.Phil. (Hindi)
3. Ph.D. (Hindi)
4. PG Diploma in Functional Hindi

4. *Department of Translation Studies*

1. M. A. (Translation Studies)
2. M.Phil. (Translation Studies)
3. Ph.D. (Translation Studies)

5. *Department of Arabic*

1. M. A. (Arabic)
2. M.Phil. (Arabic)
3. Ph.D. (Arabic)
4. Diploma in Arabic Translation
5. Diploma in Arabic
6. Certificate of Proficiency in Arabic

4. *Department of Persian*

1. M. A. (Persian)

2. M.Phil. (Persian)
3. Ph.D. (Persian)
4. Diploma in Persian

iii. School of Arts and Social Sciences

1. Department of Women Education

1. M. A. (Women Studies)
2. M.Phil. (Women Studies)
3. Ph.D. (Women Studies)

2. Department of Public Administration and Political Science

1. M. A. (Public Administration)
2. M. A. (Political Science)
3. M.Phil. (Public Administration)
4. Ph.D. (Public Administration)

3. Department of Social Work

1. Master of Social Work (MSW)
2. Ph.D. (Social Work)

4. Department of Islamic Studies

1. M. A. (Islamic Studies)

iv. School of Education and Training

1. Department of Education and Training

1. Diploma in Education
2. Bachelor of Education*
3. Master of Education**
4. M. Phil. (Education)
5. Ph.D. (Education)

* *B.Ed is offered at Headquarters, Colleges of Teacher Education (CTE) at Srinagar, Darbhanga, Bhopal, Asansol, Aurangabad and Sambhal.*

***M.Ed is offered at Hyderabad and CTEs at Bhopal, Srinagar and Darbhanga.*

v. School of Commerce and Business Management

1. Department of Management & Commerce

1. Master of Business Administration (M.B.A.)
2. Master of Commerce (M.Com.)
3. M. Phil. (Management)
4. Ph.D. (Management)

vi. School of Journalism and Mass Communication

1. Department of Mass Communication and Journalism

1. M. A. (Mass Communication and Journalism)
2. Ph.D. (Mass Communication and Journalism)

vii. School of Sciences

1. Department of Computer Science and Information Technology

* Overseas programmes offered on campus

The Department of Distance Education caters to overseas students and the university has established an examination centre at Jeddah, Kingdom of Saudi Arabia. A mini convocation was also organised at the Jeddah Centre last year and it is intended to make this an annual event.

* Programmes available for colleges to choose from

MANUU is a non-affiliating University. Almost every department offers a choice of optional subjects. In the DDE, there is open choice facility. A student is allowed to opt for any three subjects out of the spectrum of courses offered within the streams. In the Science stream, UG courses also provide a choice of two combinations.

1.2.2 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options

Both options are provided. In the initial semesters, the students learn the core options, in later semesters they are offered electives. The Department of Management and Commerce offers dual specialization in the electives: a major elective and a minor elective. The students of Education and Training have core options based on methodology as per their specialization. They also study a language methodology as an elective option. The Regular and Distance modes offers open choice to students enrolled in the M.A. English programmes in their final year. At present the under graduate programmes of the Regular stream also offer a choice for core and elective subjects.

b. Enrichment courses

The programmes run by the ASC, CPDUMT and CSSEIP are aimed at enriching the knowledge and learning process. Courses in Information Technology and Proficiency in English are basically enrichment courses.

c. Courses offered in modular form

Courses offered in the modular form are CSIT, B.Tech. and M.Tech.

d. Credit accumulation and transfer facility

Modalities of Implementation of the Credit accumulation and transfer have been formulated and the process is proposed to be implemented from the next academic year.

e. Lateral and vertical mobility within and across programmes, courses and disciplines

Lateral entry is permissible from Polytechnic to B.Tech programme.

1.2.3 Does the university have an explicit policy and strategy for attracting international students?

Yes. 15% of the seats are allocated to foreign nationals over and above the prescribed intake in all programmes of the University. Relaxation in deadlines for completing admission is given to foreign students, on a case by case basis, if deemed essential for complying with visa and other requirements.

1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain

the impediments.

All programmes of the university are open to international students. However as a majority of the courses offered by the university require a basic knowledge of Urdu which is the medium of instruction. As such the scope for enrolment of foreign students is limited. Foreign students are enrolled in the Department of English where the medium of instruction is English. Further, the DDE has overseas students enrolled in its programmes. The exams of these overseas students are held in Jeddah. A few foreign nationals are also enrolled in the distance mode programmes.

1.2.5 Does the university facilitate dual degree and twinning programmes? If yes, give details.

The University does not offer any twinning programme.

1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

The university offers the following self-financing programmes.

- a. Certificate course in Dialysis
- b. Certificate course for Emergency Medical Technician
- c. Diploma course in Dialysis
- d. Diploma course for Emergency Medical Technician

The courses are conducted in collaboration with established hospitals. The teaching faculty comprises basically of doctors and technicians who are employed by the collaborating institution.

1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.

Students of Distance mode have the opportunity to benefit from conventional face-to-face interactions with faculty through contact programmes. Additionally, special lectures on topics related to the syllabus are telecast for the benefit of students. It is mandatory for students enrolled in the part-time Ph.D. programmes to attend classes on campus for course work.

The University does not provide flexibility of combining the conventional and the distance mode of education. The distance mode

programmes follow the annual system while the regular PG programmes follow the semester system.

1.2.8 Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?

The university has adopted CBCS system for its undergraduate programmes and the same will be applied to all remaining programmes from the next academic year.

1.2.9 What percentage of programmes offered by the university follow:

* Annual system	10%
* Semester system	90%
* Trimester system	NIL

1.2.10 How does the university promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.

The university encourages and promotes inter-disciplinary studies. The thrust area for research is on comparative studies, translation, Women and community studies which necessarily involves collaborative initiatives. The Centre for Social Exclusion and Inclusive Policy, the departments of Urdu, English and Translation Studies are actively involved in promoting interdisciplinary exchange amongst scholars.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The curriculum of programmes offered by the university is reviewed at least once in two years. The existing courses are modified through restructuring of the syllabus, by introducing changes in the content, by the introduction of practical component, and through audio-visual aids etc.

1.3.2 During the last four years, how many new programmes at UG and PG levels were introduced? Give details.

- * **Inter-disciplinary**
- * **programmes in emerging areas**

1.3.3 What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?

Existing programmes are revised based on various parameters monitored periodically to ascertain emerging trends, continued relevance and employment demands.

The process followed for this constant upgrading of the syllabus is as follows:

- a. Seeking inputs from staff and students at consultative meetings.
- b. Determining contemporary relevance of the curriculum.
- c. Seeking information on employability, evaluating emerging trends in industry, etc.
- d. Approval of suggested changes after incorporating recommendations of renowned experts in respective subjects by the BoS and School Board and seeking approval of the Academic Council before implementation.

More than 80% of the courses have undergone syllabus revision.

1.3.4 What are the value-added courses offered by the university and how does the university ensure that all students have access to them?

Courses are offered in Communication Skills, Personality Development, Proficiency in English and IT. Special lectures are provided to supplement the core teaching programmes. Project works of the Departments of MCJ, Management and Commerce, Department of Women Education, Education and Training all ensure career training and community orientation. As per the new UGC guidelines, RCCM provides career guidance and psychological counselling to the regular stream students. External experts address the students on subjects like Life Goal Planning, First Impression and Career Guidance. Guest lectures, industry-institute interaction etc. ensure that students have access to value addition opportunities.

The MBA programme offers internet marketing as a course. M.A. in Women Studies programme offers courses in Health, Crèche Management, Law, Media etc which promote community orientation. The Centre for Women Studies is actively involved in offering career training and promoting community development. The Department of English includes a compulsory

paper on Maulana Azad Studies as part of its PG programme. Numerous programmes for the propagation of Urdu language are offered which include Ghazal Appreciation. Courses like Functional Urdu and Functional Hindi contribute immensely towards value addition to the basic qualifications of students. Fundamentals of Information & Technology (FIT), CSIT, and other courses are instrumental in furthering the aspect of value addition. Courses offered by individual departments are in most cases mandatory for students of that department. Courses like Proficiency in English and FIT are compulsory for all students of the university. It is mandatory for all departments to introduce the component of value based added courses as a part of their curriculum.

1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The following courses are offered as part of the higher order skill development programmes:

1. PG DIPLOMA IN FUNCTIONAL HINDI
2. DIPLOMA IN CIVIL/CSE/ECE/IT)
3. DIPLOMA IN EDUCATION
4. DIPLOMA IN ARABIC TRANSLATION
5. DIPLOMA IN ARABIC
6. DIPLOMA IN PERSIAN
7. DIPLOMA IN TAHSEEN-E-GHAZAL
8. DPLOMA IN FUNCTIONAL URDU
9. CERTIFICATE OF TAHSEEN-E-GHAZAL
10. CERTIFICATE OF AMOOZISH-E-URDU
11. CERTFICATE OF URDU KHUSHKHATI
12. CERTIFICATE OF PROFICIENCY IN ARABIC

1.4 Feedback System

1.4.1 Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes, the university obtains inputs from students regarding the curriculum, course content, evaluation of the teaching process and teachers through a feedback form which seeks grading on a three point scale. The information generated is analysed and used to bring about improvements in the programmes.

1.4.2 Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc., and its impact.

The university elicits feedback by inviting national and international experts at its Board of Studies, School Board and Academic Council meetings where curriculum changes, revision and updating is structured and formalised.

The university has also appointed consultants with expertise in different areas to recommend and guide in its policies for curriculum development.

The Academic Staff College organises workshops and refresher courses where resource persons are invited to share their views with the participating faculty.

The Centre for Promotion and Development of Urdu Medium Teachers organises seminars and workshops in various parts of the country for enhancement of teaching skills.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.

MANUU is a non-affiliating university. However constituent colleges, satellite campuses and regional centres are treated on par and as such are part of all curriculum enrichment programmes.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curriculum?

The measures undertaken to ensure quality sustenance and quality enhancement include:

- a. Comparative study of the syllabus vis-a-vis other universities.
- b. Inputs from external examiners.
- c. Inputs from BoS and School Board members.
- d. Student and supervisor work in tandem to devise Special papers in accordance with the research themes as part of the course work for M.Phil. and Ph.D. programmes.

Any other information regarding Curricular Aspects which the university would like to include.

Criteria – II

Teaching Learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 How does the university ensure publicity and transparency in the admission process?

Given the uniqueness of the university as a university with Urdu as medium of instruction, there is an elaborate system of publicity for reaching the catchment students population. The university publishes its Prospectus every year in both languages Urdu and English. The prospectus is made available at the university website with elaborate details and easily accessible features. During the period of announcement for admission applications and the last dates of the submission of applications, there are regular advertisements and columns in national and regional Urdu dailies through the university public relations department. The university has also established full-fledged Information Centre for providing information details telephonically and in person. The prospectus and admissions details are also made available to aspirants through the wide network of the university via its regional centres, satellite campuses and study centres. Individual departments of studies also take initiatives for wider dissemination of admission information on respective courses at their disposal and the details of facilities and support services for the students. During the period of admission process there is a spurt of news items, columns and talks in both the print and visual media on the courses and facilities available at MANUU. The Heads of the departments of studies also network with a cross section of universities and academic associations sharing the details of admission process through leaflets/ pamphlets and e-forums. Recent years have also seen the use of social media for queries on admission process and dissemination of admission information. There has been witnessed a proactive involvement of students, students' union and alumni's in the admission information publicity.

The admission process is highly transparent with clearly outlined calendar for different stages of admission process including the dates of the declaration of merit and wait lists and dates of counselling and admission strictly in order of merit. The university has clearly defined policy for different variety of courses and related admission criteria and the same is clearly published in the university prospectus. The offices of the Controller of Examinations, Dean of Schools and Head of the Departments of studies work in unison to ensure smooth and transparent admission process. The university also has in place an apex high powered committee called CAMRC (Central Admission, Monitoring and Review Committee) to ensure utmost fairness in admission process, adherence to university policy and government rules like that of reservation, and off course the quick redressal of grievances relating to the admission process. All information relating to the different stages of the process of admission are uploaded on the university website.

2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).

The admission criteria at the university vary in respective to the courses at different levels (undergraduate, postgraduate and research) as also the nature of different courses and demand for the courses. In consequence, the

university undertakes admissions based on i. Merit, ii. Merit and Interview, iii. Entrance, and iv. Entrance and Interview. In all research programmes (M.Phil. & Ph.D.), admissions are given on the basis of entrance and interview. In most of the professional and technical courses admissions are based on entrance tests and these entrance tests are conducted at different centres across the country for easy access and reach of the aspirants. The details of admission criteria for the courses offered by the university are tabulated below.

S. No.	Programme of Study	Eligibility	Mode of admission
I.	Undergraduate Programmes in School of Languages, Linguistics & Indology; and School of Arts & Social Sciences w.e.f. 2013-2014		
	Group: I 1. History 2. Political Science 3. Public Administration 4. Economics, 5. Sociology 6. Islamic Studies Group: II 1. Urdu , 2. English 3. Hindi, 4. Arabic 5. Persian	10+2 or Equivalent from recognized Board / Institution	Merit
II.	Undergraduate Programmes in School of Sciences w.e.f. 2013-2014		
	Core Subjects: 1. Mathematics 2. Physics 3. Chemistry 4. Botany 5. Zoology 6. Computer Science	10+2 or Equivalent from recognized board/institution. Candidates should have studied respective subject (s) at +2. For choosing Computer Sciences subjects, candidates should have studied Mathematics in qualifying examination.	Merit
III.	Post Graduate programmes in School of Languages, Linguistics and Indology		
	Basic qualification: 45% marks in aggregate in Bachelor's Degree or equivalent from recognized Institution/University for all PG Programmes. *M.A. in Urdu, English and Persian are also offered in Lucknow Campus .		
i.	M.A. Urdu*	Urdu as a main or optional subject or as language at Degree	Merit

S. No.	Programme of Study	Eligibility	Mode of admission
		or equivalent level	
ii.	M.A. English*	45% marks in English. <i>Preference:</i> a) English literature in qualifying degree programme + knowledge of Urdu, b). English as optional in qualifying degree programme + Knowledge of Urdu, c). English studied as language in qualifying degree programme + knowledge of Urdu	Merit
iii.	M.A. Hindi	Hindi as a language or optional Subject in Degree or Equivalent with 45% marks in the subject	Merit
iv.	M.A. Translation Studies	English and Urdu must have studied at 10 th or 12 th or Degree or equivalent level or certificate in Urdu from recognized institution	Merit
v.	M.A. Arabic	Arabic as main or second language in Degree/equivalent, those with Arabic as main language will be preferred.	Merit
vi.	M.A. Persian*	Persian as main or second language or Degree with Urdu or Arabic as Languages and studied Persian at any level	Merit
IV.	Post Graduate programmes in School of Arts & Social Sciences		
i.	M. A. (Women Studies)	40% marks in any Bachelor's degree / equivalent.	Merit
ii.	M. A. (Public Administration)	40% marks in any Bachelor's degree / equivalent. Preference will be given to the candidates with Public Administration and Political Sciences subjects in Degree	Merit
iii.	M. A. (Political Science)	40% marks in any Bachelor's degree / equivalent. Preference will be given to the candidates with Public Administration and Political Sciences subjects in Degree	Merit
iv.	Master of Social Work (MSW)	45% marks in any Bachelor's degree /equivalent. The selection process will be based on the combined Merit of marks in qualifying examination and Interview. The weightage of qualifying marks and interview	Merit & Interview

S. No.	Programme of Study	Eligibility	Mode of admission
		shall be in the ratio of 75:25. The Interview shall be of 25 Marks. Candidates must secure at least 40% marks in the Interview to qualify for admission.	
v.	M. A. (Islamic Studies)	Bachelor's degree / equivalent degree with at least 45% marks in aggregate with Islamic Studies / Theology or Urdu / Arabic / Persian as subsidiary or second language.	Merit
V.	Academic programmes of the School of Education & Training		
i.	Diploma in Education (D.Ed) at Dept. of Education & Training, University Campus, Hyderabad, AP	The Candidates with not less than 50% marks in Senior Secondary School / Intermediate /10+2 (except Vocational Programmes). The candidate should have studied Urdu at 10 th or 10+2 level.	ET
ii.	B.Ed. at Dept. of Education & Training, University Campus, Hyderabad, AP	The Candidates with not less than 50% marks in B.A/B.Sc./B.Sc. (Home Science)/B.Com. from any recognized University The candidate should have studied Urdu at 10 th or 10+2 or at Graduation level.	ET
iii.	B.Ed. at MANUU College of Teacher Education, Srinagar, J& K	<u>List of Methodologies and percentage of seats</u>	
iv.	B.Ed. at MANUU College of Teacher Education, Darbhanga, Bihar	a). Sciences and Mathematics (35%) b). Social Studies (35%) c). Languages (30%)	
v.	B.Ed. at MANUU College of Teacher Education, Bhopal, MP		
vi.	B.Ed. at MANUU College of Teacher Education, Asansol, West Bengal		

S. No.	Programme of Study	Eligibility	Mode of admission
vii.	B.Ed. at MANUU College of Teacher Education, Sambhal, UP		
viii.	B.Ed. at MANUU College of Teacher Education, Aurangabad, Maharastra		
ix.	M.Ed.at Dept. of Education & Training, University Campus, Hyderabad, AP	<ul style="list-style-type: none"> - Candidates with not less than 55% marks in B.Ed. from a recognized University. - Candidate Should have studied Urdu at 10th or 10+2 or at Graduation level. - For candidates who pursued B.Ed. programme from MANUU, the University may consider age relaxation. 	ET
x.	M.Ed.at MANUU College of Teacher Education, Srinagar, J& K		
xi.	M.Ed.at MANUU College of Teacher Education, Darbhanga, Bihar		
xii.	M.Ed.at MANUU College of Teacher Education, Bhopal, MP		
VI. Post Graduate Programmes in School of Commerce and Business Management			
i.	Master of Business Administration (MBA)	45% marks in any Bachelor's degree / equivalent degree.	ET
ii.	Master of Commerce (M.Com)	45% marks in B.Com. / B.B.A. / B.B.M. / B.M.S.	ET
VI. Post Graduate Programme in School of Journalism and Mass Communication			
i.	M. A. (Mass Communication and Journalism)	45% in Bachelor's Degree /equivalent degree.	ET
VII. Post Graduate Programme in School of Sciences			
i.	M.Sc.	45% marks in B.Sc (Hons) in	Merit

S. No.	Programme of Study	Eligibility	Mode of admission
	(Mathematics)	Mathematics / B.Sc with Mathematics as one of the optional subjects	
VIII.	Academic Programmes in School of Computer Science & Information Technology		
i.	B. Tech. - M.Tech. (Computer Science & Engineering) - (Integrated Programme) with exit option	10+2 with Physics, Chemistry and Mathematics or Physics, Chemistry, Mathematics and Biology subjects with 45% marks in aggregate	ET
ii.	Master of Computer Applications (MCA) with option to exit with PGDIT after 1 Yr. /M.Sc after 2 Yrs.	Bachelor's Degree with 45% marks in aggregate and Mathematics as one of the subjects at 10+2 or graduate level.	ET
iii.	B. Tech - M. Tech. (Computer Science & Engineering) - (Integrated Programme with exit option) lateral entry in 2 nd year of B. Tech for Polytechnic diploma holders	Polytechnic with CSE / IT / ECE / Electrical Eng. Disciplines with at least 45% marks in aggregate.	Merit
IX.	Research Programmes in the University		
1.	School of Languages, Linguistics and Indology		
i.	M.Phil. (Urdu)	55% marks in respective Post Graduate Programme and additional eligibility criteria prescribed at para 21 (i, ii) of the general guidelines. In case of M.Phil. and Ph.D. in English preference shall be given to those candidates who have studied Urdu.	ET & Interview
ii.	Ph.D. (Urdu)		
iii.	M.Phil. (English)		
iv.	Ph.D. (English)		
v.	M.Phil.(Hindi)		
vi.	Ph.D (Hindi)		
vii.	M.Phil. (Arabic)		
viii.	Ph.D. (Arabic)		
ix.	M.Phil.(Persian)		
x.	Ph.D. (Persian)		
xi.	M.Phil. (Translation Studies)	M.A. Translation Studies with 55% marks / studied Translation as a subject in PG / PG in any	ET & Interview

S. No.	Programme of Study	Eligibility	Mode of admission
		discipline and qualifications prescribed at para 21 (i) of general guidelines.	
xii.	Ph.D. (Translation Studies)	Post-Graduation in concerned subject with 55% marks and additional eligibility criteria prescribed at para 21 (ii) of the general guidelines. Candidates who do not possess a M.A. Degree in Translation Studies or M.Phil. Translation Studies should fulfill any one of the following conditions: 1. Publication of at least 5 articles, translated from English to Urdu in reputed Urdu Journals and Magazines. 2. Minimum 3 years' experience as an English-Urdu Translator in any Government or Semi-Government organization or in any reputed media organization, 3. Published at least one book of minimum 100 pages, translated from English to Urdu.	ET & Interview
2.	School of Arts and Social Sciences		
i.	M.Phil. (Women Studies)	55% marks in MA in Women Studies or Social Sciences / Languages and additional eligibility criteria prescribed at para 21 (i, ii) of the general guidelines	ET & Interview
ii.	Ph.D. (Women Studies)		
iii.	M.Phil. (Public Administration)	55% marks in MA Public Administration or in allied subjects and additional eligibility criteria prescribed at para 21 (i, ii) of the general guidelines.	ET & Interview
iv.	Ph.D. (Public Administration)		
v.	Ph.D. (Social Work)	55% marks in MSW and additional eligibility criteria prescribed at para 21 (ii) of the general guidelines	ET & Interview
3.	School of Education & Training		
i.	M. Phil. (Education)	Candidates should have a M.Ed. Degree from a recognized University with not less than 55% marks and the essential qualifications as prescribed at para 21 (i, ii) of the general	ET & Interview
ii.	Ph.D. (Education)		

S. No.	Programme of Study	Eligibility	Mode of admission
		guidelines	
4.	School of Commerce and Business Management		
i.	M. Phil (Management)	MBA / equivalent degree with 55% marks and additional eligibility criteria prescribed at para 21 (i, ii) of the general guidelines	ET & Interview
ii.	Ph.D. (Management)		
5.	School of Journalism and Mass Communication		
i.	Ph.D. (Mass Communication and Journalism)	55% marks in Post-Graduation in MCJ and additional eligibility criteria prescribed at para 21 (ii) of general guidelines	ET & Interview
6.	School of Computer Science & Information Technology		
i.	Ph.D. (Computer Science)	Post-Graduation in Computer Science / Computer Applications / Information Technology / Technology in relevant subject or any PG related to computer science with 55% marks and criteria's prescribed at para 21 (ii) of general guidelines	ET & Interview
7.	Centre for Study of Social Exclusion and Inclusive Policy		
i.	M. Phil. (Social Exclusion and Inclusive Policy)	Post-Graduation in Social Sciences / Law / Gender Studies / Human Rights / Development Studies / Child Rights / Cultural Studies / SEIP / Dalit or Minority Studies / Discrimination Studies / Governance Studies / Liberal Studies / Human Studies/ International Studies / Comparative Religion Studies / Rural or Urban Studies as one of the subjects with 55% marks and essential qualification as prescribed at para 21 (i, ii) of general guidelines	ET & Interview
ii.	Ph.D. (Social Exclusion and Inclusive Policy)		
X.	University Polytechnics		
1	MANUU Polytechnic, Hyderabad, AP		
i.	Diploma in Civil Engineering	10 th Class / SSC pass or equivalent Board exam with 35% marks with knowledge of Urdu	ET
ii.	Diploma in Computer Science Engineering		
iii.	Diploma in		

S. No.	Programme of Study	Eligibility	Mode of admission
	Electronics & Communication Engineering		
iv.	Diploma in Information Technology		
2	<i>MANUU Polytechnic, Bengaluru, Karnataka</i>		
i.	Diploma in Civil Engineering	10 th Class / SSC pass or equivalent Board exam with 35% marks with knowledge of Urdu	ET
ii.	Diploma in Computer Science Engineering		
iii.	Diploma in Electronics & Communication Engineering		
3	<i>MANUU Polytechnic, Darbhanga, Bihar</i>		
i.	Diploma in Civil Engineering	10 th Class / SSC pass or equivalent Board exam with 35% marks with knowledge of Urdu	ET
ii.	Diploma in Computer Science Engineering		
iii.	Diploma in Electronics & Communication Engineering		
XI.	Part-time / parallel programmes of School of Languages, Linguistics and Indology		
i.	Certificate Course - <i>Tahseen- e- Ghazal</i>	10+2 or equivalent, with knowledge of Urdu / English / Hindi	Merit
ii.	Certificate Course - <i>Urdu Khuskhati</i>	10+2 or equivalent, knowledge of written Urdu	Merit
iii.	Certificate course in <i>Amuzeesh-e-Urdu</i>	10+2 or equivalent, with knowledge of Urdu / English / Hindi	Merit
iv.	Diploma Course - <i>Tahseen-e- Ghazal</i>	10+2 or equivalent, with knowledge of Urdu / English / Hindi	Merit
v.	Post Graduate Diploma in Functional Urdu	Any graduate from recognized University with 45% marks in aggregate. Studied Urdu at 10/12/Graduation level.	Merit
vi.	PG Diploma in Functional Hindi	Bachelor's degree or equivalent from recognized University /	Merit

S. No.	Programme of Study	Eligibility	Mode of admission
		Institution, Hindi as one of the language with 45% marks	
vii.	Certificate of Proficiency in Arabic	10+2 or equivalent or Alim/Fazil degrees from recognized institutions, with knowledge of written and spoken Urdu	Merit
viii.	Diploma in Arabic	10+2 or equivalent, or Alim/Fazil degrees from recognized institutions with knowledge of Arabic	Merit
ix.	Diploma in Arabic Translation	10+2 or equivalent or Alim/Fazil degrees from recognized institutions, with knowledge of Arabic and English	Merit

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same. **Not Applicable.**

2.1.4 Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The university has an established system of revisiting its admission process and revising admission process based on experiences of the preceding year. Accordingly, the Prospectus of each calendar year is developed after due consultation and feedback from the department of studies. The department of studies in turn keep reviewing their admission process based on their admission experiences, feedback from students and faculty consultation. The department of studies convene their respective Board of Studies for any revision in their admission criteria which is finally approved by respective School Boards and Academic Council. The Prospectus of each calendar year is also approved by the special meeting of the Academic Council. In consequence, admission criteria in many courses have been changed from merit to entrance as also the eligibility conditions for various courses. The university has also increased the number of ET centres and in consequences it has impacted the admission enrolment and diversity of students coming to MANUU.

2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:

- * SC/ST
- * OBC
- * Women
- * Persons with varied disabilities
- * Economically weaker sections
- * Outstanding achievers in sports and other extracurricular activities

2.1.7 Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG			
PG			
Integrated Masters			
M.Phil.			
Ph.D.			
Integrated Ph.D.			
Certificate			
Diploma			
PG Diploma			
Any other (please specify)			

2.1.8 Were any programmes discontinued/staggered by the university in the last four years? If yes, please specify the reasons.

During the last four years, the university did not discontinue any programme of study.

2.2 Catering to Student Diversity

2.2.1 Does the university organize orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

The orientation/induction programmes are organized for the freshers as a regular feature by the department of studies. The nature, nomenclature and duration of orientation/induction programmes vary from department to

department. For example in some of the courses it is organised for a week, somewhere for three days and somewhere for one day. Similar is the nature in which experts are called for the orientation/induction programmes. For example the Department of Social Work conducts one week orientation program for the newly admitted students of the MSW Semester-I. The orientation program is conducted with a mix team of internal faculty members and external experts especially from the field/NGOs so that the students could develop professional orientation and be prepared for the field work practice.

2.2.2 Does the university have a mechanism through which the “differential requirements of the student population” are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

The orientation/induction programmes are mechanism through which each department of studies and their faculty members have the first hand face to face interaction with the students and go deeper in their difficult life trajectories for better teaching and student support services. As a matter of rule, all the faculty members at MANUU are conscious of the fact that students coming to have difficult life trajectories and that they need to be specifically sensitized and motivated with reference to the academic programmes they are pursuing and the related future prospects.

2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

The university has a well organised and established system of remedial classes. A senior faculty is appointed as honorary coordinator for the remedial classes, who announce for the remedial classes in each semester and for all programmes. The departments of studies are asked to provide the list of courses/papers in which remedial classes are to be organised. They are also provided autonomy and financial support to engage remedial classes with the help of internal faculty and invited experts.

2.2.4 Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

As noted in 2.2.2, all the faculty members at MANUU are conscious of the fact that students coming to MANUU have difficult life trajectories represented by their economic backwardness, regional backwardness and a variety of other social disadvantages. A sizable percentage of them are first generation learners. It seems that the Urdu as medium of instruction is attracting a specific section of population belonging to the disadvantaged sections of the society.

2.2.5 How does the university identify and respond to the learning needs of advanced learners?

The learning needs of the advanced learners are addressed by providing them facilities and avenues for enriching their research and professional skills. The university has a well developed Academic Staff College which keeps on conducting specialized trainings and workshops for the research scholars. The departments of studies also keep conducting the seminars/workshop and thematic ToTs (Training of Trainers) for advancing the knowledge, skill and attitude of the students. The university has a library with subscription of subject wise reputed research journals. The university has provides e-learning facilities through access to e-research sources and the university's own online subscription to research journals. The whole university campus has wi-max accessibility with a high connectivity and speed for better access to teaching, research and learning materials.

2.3 Teaching-Learning Process

2.3.1 How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

The university notifies its academic calendar every year. In fact each year the academic calendar is published as integral part of the prospectus. This academic calendar clearly marks the dates for the commencement of classes, last working days, commencement of semester end examinations, vacations and reopening of the university. In light of this academic calendar, the departments of studies further develop their own calendar of activities for the smooth teaching learning process this includes the schedule for curricular, co-curricular and extra-curricular activities. Over the years, the university developed very effective system of examinations, evaluations and declaration of results. For each semester end examination, the results are declared before the commencement of examinations.

2.3.2 Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

The university has a decentralised system at level of departments of studies for developing and structuring their course curriculums and modules which are duly approved by the university statutory bodies like school Board and Academic Council. Each of the courses and papers have well defined and structured course contents including the objectives and expected outcomes of the individual papers but it varies across the wide variety of courses at MANUU. As mentioned above each department of studies develop their own detailed calendar of activities in light of the academic calendar of the university. Further, in teaching of courses, the freedom lies with the faculty members in the structuring and operationalisation of their teaching activities. The outlines and timelines of respective courses and individual papers are

governed by the system of internal assessment which is quite transparent and involves larger participation of students.

2.3.3 Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

No. As stated above, the university has well planned, developed and finalised academic calendar for each year and accordingly the individual departments of studies and faculty members plan their teaching so as to complete the courses within the stipulated time-frame. Till date, the university has not come across any unwarranted situation whereby the courses are not completed on time and the academic calendar was made to revise.

2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

The departments of studies and faculty members therein adopted a variety of innovative practices so as to make teaching motivating and student centric. This is more so given the nature of students coming to MANUU and accordingly the focus on both teaching and training of students for the overall development. Some of the innovative teaching-learning practices are:

1. Lectures supported with handouts/power point presentations
2. Visual narratives through documentary film screenings, video clips etc
3. Group Discussion
4. Use of participatory techniques
5. Students Seminars
6. Observing days and organizing academic fests
7. Regular feedback and mentoring
8. Beyond teaching schedule supportive instructions to students
9. Remedial classes
10. Tutorials
11. Skill Lab

2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

The university has a quite elaborate system of inviting experts and people of eminence for wider exposure to the students. Firstly, at the level of departments of studies, each department is provided with an approved budget for extension lectures whereby they invite subject experts for theme based lectures. Most of these sessions are highly interactive in nature. These lectures are organised as public lectures and accordingly the space of participation for students and faculty alike from other departments of studies/schools. Secondly, the university has specialised centres of training

and research whereby the extension lectures have high periodicity. Thirdly, at the university level, the public lectures are organised inviting scholars and persons of very high repute who can motivate and instil passion for learning among students. Further to reiterate that in all extension lectures which are organised in the university there is ample space for the student's interaction with the experts. Even in the extension lectures of high profile dignitaries and that too chaired by the vice-chancellor, space is provided for interaction by the students. It could rather be said that the university is developing a progressive culture of interactive teaching and learning.

Apart from the above multi-layered system of inviting experts and giving exposure to the students, the university also has a week-long series of events on the occasion of Azad Day (birth anniversary of Maulana Abul Kalam). During this week, a series of extension lectures and dignities add value to the academic culture of the university. This is also the time when students get an end of avenue form their own participation and skill enrichment.

2.3.6 Does the university formally encourage blended learning by using e-learning resources?

The students are encouraged for the intensive use of the e-learning facilities in the university in terms of the wider access to research gates and e-journals via university server. Further the whole university campus is wi-max enabled and each student is provided password to have access to quality e-networks.

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

Given the very updated technology of internet access via wi-max in the university, there is an increasing trend among the faculty members for use of e-materials as also dissemination of study material to students and colleagues. The use of visual narratives in form of video clips and documentary films are initiatives in the same direction.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

The university library takes initiatives on itself and on the recommendation of the departments of studies for enhancing the access of students and faculty members to wider e-learning avenues including open source community. As of now and as such there are no such designated group.

2.3.9 What steps has the university taken to orient traditional classrooms into 24x7 learning places?

As such there is no substantial progress in this direction.

2.3.10 Is there a provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the

number of students who have benefitted.

The university has appointed a part-time counsellor for addressing the counselling needs of the students. Further the university has constituted a Steering Group for keeping track of the emerging counselling needs of the students and facilitating easy access to the students. In consequence, the university counsellor has approached all the departments of studies, and university hostels motivated the students to come out with their problems and availing the facilities at the university. Further the individual departments of studies also have their own mechanism in form of mentors/advisors. The departments have constituted students' advisory committees consisting of students' representatives and faculty member as Students' Advisor.

2.3.11 Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

A variety of innovative teaching practices are in use by the faculty members including that of tutorials, students' seminars, participatory learning and use of ICT. The innovative and participatory teaching learning process has increased the regularity and performance of the learners. The first hand assessment is done by the concerned faculty members and these are also the issues that come during the anonymous feedback from the students. The department of studies also convene their consultative departmental meetings reviewing the performance of the students.

As such there is no mechanism place for the due recognition to faculty members for innovation in teaching practices.

2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

The teaching learning environment in the university coupled with co-curricular and extra-curricular activities have contributed a lot in nurturing creativity and scientific temper among the learners. As mentioned in 2.3.5, the expert talks, extension lectures and academic fests that are organised at multiple levels in the university have impacted the students' aptitude and participation as evidenced by the nature of their interactions and attendance in these events.

2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

- * Number of projects executed within the university
- * Names of external institutions associated with the university for student project work
- * Role of faculty in facilitating such projects

A number of the departments of studies have made project work/dissertation as a compulsory requirement of their course curriculum. For example the students in courses like MA (women studies), MBA, MCA, MCJ, and MSW have project work/dissertation as compulsory requirement. **As much as 40% courses would be having the project work component.** Further the project work/dissertation is undertaken in collaboration with industries, non-governmental organisations and civil society organisations depending on the nature of course. The group of students are placed under the direct supervision of the faculty members. The faculty members guide, support, supervise and evaluate the performance which is added to the overall credits/marks obtained by the students.

2.3.14 Does the university have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

The university has a well qualified faculty members though their number is quite tight packed. Recently, university has convened series of selection committees to address the manpower needs of the departments. Further, in case of faculty requirement on urgent basis/short fall of staff in between the academic session, the university administration permits for the appointment of Guest Lecturers after due process of local selection committee.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?

The cent per cent of the faculty members across the disciplines are well versed in the computer and they make frequent use of the computer-aided teaching-learning material. The frequency of computer-aided teaching learning and use of ICT also varies from the nature of courses. Further, at the level of university, all faculty members are provided with the computers and related accessories and the campus is wi-max enabled. Many of classrooms have the facility of LCD projector and some centres also have the smart classrooms.

2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

The feedback from students on the quality of teaching and performance of faculty members is obtained via anonymous structured feedback form provided by the university to the departments of the studies. The individual departments of studies also keep tracking the teaching-learning process through regular interactions with the students by the heads of the

departments. These initiatives has helped in the improving the coping practices of the students in terms of their retention, regularity and performance.

2.4 Teacher Quality

2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

As stated earlier the department of studies keep revising their curriculum to keep pace with the time. The faculty members are integral part of any changes in curriculum and accordingly, they remain aware of the changes in the curriculum and work they need to do on themselves. Further, the faculty members are allowed and encourage to undertake Orientation and Refresher courses. Further the UGC Academic Staff College at MANUU also keeps conducting the thematic and skill enrichment workshops for the faculty members.

2.4.2 Furnish details of the faculty

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil.							
PG							
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

2.4.3 Does the university encourage diversity in its faculty recruitment?
Provide the following details (department / school-wise).

Department /School	% of faculty from the same university	% of faculty from other universities	% of faculty from universities outside the	% of faculty from other countries
I. School of Languages, Linguistics & Indology				
1. Department of Urdu				
2. Department of English				
3. Department of Hindi				
4. Department of Translation Studies				
5. Department of Arabic				
6. Department of Persian				
II. School of Arts & Social sciences				
1. Department of Women Education				
2. Department of Public Administration				
3. Department of Social Work				
4. Department of Islamic Studies				
5. Department of Political Science				
6. Department of Sociology				
7. Department of History				
8. Department of Economics				
III. School of Education & Training				
1. Department of Education & Training				
2. College of Teacher Education, Srinagar				
3. College of Teacher Education, Darbhanga				
4. College of Teacher Education, Bhopal				
5. College of Teacher Education, Asansol				
6. College of Teacher Education, Aurangabad				
7. College of Teacher Education, Sabbhal				
IV. School of Commerce & Business Management				
1. Department of Management & Commerce				
V. School of Journalism & Mass Communication				

1. Department of Mass Communication & Journalism				
VI. School of Sciences				
1. Department of Mathematics				
2. Department of Botany				
3. Department of Zoology				
4. Department of Physics				
5. Department of Chemistry				
6. Polytechnic, Hyderabad				
7. Polytechnic, Begaluru				
8. Polytechnic, Darbhanga				
VII. School of Computer Science & Information Technology				
1. Department of Computer Science & Information Technology				
VII. Centre for Study of Social Exclusion and Inclusive Policy (CSSEIP)				
VII. Centre for Professional Development of Urdu Medium Teachers (CPDUMT)				
VIII. HRK Sherwani Centre for Deccan Studies				

2.4.4 How does the university ensure that qualified faculty are appointed for new programmes / emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

The university has an established policy for recruitment of faculty members through proper advertisement and general selection committee as prescribed in university ordinances. The university is quite particular in having maximum strength of panellists for the selection committees. The list of faculty members appointed during last four years is tabulated below.

Department /School	Faculty members recruited during last four years (2009-2013)			
	Assistant Professor	Associate Professor	Professor	Total
I. School of Languages, Linguistics & Indology				
1. Department of Urdu				
2. Department of English				
3. Department of Hindi				

4. Department of Translation Studies				
5. Department of Arabic				
6. Department of Persian				
II. School of Arts & Social sciences				
1. Department of Women Education				
2. Department of Public Administration				
3. Department of Social Work				
4. Department of Islamic Studies				
5. Department of Political Science				
6. Department of Sociology				
7. Department of History				
8. Department of Economics				
III. School of Education & Training				
1. Department of Education & Training				
2. College of Teacher Education, Srinagar				
3. College of Teacher Education, Darbhanga				
4. College of Teacher Education, Bhopal				
5. College of Teacher Education, Asansol				
6. College of Teacher Education, Aurangabad				
7. College of Teacher Education, Sabbhal				
IV. School of Commerce & Business Management				
1. Department of Management & Commerce				
V. School of Journalism & Mass Communication				
1. Department of Mass Communication & Journalism				
VI. School of Sciences				
1. Department of Mathematics				
2. Department of Botany				
3. Department of Zoology				
4. Department of Physics				
5. Department of Chemistry				
6. Polytechnic, Hyderabad				

7. Polytechnic, Begaluru				
8. Polytechnic, Darbhanga				
VII. School of Computer Science & Information Technology				
1. Department of Computer Science & Information Technology				
VII. Centre for Study of Social Exclusion and Inclusive Policy (CSSEIP)				
VII. Centre for Professional Development of Urdu Medium Teachers (CPDUMT)				
VIII. HRK Sherwani Centre for Deccan Studies				

2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

There is no Emeritus/Adjunct Faculty/Visiting Professors on the rolls of the university. However, the university has a duly approved system of finding and searching the Senior Professors of high repute and expertise and recruiting them on tenure based usually for a period of one year. These appointments of the scholars of eminence have contributed in putting the system of teaching and learning in place especially in new departments.

S. No.	Name of Professors	Department	Previous Institution

2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (*e.g.* providing research grants, study leave, nomination to national/international conferences/ seminars, in-service training, organizing national/international conferences etc.)?

The university has established policy for providing study leave for young faculty members for completing their doctoral research work. The faculty members are encouraged for approaching the funding agencies for grant for the organization of seminars/conference and in support the university provides the supplement grants to the tune of one to two lakhs. Overall the years the departments of studies and individual faculty members therein have organised a number of conferences/seminars in collaboration and funding support from UGC, ICSSR and other professional bodies. The faculty members are also encouraged for national/international conference and the university provides the support in terms of travelling grants and duty

leaves subject to fulfilment of conditions like the quality of research work and the nature of the inviting institutions. The university has in place a committee for finalising the Minor Research Projects to the faculty members.

2.4.7 **How many faculty received awards / recognitions** for excellence in teaching at the state, national and international level during the last four years?

2.4.8 **How many faculty** underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programmes	Number of faculty
Refresher courses	
HRD programmes	
Orientation programmes	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, workshops, etc.	

2.4.9 What percentage of the faculty have

- * been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies?
- * participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies?
- * presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?
- * teaching experience in other universities / national institutions and other institutions?
- * industrial engagement?
- * international experience in teaching?

S. No.	Parameters	No. of Faculty Members	%

1	Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies		
2	Participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies		
3	Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies		
4	Teaching experience in other universities / national institutions and other institutions?		
5	Industrial engagement		
6	International experience in teaching		

2.4.10 How often does the university organize academic development programmes (*e.g.*: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

As stated in above sections the university has a very clear policy with reference to the curriculum development. The decentralised process of curriculum planning and development at the level of the departments of studies, through their Board of Studies, contribute in the gradual learning of the faculty members. The intensive deliberations that take place during the process of curriculum development are of great help and value to the young faculty members for shaping their teaching learning abilities and approaches. Further the departments of studies also keep on having in-house consultations for reviewing and enriching their teaching-learning process.

In reference to examination reforms, the office of the controller of examinations and the university level committee for examination keep revising the examination process, details of which are widely shared with the faculty members and accordingly they are kept updated of the developments on examination and assessment. Further the faculty members are encouraged to participate in the skill workshops and trainings for enriching the teaching learning process.

2.4.11 Does the university have a mechanism to encourage

- * Mobility of faculty between universities for teaching?
- * Faculty exchange programmes with national and international bodies?

If yes, how have these schemes helped in enriching the quality of

the faculty?

The university has provides the extraordinary leave (EOL) to faculty desirous of moving to other institutions on vertical and horizontal positions. As of now, the university does not have collaboration with national and international bodies for faculty exchange.

2.5 Evaluation Process and Reforms

2.5.1 How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?

The details of policies and changes in the process of examination and evaluation are well notified and placed on the university website. The departments of the studies facilitate in the dissemination of such information among the students. Over the years, the university's the office of the controller is fully developed and has taken many initiatives for making the process of evaluation transparent and accountable. There are in place fully notified guidelines and utmost implementation of the same.

2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

(What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the university for the publication of examination results *e.g.* website, SMS, email, etc.).

In consequence to the examination reforms initiated by the university over the years there is in a strict time-bound system for the conduct of examination and entrance tests as also the process of appointment of examiners and the timelines for the declaration of semester end exam results, rechecking and revaluation of scripts. The detailed rules, guidelines and formats are available at the university website for the easy access of the students. The semester end exam results are declared within one month of the examination and as a norm the semester end results are declared before the commencement of the new semesters. The results are placed ta the university website and also on the notice boards of the respective departments. The department of studies are forward the results to students via emails. The university also hold regular convocations.

2.5.3 How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

The university ensures both the transparency and accountability in the evaluation process. The results are declared in the time bound manner and placed on the university website. The aggrieved or interested student in person can also approach for the rechecking of their scripts or evaluation of the same and for this there is an established system of rechecking and

reevaluation and the detailed guidelines are there at the university website. The university also put in place the detailed guidelines for the access of information via Right to Information Act.

The university has established high standards of confidentiality in the appointment of examiners and evaluation of scripts. Each department of studies has to submit the panel of examiners duly approved by their respective BOS onto Academic Council. The panel of examiners updated from time to time. It is from the list of panel of examiners the department of studies are required to submit a panel of four examiners (two internal and two external) for each paper. It is from this list the examiners are finally appointed by the honourable vice-chancellor and confidentially intimated to the examiners. In some of the courses and programmes of study there is a system of double evaluation.

2.5.4 Does the university have an integrated examination platform for the following processes?

- * Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.

The time-tables for the examination are centrally developed and published by the office of the controller of the examinations for each course and programme. The controller office also announces the dates for the submission of the examination forms and the process of collection of application forms and developing examinee data sheet is done by the departments of studies and submitted to controller office. The controller office after due verification, issue the admit cards through the concerned department of studies. The process of the conduct of exams is decentralised at the level of the department of studies where by the heads of the departments are appointed as additional superintendents for the smooth and fair conduct of examinations.

- * Examination process – Examination material management, logistics, etc.
As state, the conduct of the examination is decentralised at the level of departments of studies but the support system including logistics and remuneration etc are taken care of by the office of the controller of examination.

- * Post-examination process – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.

The university is experimenting for the OMR based evaluation and data processing for the results.

2.5.6 Has the university introduced any reforms in its Ph.D. evaluation process?

The university has recently revised the regulation for MPhil and Ph.D. vide vide 22nd Meeting of the Academic Council (Item 22.19) dated 23rd January 2014 and Notification No. MANUU/Acd/F.67/2013-14/8388 dated 27th February 2014.

2.5.7 Has the university created any provision for including the name of the college in the degree certificate? **Not applicable.**

2.5.8 What is the mechanism for redressal of grievances with reference to examinations?

The aggrieved or interested student in person can also approach for the rechecking of their scripts or evaluation of the same and for this there is an established system of rechecking and revaluation and the detailed guidelines are there at the university website. The university also put in place the detailed guidelines for the access of information via Right to Information Act.

2.5.9 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

The university has in place a very effective office of the controller of examinations head by a senior professor of the university along with administrative staff and facilities. The office of controller of examinations has proactively initiatives many reforms in system of examination and evaluation. A significant achievement is the development of elaborate and guidelines and related rules for the smooth conduct of exams and evaluation. Further taking the grievance of students proactively the detailed guidelines are published on the university website. For past two years the office of controller of examinations is working on developing the OMR based examination results.

2.6. Student Performance and Learning Outcomes

2.6.1 **Has the university** articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

Need to be discussed.

2.6.2 Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?

As stated each department of studies have autonomy in working and developing course curriculums and they do develop their courses and programmes specific learning objectives and outcomes. The department of studies develop their courses and learning objectives in view of the overall mandate of the university and Urdu as medium of instruction. Each year, the university prospectus is publishes and it contained specific details of each departments including its vision, mission and expected learning outcomes for the prospective learners. Further, some department of studies also provide learning objective/expected learning/expected outcome with reference to each theory paper which are of much help to the faculty and

2.6.3 How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

The university's teaching, learning and assessment strategies are structured in view of the larger mandate of the university, Urdu as medium of instruction and faith of the autonomy of the departments of students for better teaching learning environment. The autonomy at the level of the department's has helped in developing the course curriculum in tune with the mandate of the university and specific nature of students coming to MANUU. This coupled with the transparent and accountable system of examination and evaluation has helped in better outcomes.

2.6.4 How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

The timely declaration of results and support system to students at the level of the departments of studies for counselling and mentoring has contributed in the marked improvement in the performance of the learners in the latter semesters and also in the overall achievements of the students.

2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

The completely wi-max campus and full equipped computer labs have facilitated the students in having wider access to knowledge gateways. Keeping in view of the Urdu as medium of instruction and nature of learners coming to the MANUU, the university has made teaching of Fundamentals in Information technology, a compulsory paper for all PG programmes. This is just triggers the interest and confidence in the use of ICT among students. The department of studies are working on making the class room teaching more ICT enabled and routine sharing of study material via emails. The office of the controller of examination is consistently working on making extensive use of available technologies for more transparent and effective evaluation system. The university has also experimented with the process of online system of admission along with traditional mode.

Any other information regarding Teaching, Learning and Evaluation which the university would like to include.

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

3.1.2 What is the policy of the university to promote research in its affiliated / constituent colleges?

3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/ projects?

- * advancing funds for sanctioned projects
- * providing seed money
- * simplification of procedures related to sanctions / purchases to be made by the investigators
- * autonomy to the principal investigator/coordinator for utilizing overhead charges
- * timely release of grants
- * timely auditing
- * submission of utilization certificate to the funding authorities

3.1.4 How is interdisciplinary research promoted?

- * between/among different departments /schools of the university and
- * collaboration with national/international institutes / industries.

- 3.1.5 Give details of workshops/ training programmes/ sensitization programmes conducted by the university to promote a research culture on campus.
- 3.1.6 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?
- 3.1.7 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.
- 3.1.8 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.
- 3.1.9 Does the university encourage research by awarding Post Doctoral Fellowships/Research Associate ships? If yes, provide details like number of students registered, funding by the university and other sources.
- 3.1.10 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?
- 3.1.11 Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.

3.2 Resource Mobilization for Research

- 3.2.1 What are the financial provisions made in the university budget for supporting students' research projects?
- 3.2.2 Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

3.2.3 Provide the following details of ongoing research projects of faculty:

	Year wise	Number	Name of the project	Name of the funding agency	Total grant received
A. University awarded projects					
Minor projects Major projects					
B. Other agencies - national and international (specify)					
Minor projects Major projects					
3.2.4	Does the university have	any projects sponsored by the	industry /	corporate houses? If yes, give details such as the name of the project, funding agency and grants received.	

3.2.5 How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

3.2.6 List details of

- a. research projects completed and grants received during the last four years (funded by National/International agencies).
- b. Inter-institutional collaborative projects and grants received
 - i) All India collaboration
 - ii) International

3.3 Research Facilities

- 3.3.1 What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?
- 3.3.2 Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.
- 3.3.3 Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?
- 3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?
- 3.3.5 Does the university have a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes?
- 3.3.6 Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

3.4 Research Publications and Awards

- 3.4.1 Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.
- 3.4.2 Give details of publications by the faculty:
- * Number of papers published in peer reviewed journals
(national / international)

- * Monographs
- * Chapters in Books
- * Books edited
- * Books with ISBN with details of publishers
- * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)
- * Citation Index – range / average
- * SNIP
- * SJR
- * Impact Factor – range / average * h-index

3.4.3 Give details of

- * faculty serving on the editorial boards of national and international journals
- * faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies

3.4.4 Provide details of

- * research awards received by the faculty and students
- * national and international recognition received by the faculty from reputed professional bodies and agencies

3.4.5 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in *Shodhganga* by depositing the Ph.D.

theses with INFLIBNET for electronic dissemination through open access?

- 3.4.6 What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.
- 3.4.7 Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?
- 3.4.8 Has the university instituted any research awards? If yes, list the awards.
- 3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?**

3.5 Consultancy

- 3.5.1 What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the last four years.
- 3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?
- 3.5.3 What is the mode of publicizing the expertise of the university for consultancy services? Which are the departments from whom consultancy has been sought?
- 3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?
- 3.5.5 List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

- 3.6.1 How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years.
- 3.6.2 How does the university promote university-neighbourhood network and student engagement, contributing to the holistic development of students and sustained community development?
- 3.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?
- 3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?
- 3.6.5 Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?
- 3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.
- 3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.

3.6.8 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

3.7 Collaboration

3.7.1 How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

3.7.2 Mention specific examples of how these linkages promote * Curriculum development

* Internship

* On-the-job training

* Faculty exchange and development * Research

* Publication

* Consultancy * Extension

* Student placement

* Any other (please specify)

3.7.3 Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

3.7.4 Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

***Any other information regarding Research, Consultancy and Extension,
which the university would like to include.***

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

Maulana Azad National Urdu University has excellent infrastructure ideally suited for teaching, learning and overall development of students. The university campus is endowed with good classrooms, well equipped laboratories, Wi-Max enabled library with good e-learning resources. Further the campus has ITC enabled seminar & conference halls, meeting rooms, medium size auditoria, video conferencing facility and world class instruction media centre with state of art studio for audio-visual recording facility. The campus also houses hostels with mess facilities, guest house, staff quarters, canteen and medical centre. Apart from this the students and staff are provided with excellent sports facilities for both indoor and outdoor sports like facilities for athletics, gymnasium, basket-ball court, indoor badminton stadium and cricket field. The whole campus is Wifi enabled, with power backup facilities, UPSs and generator and drinking water purifiers in all offices and hostels. The campus also has a bank and post-office.

4.1.1 How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The University conducts need assessment on a regular basis and constantly upgrades the infrastructure to meet the needs. Classrooms and lecture halls are designed and built with school wise requirements and are optimally utilised. Every five years the university receives funds from the UGC for the infrastructure development. Every school submits their requirements and plans through the Board of Studies which gets evaluated by School Board and the Academic Council at the beginning of each plan period. Centralised decision is taken and requirements are prioritized.

4.1.2 Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Yes, the university has a strong policy for the creation and enhancement of infrastructure to create an environment conducive to teaching and learning. A few of the new initiative are:

- Wi-Max - the University campus is now Wi-Max campus.
- All departments are provided with LCD/multimedia projectors to encourage ICT based teaching-learning.
- New multimedia laboratories have been established.
- Library has been enriching with e-resources, online catalogues, browsing facilities for students and staff.
- The university's web page has been redesigned so that it is more user-friendly making it convenient for students and staff to excess information and the links to e-resources.
- Consulting centres and information and guidance centres have been established for students.
- New hostels (one for males and one for females) have been established which are Wi-Max enabled.
- Cricket ground, athletics track, gymnasium and indoor stadium established.
- Generators and UPSs have been provided to new buildings.

- Crèche facilities have been established for the benefit of staff and students.
- Bank and post-office has been established within the campus.

4.1.3 How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

The faculty is provided with individual room, computer, printer and the high speed internet facility. Both LAN and Wi-Max is made available. All offices and class-rooms are provided with power back – UPS and generator connections. The offices provided to faculty are spacious and well ventilated in a healthy green environment. Adequate rest rooms and ladies rooms are available. Each building is provided with ramps or lifts for differently-abled people. Disable friendly rest-rooms are provided in all buildings. The university is in constant pursuit of setting up good research facilities and laboratories so that the faculty is encouraged to pursue active research. Furthermore Crèche facilities are provided for women faculty within the University campus so that they may continue their teaching-research activity without a big break in their career.

4.1.4 Has the university provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

Yes all departments are provided with office rooms, common room separate rest rooms for women students and staff.

4.1.5 How does the university ensure that the infrastructure facilities are disabled-friendly?

The university is concerned and sensitive to differently-abled people. Each building is provided with ramps or lifts. All buildings have disabled-friendly rest-rooms. The University's website meets the standards defined by the ministry for visually challenged persons. Scribes are provided for students with visual impairment.

4.1.6 How does the university cater to the requirements of residential students? Give details of

- **Capacity of the hostels and occupancy (to be given separately for men and women)**

TABLE

- **Recreational facilities in hostel/s like gymnasium, yoga centre, etc.**

The hostels are within the main University campus. The sports facilities such as cricket field, athletics track, basket-ball court, badminton indoor stadium, and gymnasium are well within reach of the hostellers.

- **Broadband connectivity / Wifi facility in hostels.**

The hostels are provided with Wi-Max facilities, reading rooms, common halls, mess. Computers are also made available in common rooms for students to access internet.

4.1.7 Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

Yes the university has a medical centre within the campus easily accessible for students and staff. It has two regular medical officers, consultants and nursing facilities. The medical centre has very

good equipment and facilities for preliminary diagnostics such as X-ray machine, facilities for blood test and a pharmacy. Consultants and Gynaecologist visit on regular basis. The university has signed MoUs with several reputed hospitals for advanced cashless treatment for faculty and staff. For the students, the university has a policy of medical insurance. On call ambulance service is available in the University campus.

The University organises on a regular basis blood donation camps, eye check-up camps, dental check-up camps and popular lectures by experts on health care and health programs.

4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

Maulana Azad National Urdu University places a special emphasis on overall development of students. Apart from academics the students are encouraged to participate in sports and cultural activities. The University has excellent sports facilities which are constantly being upgraded and maintained. The university campus has a cricket field, athletic track, basket-ball court, court, gymnasium and indoor stadium with badminton and table-tennis facilities. To promote cultural activity an Open Air Theatre has been constructed. The students have participated in various sports, cultural and literary events.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

Yes, the University facilitates the students through the following Committees: -

- i) *Central Admission Monitoring and Review Committee(CAMRC);*
- ii) *Departmental Admission Committee(DAC);*
- iii) *Equivalence Committee(EC);*
- iv) *Mentoring and Tutoring;*
- v) *Digital Multimedia Language Laboratory; and*
- vi) *Physical Director;*

i) **CAMRC:** - The Committee is responsible for centralized admission of all the regular programmes of the University to administer the reservation policy to promote S.C., S.T. and OBC Students.

ii) **DAC:** - All departments of the University have separate Departmental Admission Committees responsible to guide the students during admissions.

iii) **E.C.:** - The University facilitates Madarsa students through Equivalence Committee, which identifies the Madarsa courses as equivalent to +2 and Graduation to enable Madarsa students to get admission in Graduation and Post-Graduation. This mechanism ameliorates Madrasa students to bring them to mainstream of higher education.

iv) Faculty members act as mentor and 10 to 15 students are allotted to each mentor. The mentors conduct meetings regularly and maintain a record of student separately. The mentor also maintains rapport with individual student to record problematic/difficult areas relating to personal and educational issues. Accordingly, mentors workout probable common solution with concerned HoD, Supervisor and the Dean.

The departments allot one period for tutorials in time-table on all working days. The

concerned subject teacher recapitulate important concepts to facilitate students to identify their weaknesses, if any. The faculty member identify the slow learners/educationally challenged students and devise appropriate strategies to strengthen students' performance.

v) A digital multimedia language laboratory is established to equip students with the skills of language learning.

vi) The Physical Director promotes sports activities among students.

The Heads of the Departments provide overall supervision.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

The students are provided practical training during field trips and the University has a UGC Coaching Centre – Remedial Coaching Centre to provide remedial teaching for academically backward learners.

The Departments organizes open book assignment, seminars, workshop for personality enrichment and personality development and experiential learning methods.

Extension lectures are organised by the subject experts to facilitate the learners.

The Remedial Classes are held in the respective Departments before or after the regular teaching hours in October - November and March - April every year. Generally, classes are conducted between 2:30 pm and 5:30 pm. The Students eagerly await these classes and find the coaching useful for their progress. The Centre has proven itself to be popular among the student community. Apart from the above, the university has a coaching centre to prepare the students to write competitive examinations.

The students have opportunity of close interaction with faculty members in respect of selection of seminar topics, presentation of seminars, selection of projects in Institutes/Companies/Banks etc, in case of professional program students. The students are motivated to participate in National and International seminars, workshops conducted by the University and other Universities.

5.1.3 Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

- Every year after completion of admission process, all Departments conduct induction and orientation programmes for new entrants of various programmes.
- Medium of instruction being the Urdu, University offers English and Fundamentals in Information Technology papers exclusively for all students admitted in various programmes to equip them to sustain requirements of volatile market conditions.
- The Centre for Urdu Language, Literature and Culture (CULLC) conducts quiz competitions, elocution to improve general knowledge and communication skills. The Centre also conducts literary programmes, seminars, and workshops to motivate students in participation and presentation of papers to enrich research aptitude.
- Extension lectures are conducted for soft skill development and personality development, including career group talks.
- The UGC Coaching Centre-CCMES conducts classes for various competitive examinations of the State/Country.
- The University is also engaged in community service. The University made the students

realize the value of community service and every student of the university is made to commit some hours to serve the community. The community service in reality makes the students realize how important it is to make a real difference in the life of others. Accordingly, every year blood donation camp under National Service Scheme(NSS) is organized in the campus, which creates confidence, sense of values and social life among students.

- The University through its PG Programmes offers students guided learning opportunities; through its research programmes provides a platform for exploration discovery analysis, critique and contribution.

5.1.4 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Not applicable, as the University offers monthly Scholarships to the P.G. Students and for M. Phil. and Ph. D. Scholars, monthly fellowship is extended by UGC.

5.1.5 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Yes. The University publishes Prospectus – cum – Application Form Booklet every academic year which contains information about the University, and schedule of admissions, admissions procedure, various courses offered by the departments, eligibility criteria, prescribed course fee details, reservation policies, information on Scholarships, Fellowships, hostel facilities available, campus discipline and information for international students. The details of the Schools of Studies, and respective Departments are also given in the booklet. The information is organized School wise and departments within each School. The Prospectus also contains the Academic Calendar.

To facilitate the students, the Booklet is also available on University website.

5.1.6 Specify the type and number of university scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M. Phil/Ph.D./ Diploma/others (please specify).

i) University Scholarships: -

The University offers monthly Scholarship to regular P. G. Students of various departments based on attendance and progress in academic activities.

ii) University Research Fellowship: -

The University offers Research Fellowship to M. Phil. and Ph. D. scholars @ Rs. 5000=00 p.m. and Rs. 8,000=00 p.m.. respectively. Apart from fellowship, a contingency amount of Rs. 10,000=00 p. a. is offered.

iii) Endowments and Awards: Gold Medals are awarded/instituted in the University in commemoration of important personalities to encourage and provide financial support to eligible candidates.

Table: University Scholarship and Fellowship released during last 4 years : -

P. G. Programmes	No. of Awardees/Amount disbursed (in Rupees)			
	2010-11	2011-12	2012-13	2013-14
	732 7,32,000/-	719 7,19,000/-	736 7,36,000/-	801 8,01,000/-
M. Phil. Fellowship	64 23,04,000/-	77 27,72,000/-	62 22,32,000/-	76 45,60,000/-
Ph. D. Fellowship	30 18,00,000/-	27 16,20,000/-	28 16,80,000/-	51 48,96,000/-

5.1.7 What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

Sr.	Name of the Fellowship	No. of students receiving fellowship
1.	UGC-JRF/SRF	
2.	UGC-MANF	
3.	UGC-RGNF	

5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?

Yes. The Academic Section also acts International Student Affairs Office, and facilitates the foreign students in Foreign Regional Registration Process to enable them to get Study Visa in India.

5.1.9 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Not applicable, as the University offers monthly Scholarships to the P.G. Students and for M. Phil. and Ph. D. Scholars, monthly fellowship is extended by UGC.

5.1.10 What types of support services are available for

- * overseas students
- * physically challenged / differently-abled students
- * SC/ST, OBC and economically weaker sections
- * students participating in various competitions/conferences in India and abroad
- * health centre, health insurance etc.
- * skill development (spoken English, computer literacy, etc.)
- * performance enhancement for slow learners
- * exposure of students to other institutions of higher learning/ corporates/business houses, etc.
- * publication of student magazines

Overseas Students: Applications are invited from all the students including Foreign Nationals. 15% of the seats are allocated to Foreign Nationals over and above the prescribed intake in any programme of the University. The International Students Affairs office provides necessary assistance and in addition to advanced academic opportunities, the international students can have varied cultural experience, pollution free environment and friendly campus.

Induction cum Orientation programme is conducted for new entrants after admissions, to help them to acquaint with campus environment and acclimatized to local life. The International students are facilitated in Regional Registration, opening of Bank Account, and other necessary arrangements.

The I/c International Students Affairs interact periodically with the International students on all academic and personal matters requiring attention and render necessary assistance.

Physically challenged/differently-abled students: The university provides reservation for students belonging to differently-abled category by giving 3% over and above of the total intake. The University Central Library have special collection for differently-abled students. The facilities include has OPAC facility, Braille Books, DVDs/CDs, etc.,

SC/ST, OBC and economically weaker sections: The University follows Government of India and UGC guidelines for reservation of seats for admission in various programmes to enable the SC/ST, OBC students to gain equal opportunity and access to education.

University Grants Commission sanctioned a special cell for Scheduled Castes and Scheduled Tribes in the year 2004 in the University. The Cell is to provide assistance to the SC/ST students in admissions. This cell facilitates them in solving their academic and administrative problems. It also monitors various policies, schemes and welfare measures and also acts as grievance redressal cell. 70% of SC/ST students belong to state of Jammu & Kashmir and remaining 30% students belongs to different states (Uttar Pradesh, West Bengal, Bihar, Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Rajasthan, Gujarat, and Jharkhand etc). The University has been providing hostel accommodation to all the SC and ST students on priority basis. Moreover, the SC and ST students are exempted from payment of hostel fee (room rent). The results of this proactive action of MANUU are clearly visible. Almost all the students belonging to the SC and ST communities are staying in hostels.

5.1.11 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

Yes. The University has Civil Service Coaching Academy, Coaching Centre for Entry into Services, UGC-NET Coaching Centre.

Civil Services Coaching Academy: Maulana Azad National Urdu University, Civil Services Examinations, Residential Coaching Academy (MANUU CSE RCA) for minority and women was established in 2009 with the objective that these two marginalised groups, if given proper coaching and guidance, will become empowered by joining All India Services. Presently, it is operating from 1st Floor of ITI Building, MANUU Campus. Apart from air-conditioned class room, the RCA also has an Audio-Video Room and a good library.

The Academy had conducted 11 academic programmes till date. The present Programme started from 7th February, 2014. No. of beneficiaries/Participants took Coaching till date is 462. The following are the details of beneficiaries who took admissions from 2009-10 to 2013-14.

Prelims -2010	-	62	candidates enrolled
Mains - 2010	-	17	candidates enrolled
Banking Services Clerical- 2010	-	19	candidates enrolled
Prelims-2011	-	46	candidates enrolled
Banking Services PO's- 2011	-	10	candidates enrolled
Mains -2011	-	20	candidates enrolled
Other Services – 2011	-	11	candidates enrolled
Prelims -2012	-	75	candidates enrolled
Banking Services (IBPS)-2012	-	04	candidates enrolled
Mains-2012	-	45	candidates enrolled

Prelims cum Mains-2013	- 74	candidates enrolled
Prelims 2014	- 79	candidates enrolled (Presently)

462		

Out of 383 (Previous Batches) 05 candidates cleared UPSC Prelims (01) Prelims 2011, (01) Prelims 2012 and (03) Prelims cum Main 2013. (04) Candidates cleared state level Prelims,(03) Prelims 2011, and (1) Mains 2011 (07) candidates were selected for various Services, (02) Mains 2010, (02) Banking Services Coaching, (02) Prelims 2011, and (01) Prelims cum mains 2013). One candidate cleared UPSC Mains of 2013 and appeared for Interview but could not selected.

UGC-NET Coaching Centre: The UGC-NET Coaching Centre for Minority students was sanctioned to MANUU by the UGC in February 2005 as a special scheme under UGC X Plan.

The coaching for UGC NET was organized in Paper I (Urdu, English, Arabic, Persian, Hindi, Public Administration/ Political Science, Management, Social Work, Computer Science & Application, Women's Studies, Education and Mass Communication & Journalism) and in Papers II and III of the following subjects; English, Urdu and Hindi.

Sr.	Year	No. of students declared successful
1.	2010	4
2.	2011	7
3.	2012	6
4.	2013	9

5.1.12 Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

- * additional academic support and academic flexibility in examinations
- * special dietary requirements, sports uniform and materials
- * any other (please specify)

The university has a fairly large stadium with ground for football, kho-kho, and lawn tennis. The University has a gymnasium, and facilities for table tennis and badminton. To encourage sports, prizes are distributed to the winners. Applicants also get preference at the time of admission on the basis of performance in sports under sports quota. The University provided all the facilities and every year students participate in Inter-University Cricket Tournament within and outside Hyderabad. T.A./D.A. is paid to the participants. There is a Cultural Coordination Team in the University. Annually cultural programmes are conducted and the students are encouraged to actively participate in these programmes.

5.1.13 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

Yes. The departments conduct separate guidance and counselling sessions for the students at the end of the Academic Year along with field trips, educational and industrial tours. Special Lectures and Extension Lectures on personality development, soft skills and communication skills are conducted periodically, wherein industry and subject experts are invited as resource person. Add on course on English Proficiency and Fundamentals in Information Technology is also offered for students of all the programmes.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four

years).

The following are the details of Camus Placements: -

Sr.	Enrolment No.	Name of the Student	Batch	Company Placed
1.	1204010301	Mohammad Salman	2012-14	ETV-Urdu
2.	1204010302	Zahoor Hussain Bhat	2012-14	ETV-Urdu
3.	1204010306	Ulfat Ara	2012-14	ETV-Urdu
4.	1204010310	MD Hammad	2012-14	ETV-Urdu
5.	1204010317	GH Mohd. Dar	2012-14	ETV-Urdu
6.	0904010303	Mr. Abdul Quadir Siddique	2009-11	ETV-Urdu
7.	0904010307	Mr. Md. Abdullah Mudassir	2009-11	ETV-Urdu
8.	0904010309	Mr. Imamuddin	2009-11	ETV-Urdu

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

Yes. The Alumni Association is functional independently. The activities of the association includes conduct of employment awareness camps, job fairs, and facilitates the students of other states in acquainting with the local standards. The Alumni also assists in maintenance of liaison with some of the banks, industrial, business, governmental research and developmental establishments. They share their know-how through guest lectures, placement opportunities to successful students and facilitate the students to undertake project works.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

Yes. No grievances reported as on date.

a **Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.**

Yes. The university is committed to zero tolerance towards sexual harassment. In pursuance of the judgement of Hon'ble Supreme Court of India in Visakha vs. State of Rajasthan, dated 13th August, 1997, the Hon'ble Vice Chancellor has constituted a committee vide his Order No. MANUU/Admn.I/F.38/A/2010-11/66 dated 8th April 2011. The university has adopted the Policy Against Discrimination and Sexual Harassment (PADASH), and formulated regulations governing the conduct of employees aimed at prevention and eradication of sexual harassment. The objectives of the Committee are to conduct gender sensitisation programmes; to create awareness among staff & students; to educate and sensitize the staff & students of the university about the evil menace of sexual harassment; to check and prevent incidents of sexual harassment

5.1.17 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Yes. The University made concerted efforts in making the anti-ragging campaign successful by sensitizing the students about the menace and evil effects of ragging. No case of ragging has been reported

5.1.18 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

The University conduct Parent-Teacher Meetings periodically. The University appointed Proctor during 2010 and a Proctorial Team is also constituted with Deputy Proctor and Assistant Proctor. The main objective of the proctor office is to maintain law and order in the campus especially among students. That office look after all the matter related to the discipline and welfare among students. Many official guests/Police visit to meet the proctor for various purposes. Representative of students also come with their grievances to the proctor and there is a cordial atmosphere based on confidence and belief among students. He is giving attention towards their problems and trying to solve them bit by bit. The proctor office is also provide smart identity card to the campus students.

Moreover there is a strong a strong bondage with the stakeholders, which is evident from the fact that the students are well placed in banks, industries, and educational institutions.

5.1.20 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

The mandate of the University itself provides for empowerment of women, therefore, the University take special efforts to include women in all spheres viz., cultural activities, sports competitions organized. The women are encouraged to participate in research activities, participation in Seminars, Workshops, including paper presentation. It is mandatory that woman staff accompanies during educational field trips.

5.2 Student Progression

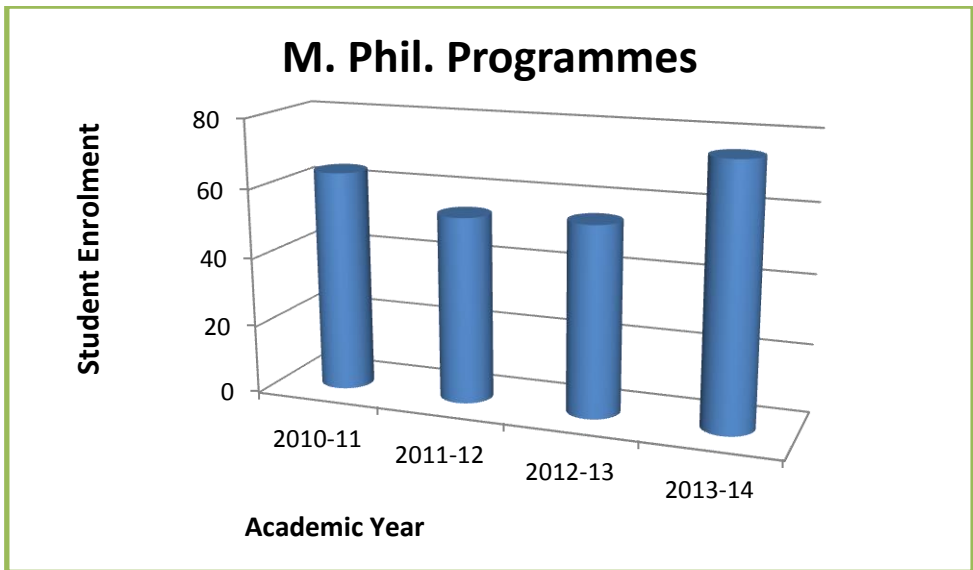
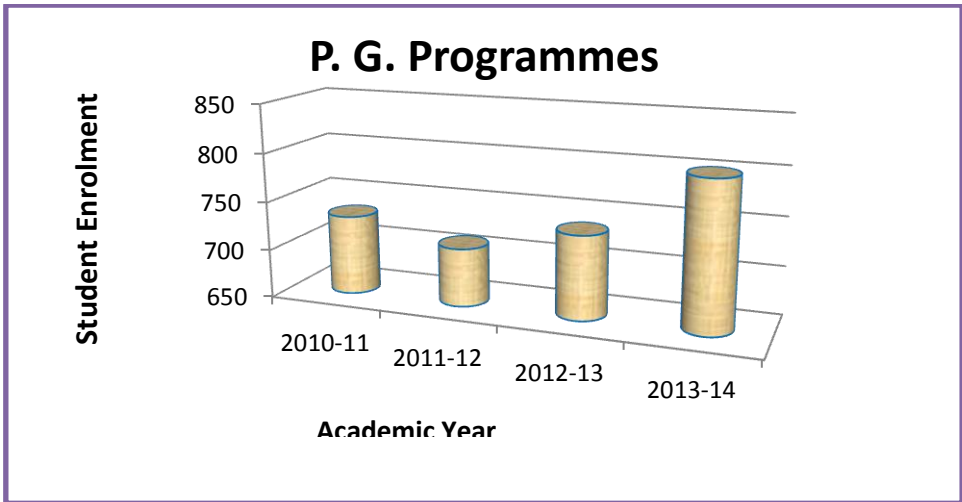
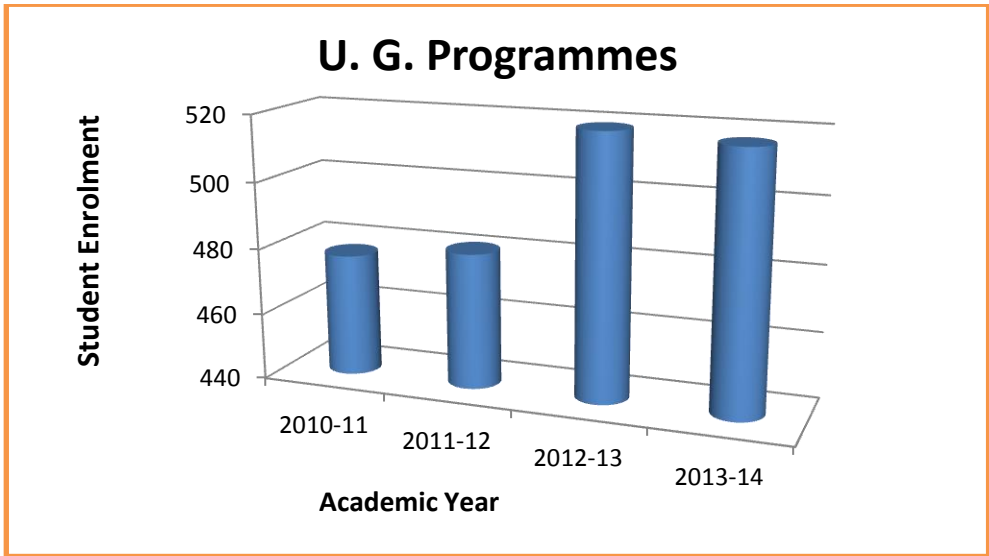
5.2.1 What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

The student strength of the university for the current academic year is as follows: -

Table: Current Year Students' Strength:

Name of the Course	Total No. of Students
U. G.	914
P. G.	522
M. Phil.	84
Ph. D.	70
Certificate/Diploma/ P. G. Diploma	927

Graph representation of analysis of trend in Student Enrolment during last 4 years



Student Progression	%
U. G. to P.G.	24.40%

P. G. to M. Phil.	13%
P. G. to Ph. D.	28.14%

5.2.2 What is the programme-wise completion rate during the time span stipulated by the university?

As per Academic Schedule all the programmes were completed in the stipulated time span.

5.2.3 What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defence, Civil Services, etc.?

Examination	Number Qualified
NET	26
SLET	14

5.2.4 Provide category-wise details regarding the number of Ph.D./ D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

Year	Ph. D. Thesis submitted during the year	Ph. D. Awarded during the year	Resubmitted	Rejected
2010-11	Nil	Nil	Nil	Nil
2011-12	7	6	1	0
2012-13	9	0	0	0
2013-14	14	12	0	0

5.3 Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

The university has a fairly large stadium with grounds for football, kho-kho, and lawn tennis. The University has a gymnasium, and facilities for table tennis and badminton. The University sports and games department is preparing a track for athletics along with a basketball court. To encourage sports, prizes are distributed to the winners. Applicants also get preference at the time of admission on the basis of performance in sports under sports quota. The University provided all the facilities and every year students participate in Inter-University Cricket Tournament within and outside Hyderabad. T.A./D.A. is paid to the participants. There is a Cultural Coordination Team in the University. Annually cultural programmes are conducted and the students are encouraged to actively participate in these programmes.

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

The students are encouraged to participate in the National and International Level Seminars and they are provided a platform to publish papers in these seminars. E-learning facilities are made available in the Library to support students.

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

Yes.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

Students views are solicited and considered in introduction of new academic programmes both by the Departments and Board of Studies.

Any other information regarding Student Support and Progression which the university would like to include.

- The University promotes participation of students in implementation of policies related to the students;
- The placement record of the University students is remarkable as they are placed at local, national and international companies;
- The University enables the students to involve in research and academic activities.
- The University provides all the necessary financial assistance in the form of Monthly Scholarships to the Students of all the programmes.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and the mission of the university.

Vision

To be an internationally recognized open and distance learning centre engaged in empowerment of Urdu speaking people through distance education programs.

Mission

- 1.To enhance access to education and training programs to Urdu speaking population through ODL, particularly to ‘reach the unreached’
- 2.To provide focus on women’s education and training through ODL
- 3.To provide greater access to continuing professional education and training and more opportunities for lifelong learning

4.To create capacity for the use of ODL technologies to enrich the learning process and

5.To undertake research studies in ODL for system development.

The mission statement defines the institution's unique character in addressing the needs of society. The purpose and mission of setting up this University was to cater to the needs of the Urdu speaking segment of society which was hitherto left out of mainstream higher education. The Urdu speaking population in India comprises a sizeable number and has its own special requirements. It is in catering to their special need of providing higher education in the Urdu language that the University is doing yeoman service to the nation. Establishment of an Urdu University is also a measure of social justice on part of the government aimed at creating awareness in society towards the education of the socially disadvantaged groups, in terms of language. By creating opportunities in higher education, these groups can be empowered to participate in nation building activities.

The mission of the University rests on the hope that its objective will be able to transform life of the least advantaged students by reducing the social and economic inequalities and open up avenues for sustainable employment. The establishment and development of the University has made positive moves towards affirmative action as defined in the mandate. This has given to the Urdu learners a sense of dignity and confidence through the medium of higher education. These objectives are realized through a number of programmes offered by the University – under graduate, post graduate, and research levels (M. Phil and Ph. D), diploma and certificate courses and technical / vocational courses through regular campus mode as well as distance learning. MANUU has Regional Centres and Study Centres all over the country. The University designs its courses in Science and Technology, Commerce, different areas of Management, Social Sciences and Humanities.

At the Campus, apart from the regular courses of study, the University has undertaken the task of imparting technical and vocational courses of short duration aimed at skill-building and employment.

MANUU's vision for the Twenty-First Century has started shaping itself. It is not just local, rooted in the regional communities but is global in its scope of networks of intellectual contact. MANUU is more an intellectual space, underpinned by instructional technologies, values, ideas and academic pursuits than just a physical space with a set of buildings.

6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes, the mission statement definitely defines the university's distinctive characteristics in terms of addressing the requirements of the society. The goal and objectives of the university act clearly states the mandate of the university and the various means and ways it adopts to achieve its goal.

The university's act states that to mission and goal of the University is to establish and incorporate a University at the National level mainly to promote and develop Urdu language and to impart vocational

and technical education in Urdu medium through conventional teaching

and distance education system and to provide for matters connected

therewith or incidental thereto. The mandate of the University is to link urdu speaker to higher education by offering programs in urdu medium with special emphasis on women education. The strategy of the University is to reach out to remote regions of the country through a network of Directorate of Distance Education programs which the University implements through several institutions established outside the headquarters by it in various parts of the country to cater to the

educational needs of the local people with a strong emphasis in vocational and technological and professional courses.

6.13 How is the leadership involved

*** in ensuring the organization's management system development, implementation and continuous improvement?**

The Vice-chancellor is the executive head, he is assisted by various wings attached viz. Administration, academic, finance and accounts and schools of studies offering various programs. The administration is headed by the Registrar and finance & accounts is headed by the finance officer. The schools of studies are headed by Deans. Each school has several departments which are chaired by the Heads of the Departments. The authorities which govern and look into the functioning of the University are: the Executive Council, the Academic Council, Research Council, the School Board, the Board of Studies and the Finance Committee. The evaluation is headed by the Controller of Examinations. The Executive Council shall be the principal executive body of

the University. The Academic Council shall be the principal academic body of

the University and shall, subject to the provisions of this Act, the

Statutes and the Ordinances, co-ordinate and exercise general

supervision over the academic policies of the University.

- * in interacting with its stakeholders?**
- * in reinforcing a culture of excellence?**

- * in identifying organizational needs and striving to fulfill them?**

6.1.3 Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

6.1.4 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

6.1.5 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

6.1.6 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

6.1.7 Have any provisions been incorporated / introduced in the University Act and

Statutes to provide for conferment of degrees by autonomous colleges?

6.1.8 How does the university groom leadership at various levels? Give details.

6.1.9 Has the university evolved a knowledge management strategy? If yes, give details.

6.1.11 How are the following values reflected the functioning of the university?

* Contributing to national development

* Fostering global competencies among students

* Inculcating a sound value system among students Promoting use of technology

* Quest for excellence

6.2 Strategy Development and Deployment

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

* Vision and mission

* Teaching and learning

* Research and development * Community engagement

* Human resource planning and development * Industry interaction

* Internationalisation

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

- Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

6.2.6 How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

6.2.7 Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

6.2.8 Does the university conduct performance audit of the various departments?

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

6.2.10 Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

6.4.5 Narrate the efforts taken by the university for resource mobilization.

6.4.6 Is there any provision for the university to create a corpus fund?
If yes, give details.

6.5 Internal Quality Assurance System

6.5.1 Does the university conduct an academic audit of its departments? If yes, give details.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and

processes?

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the university for implementation?

The decisions of the IQAC are placed before the meetings of the Academic Council and Executive Council for implementation.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

Yes. The external members made various suggestions for improvements in the administrative and other matters of the University.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Yes

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

The meetings of the apex executive bodies, viz., Academic Council, Finance Committee and Executive Council are held periodically to review the administrative and academic activities

Any other information regarding Governance, Leadership and Management which the university would like to include.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the university conduct a Green Audit of its campus?

- As per CPWD norms in every estimate for a new building, green building norms are followed and provision for horticulture development is being made and after completion of building, the horticulture development is planned accordingly.
- The campus is developed on land full of old rocks. In the earliest phases, a number of rocks had to be blasted to bring up the buildings on the campus. Of late, however, MANUU building plans are structured around a policy of preservation of these rock formations as a measure of keeping intact the ecosystem balance. The rocks now form part of a beautiful and impressive landscape.
- Value-oriented trees like the medicinal Neem are protected. Any tree that needs to be removed for purposes of construction or road-laying is replaced by new plants. (Shade giving trees and medicinal herbs are given importance).
- AMC by CPWD – The Horticulture management is given on contract to CPWD on AMC. Thus MANUU follows the practice of outsourcing in a time and cost effective

manner. Also, since CPWD is in charge of construction work at MANUU; the organisation takes the responsibility of 'greening the campus' seriously.

7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?

- * Energy conservation:
 - Autotimers (are fitted) for street lights on the campus helping in conservation of energy.
 - At the stage of preparation of preliminary drawings of the buildings by the CPWD Architects the concepts of energy conservation, is kept in view.
 - Fluorescent lights, CFL and LED lights are used all over the campus for conservation of energy.
- * Use of renewable energy:
 - Solar energy is being tapped and utilized in Hostels and Guest House.
 - Proposal to install solar power plant on the campus is under consideration.
- * Water harvesting:
 - Sewerage Treatment Plant provision has been made in XII plan and is being taken up with CPWD for installation of the plant.
- * Efforts for Carbon neutrality:
 - Tall Green plants are found across the campus as an effort towards carbon neutrality.
- * Plantation: A continuous plantation drive is in order. A planned green-scape is at the heart of every new building that comes up.
- * Plantation is done by the CPWD by enhancing the plants every year, by making a provision towards the past plant Mortality Rate.
- * Hazardous waste management
Needle destroyers and biodegradable products are used in Health Centre.
- * e-waste management:
Old and worn out software equipments are repaired, or exchanged for new equipments.
- *
* Any other (please specify) :
 - Departments of studies encourage the students to participate in programs like tending the gardens in their own buildings, tree plantations;
 - Nukkad Nataks with themes of eco and bio friendly focus and Cleanliness Drives are organised time to time to educate the campus residents and students about waste management, cleanliness, issues of social responsibility etc.
 - It is proposed to replace the existing light fittings with LED fittings in future.
 - The campus has unique rocks and “Save Rock Society” an NGO has earmarked two rocks on the campus as Heritage Rocks by construing its natural formation as “Patthar Dil”, opposite to School of Education and Training and “United We Stand” behind the School of Languages, Linguistics and Indology Building.
These rocks are being preserved and beautification is being done for exposure to future generations.
The University is planning in consultation with CPWD for planting of tall green trees around the periphery of the University to barricade the external pollution.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

- Smart Classrooms
- Partnerships/Collaborations & MoUs:

MANUU models itself on lines of a welfare Institution. Many innovative measures are adopted to keep the interests of all stakeholders in consideration. Laws, regulations and orders are all meant for creating an environment of trust and confidence and a sincere relationship between the employer-employed, the administrator-employee and the teacher – student. The uniqueness of MANUU owes a lot to this feature of mutual trust and consideration.

Beyond the Curriculum- Impact Programs:

- For a fairly young University MANUU is now making a mark for itself by inviting the attention of donors and philanthropists who like to invest in the nation-building enterprise of higher education. The USP of MANUU is Urdu. Gradually public service minded organisations and individuals are becoming aware of the good work being done at MANUU. Endowments, Scholarships and medals instituted by individuals and alumni, are being added to the repertoire of MANUU. Some development oriented organisations are coming forward to sign MoUs with MANUU. MANUU enters into partnerships and collaborations in events and programmes which may have a direct or indirect impact on the academic and developmental spheres of the University life.
 - a) In ----- MANUU was offered an Endowment Lecture series by Indira Devi Dhanrajgir. CULLC manages the Endowment Lecture Series. So far ---- Lectures have been organised. Soon MANUU is expected to sign an MoU with the donor -----
-----.
 - b) Deccan Studies has signed an MoU with ABPS for a Travel cum Research grant.
 - c) In ----- MANUU collaborated with UoH in organising a Mushaira at MANUU campus.
 - d) MANUU collaborated with Hyderabad Literary Festival in 2012 (dates)

Student Support Impact Programs:

- MANUU authorities are sensitive to the fact that since the University caters to Urdu speaking students, the responsibility of making the knowledge about job market, preparing CVs and

meeting prospective employers also lies with the University. Students are given mentors/ counsellors who guide students through steps of applying for courses. The teachers/ departments with the help of the counsellors and Placement officers help in organising campus recruitment programs for students. In the last four years, students of Polytechnics and ITIs are being helped in finding jobs overseas, especially in countries where their back grounding in Urdu is an added benefit to their degree in technological skills;

- Many Departments are going in for Soft Skills Program; by involving corporate trainers for communications skills and personality development to assist in campus placement activity.
- Mentorship at Department of Management and Commerce (Mentor) Each faculty member is allotted a group of 6-8 mentees, who are guided by them. Mentor in career planning, Internship, Project guidance and final campus placement.
- Students from the Department of Management and Commerce have undergone training in skill development in retail management through the STAR scheme of National skill development corporation (NSDC) which has been of great help in campus placement of the student.
- The students of other departments shall be imparted training in IT and ITES by the National skill development corporation as part of STAR scheme to make them employable.
- In order to facilitate the process of entering into the study programs offered by the University, MANUU has started many forward-looking modes like Single Window Admissions/ On-line Admission/On-line Fee Deposit apart from Challan System/ On-line Registration for admission into short term programmes in Academies/ Conferences, Competitions etc.
- Digitisation of processes like library holdings, and cataloguing, fee payments, exam result tabulations, and salary managements is a very successful and welcome experiment at MANUU. Soon all processes will be digitised and office correspondence also will come under the ambit of a single digital window. MANUU is moving towards a no-paper administration.
- Anti Ragging Committee/ Grievance Redressal Cell/ Committee Against Sexual Harassment/ SC,ST Cell are some of the features of reducing stress on employees and students and making their study programs and workplace activities hassle-free.
- A Central Committee (CAMRC) to monitor issues and reforms in Admission and Exam was set up in 2011. It allows appeals against the decisions of Departments during Admissions and Internal Assessment. This Committee instils a lot of confidence among students and follows the principle of transparency.
- Mal-Practices and other forms of indiscipline during examinations is sought to be curbed by means of preventive measures like stringent invigilation work, flying squads etc.

- Student enrolment number system has been evolved to ensure efficiency and reduce duplications. This will help in keeping student admission records straight.

Sample:

Staff Development Schemes:

- a) No Application fee is charged from SC/ST/ Women/Differently-abled Persons at the time of application for recruitment;
- b) Non-Teaching Staff is encouraged to take up courses of study in DDE while on duty. No fee is charged;
- c) Faculty Improvement Program is implemented; Teachers are encouraged to attend national and International Conferences and Seminars. They are also motivated to send proposals to the UGC and other funding bodies for organising Seminars and Conferences. Study Leave for Teachers who are working for their doctorate is encouraged at MANUU.
- d) Teachers and Non-teachers participate in all events of the University. The MANUU Staff Cricket team is quite popular and has a track record of good performance in the past three years in inter University matches/ tournaments.
- e) Open air stadium and Indoor Stadium attract many students daily. The University is in talks with known sports person and organisation to organise regular tournaments and sports festival.
- f) The University has allowed a branch of the General Post Office and the Indian Overseas Bank to open their outlet offices on the MANUU Campus. The general public, especially the residents of neighbouring Residential complexes are also allowed to make use of the facility.
- g) Part Time PhD is a sanction that the University provides to scholars across many disciplines. Measures of making the Part Time Program more streamlined and reliable are always under consideration for the sake of quality improvement. It is however a very useful practice as it has a far-reaching benefit and is total consonance with the agendas and objectives of MANUU, Women and NRIs take advantage of this scheme.
- h) In order to ensure good working environment and job satisfaction among its employees, MANUU runs Employee Welfare Schemes like Medical Insurance/Free Consultation and medicine at University Health Centre/ and Medical Assistance Scheme;
- i) MANUU runs a Child Care Centre for young working mothers. This centre is looked after an able team of teacher advisor, and caretakers employed by the University. This scheme extends to clientele outside the University also and many a toddler from the neighbourhood

becomes a member of the MANUU CC Centre in his/her pre-school years.

- j) Child Care Leave Scheme for Women with children below 18 yrs of age is being implemented in a serious manner.

7.3 Best Practices

- 7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

Best Practice - I

1. **Title of the Practice: “Digitization of Admissions”**

A. **Admission/ Recruitment Facilitation Model:** This title should capture the keywords that describe the practice.

2. **Objectives of the Practice**

- Cost minimization
- Time saving
- Documentation saved
- Travel time is saved
- 24x7 service
- Downloading of hall tickets

3. **The Context**

- Reaching the unreached, creating awareness the Urdu population
- Availability of prospectus on University website
- Reduction in Admission processing time
- Segregation of data as required
- Centralized data, Wi-fi Campus

4. **The Practice**

Weaknesses

- The website of MANUU is hosted on NIC Server, whenever the NIC Server is down, connectivity is not available and access is denied, hence lot of problems are being experienced. In future the university is planning to host the website on its own Server.

5. **Evidence of Success**

- Increase in number of applications received
- Increase in awareness
- Online payment of Examination/admission fee.
- Fee directly credited into University account.
- The problems of expiry of DDs not faced.

Best Practice II

1. Title of the Practice: **“Health Insurance of Students.”**
2. Objectives of the Practice:

- Students from weak socio-economic background are served by this scheme
- Rs. 1 lakh insurance on inpatient services is the norm
- Rs. 1 lakh is given as accident coverage
- Every student can avail up to Rupees 5,000/- on outpatient consultancy

3. Need addressed and the Context: (150 words)

The University concerns itself with the all round development and welfare of the student groups. By and large the stake holder groups belong to economically backward social strata, and the University helps out in the multiple ways in order to facilitate their all round development. For example MANUU provides food subsidies, free medical care, fee subsidies, scholarships etc. It was also felt that as most of the students come from rural areas and poor backgrounds they also need to be supported in academic and para-academic areas like advisement, counselling and medical care. With this philosophy in mind MANUU has set up 'Health Insurance Scheme' in 2013.

4. The Practice (400 words)

According to this scheme rupees 809/- is collected from every student towards payment of the premium for health insurance at the time of annual fee collection. 8000 hospitals have been empanelled all over the country (List is available on University Website). Students are provided with health cards on admission to any full time study programme in the University. Students can avail the healthcare/medical services cashless by producing the health card or their identity cards. According to this scheme student of MANUU in need of medical attention can claim the facility of health insurance in any of the empanelled hospitals in the country. This enablement indicates the responsibility of the University towards the stake holders, irrespective of where the student is in time of need. This scheme also facilitates admission into hospitals as in patients, and any surgery or non interventionist procedure required. The value of this scheme is keenly appreciated by the student community as it makes them feel secure in times of emergency. A Student Health Committee monitors the scheme with National Insurance Company.

5. Notes

Global Outreach Model of Education at MANUU:

The model of Education MANUU offers is at best described as a unique bouquet model of education. It perhaps will not fit very well into any conventional defined model like Portfolio model or the cafeteria model. MANUU enjoys the unique position of offering Higher Education at diverse levels to a large group of learners who are classifiable as a homogenous group by virtue of the very mandate on which the University has been established.

By and large the students who seek admission in MANUU are all Urdu-speaking and by and large they have all studied in Urdu medium or studied Urdu formally up to a certain stage of earlier education. Thus the University provides education to its clientele with a special eye on its needs. The best thing one can say about the Educational Programme at MANUU is that it is need based in the sense that it fulfils a gap that had existed hitherto.

The 1997 Act of MANUU lays down the following prints. MANUU is bound by the mandate implicit in the Act (Higher Education in Urdu and Empowerment of Women) All HEI s are governed by a philosophy and a vision. As years pass, there is a linear growth in the practices and implementation of the Agenda. The case of MANUU is extraordinary; and

distinct from a progressive growth oriented institution. MANUU has twin challenges to face. It has to gear itself to the demands of the developing Institutions by preparing for societal demands for IT enablement, higher job market and global competitiveness. In short MANUU has to step forward as a 21st century institution and vie with the best and the most modern of HEI s. The other challenge, especially when seen in the perspective of the first one, is a serious challenge. That is, to empower the Urdu speaker by conducting all teaching – learning – training – educating programmes in Urdu.

The best practices at MANUU are those which keep both the challenges in focus right from macro level of policy making up to micro levels of local implementation. In the 17 years of its presence on the Indian scene, MANUU has promoted opportunity building for Urdu speaking minorities. It has at the same time continued to move into areas of advanced learning and empowerment through higher knowledge.

The dynamic environment goes a long way in promoting their philosophy The Impact of Technology on modern education has been keenly attended to and The IT Cell and computer science Departments provide necessary advanced skills, to that can go hand in hand with traditional education in Urdu to gear the leavers towards global needs. The quality and context of the courses is such that still development and global competency become the tools in the road to excellence. Finally, the cultural context and Urdu oriented environment (compared with proficiency in English) have created a holistic value system.

The task of offering and maintaining standards of higher education programmes in Urdu medium is daunting. MANUU's sustained importance on the national scene is a statement of MANUU's commitment towards its given mandate as well as to the goals of HE.

The best practices at MANUU are related to MANUU's deep concern for the main stakeholders of its enterprise, i.e Urdu speakers. These Urdu speaking learner groups are served in multiple ways through the programmes activities and approach. The University is conscious of the different needs of the stakeholders and different access capacities. From the very start, the two streams of education (campus as well as Distance Modes) have been available. The University provides multi level, multi-stream education in Humanities, Social Science and Sciences as well as in professional and job oriented courses of study. The traditional UG-PG programmes are tailored towards personality building and knowledge enhancement. The professional courses like the courses in Polytechnic and IITs as well as the Education and Training programmes provide access to careers and skill development for possible self employment in future.

Any other information regarding Innovations and Best Practices which the University would like to include.

Toll Free No. @ MANUU

- To facilitate the staff and students of MANUU in elicit information and coordination with administration from anywhere in India a toll free no and Centrex facility is available on the campus provided through BSNL.
- This facility has proved to be successful and complaint free.
- The facility draws into significance from the fact that MANUU caters to a large section of students and employees who need to be treated in an essentially humane manner. The economic condition of most of these stakeholders is deplorable. Also their access to expensive practices (like STD, long distance calls and travel to the headquarters for information) is very limited.

Part – IV
Evaluation Reports of the Departments

Evaluative Report of the Department of Urdu

1. Name of the Department: **The Department of Urdu**
2. Year of establishment: **September, 2004**
3. Is the Department part of a School/Faculty of the university? **School of Languages, Linguistic & Indology.**
4. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Certificate, Diploma & PG. Diploma Courses .
5. Interdisciplinary programmes and departments involved: **N/A**
6. Courses in collaboration with other universities, industries, foreign institutions, etc. **N/A**
7. Details of programmes discontinued, if any, with reasons: **N/A**
8. Examination System: **Semester**
9. Participation of the department in the courses offered by other departments: **Yes**
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	--	---
Associate Professors	02	02	02
Asst. Professors 03		03	03
Others	-- --	--	---

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Dr. Abul Kalam	M A, NET, JRF, M Phil, PhD & Post PhD.	HOD, Associate Professor	Fiction, Linguistics, Translation & Criticism	14 Years	04/07
Dr. Naseemuddin Farees	M A, B.Ed, NET, M Phil & PhD	Associate Professor	Deccani Language & Literature	14 Years	03/08
Dr. Mossarat jahan	M A, NET, M Phil, PhD	Assistant Professor	Classical Prose	10 Years	05/12
Dr. Shamsul Hoda	M A, NET, JRF, M Phil, & PhD	Assistant Professor	Classical Prose	10 Years	02/09
Dr. BiBi Raza Khatoon	M A, NET, SLET & PhD	Assistant Professor	Non Fiction and Classical poetry	8 Years	02/10

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors: **Dr. Syed Taqi Abedi, Canada.**

13. Percentage of classes taken by temporary faculty – programme-wise information: **N/A**

14. Programme-wise Student Teacher Ratio: **40:1**

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual: **02**

16. Research thrust areas as recognized by major funding agencies: **N/A**

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. **Major Project-1-Entitled The Conceptualization of Translation in the Context of Linguistics and Cultural Matrix of Urdu, Rs.5.72, Minor Project-1-Entitled Tehqeeq ka Aaghaz-o-Irteqa, Rs.1.35.**

18. Inter-institutional collaborative projects and associated grants received: **N/A**

a) National collaboration

b) International collaboration

19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. **N/A**

20. Research facility / centre with: **N/A**
- state recognition
 - national recognition
 - international recognition
21. Special research laboratories sponsored by / created by industry or corporate bodies: **N/A**
22. Publications: **N/A**
- * Number of papers published in peer reviewed journals (national / international)
 - * Monographs
 - * Chapters in Books *
 - Edited Books
 - * Books with ISBN with details of publishers
 - * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - * Citation Index – range / average *
 - SNIP
 - * SJR
 - * Impact Factor – range / average *
 - h-index
23. Details of patents and income generated: **N/A**
24. Areas of consultancy and income generated: **N/A**
25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad: **N/A**
26. Faculty serving in: **N/A**
- a) National committees b) International committees c) Editorial Boards d) any other (please specify)
27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

i) Faculty member participated in UGC, ASC, Orientation programme:

S No	Name of the Faculty
01	Dr. Mossarat Jahan
02	Dr. Shamsul Hoda
03	Dr. BiBi Raza Khatoon

ii) **Faculty member participated in UGC, ASC, Refresher**

S No	Name of the Faculty
01	Dr. Mossarat Jahan
02	Dr. Shamsul Hoda
03	Dr. BiBi Raza Khatoon

iii) **Faculty member participated in UGC, ASC, Workshop**

S No	Name of the Faculty
01	Dr. Abul Kalam
02	Dr. Shamsul Hoda
03	Dr. BiBi Raza Khatoon

28. Student projects: **N/A**

- percentage of students who have done in-house projects including inter-departmental projects
- percentage of students doing projects in collaboration with other universities / industry / institute

29. Awards / recognitions received at the national and international level by

- Faculty: **02 Awards**
- Doctoral / post doctoral fellows: **Nil**
- Students: **06 Awards**

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any. **02, (NCPUL-1)**

31. Code of ethics for research followed by the departments:

Original Research laced with humanity with due acknowledgement and reference keeping international norms in view.

32. Student profile programme-wise: current year:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
U.G	---	41	35	----	----
P.G	42	17	07	----	----
M Phil	148	17	06	----	----
PhD	148	11	----	----	----

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
U.G	-----	- ----	-----	-----
P.G	-----	25%	75%	-----
M Phil	66%	----	33%	-----
PhD	27%	9%	64%	-----

34. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.
JRF-39, NET-27, KSET-02, SLET-01, MANF-01.

35. Student progression

Student progression	Percentage against enrolled
UG to PG	-----
PG to M.Phil.	66%
PG to Ph.D.	27%
Ph.D. to Post-Doctoral	-----
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	(15 Permanent, Adhoc-20)
Entrepreneurs	-----

36. Diversity of staff

Percentage of faculty who are graduates	-----
Of the same university	-----
From other universities within the state	01
From universities from other states from	04
Universities outside the country	-----

--	--

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period:

Name	Qualification	Designation
Dr. Abul Kalam	<i>M A, NET, JRF, M Phil, PhD & Post PhD.</i>	HOD, Associate Professor
Dr. Naseemuddin Farees	<i>M A, B.Ed, NET, M Phil & PhD</i>	Associate Professor
Dr. Mossarat jahan	<i>M A, NET ,M Phil, PhD</i>	Assistant Professor
Dr. Shamsul Hoda	<i>M A, NET, JRF, M Phil, & PhD</i>	Assistant Professor
Dr. Bi Bi Raza Khatoon	<i>M A, NET, SLET & PhD</i>	Assistant Professor

38. Present details of departmental infrastructural facilities with regard to

- Library : No
- Internet facilities for staff and students: Yes
- Total number of class rooms: 03
- Class rooms with ICT facility: 02
- Students' laboratories: N/A
- Research laboratories: N/A

39. List of doctoral, post-doctoral students and Research Associates:

- from the host institution/university - 15
- from other institutions/universities -

40. Number of post graduate students getting financial assistance from the university.

24 students

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

Need Assessment Exercise was under taken for the launch of **1) Diploma in Translation**
2) Diploma in Codicology. Their opinions were sought vis-a-vis their research capability and employability.

42. Does the department obtain feedback from

- faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? **Yes, The Dept. Obtains feedbacks and discusses these feedbacks in its Departmental Research Committee. And appropriates as**

well as incorporates in its teaching – learning - evaluation processes.

- b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? **Yes, The Dept. Obtains feedbacks and discusses these feedbacks in its Departmental Research Committee. And appropriates as well as incorporates in its teaching – learning - evaluation processes.**
- c. alumni and employers on the programmes offered and how does the department utilize the feedback? **The Dept. and its faculties are in touch with its alumni and seek feedbacks with interaction on regular interval basis. Based on this the Dept. often discusses the finer points and incorporates in its programmes and transaction processes.**

43. List the distinguished alumni of the department (maximum 10)

List of Achievers Alumni Appointed on Permanent Post:

<i>S No.</i>	<i>Name</i>	<i>Contact No.</i>	<i>Remarks</i>
01	Dr. Md. Faiz Ahmad	09985159050	
02	Dr. Altaf Ahanger	09419763548	
03	Dr. Syed Tajuddin	09390122938	
04	Abdul Quddus	07416708158	
05	Dr. Junaid zakir	09989382302	
06	Abdul Mujahid	09860016044	
07	S.K. Nagur Vali	09885139827	
08	Mohd Waheeduddin	-----	
09	Iftekhhar Ahmad	07298144390	
10	Mushfiq Alam	0973424734	

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

The Dept. organized National Seminar on the Sociology of literature and Saadat Hasan Manto: In the Context of 21st Century.

The Dept. of Urdu organized special lectures on regular intervals.

S.N	Name	Topic
-----	------	-------

o		
01	Prof. Rahmat Yusuf Zai	Mashini Tarjuma Ke Masael Aur Imkanat
02	Prof. Aqeel Hashmi	Allama Iqbal Aur Talmihat Qurani
03	Prof. Majeed Bedar	Deccani Nasr Ka Aaghazo Irteqa
04	Mr.Maztar Majaz	Allama Iqbal Ka Tasawwur e Ishq
05	Prof. Mohd. Anwarruddin	Urdu Sahafat Ka Aaghaz o Irteqa
06	Prof. Baig Ehsas	Adab Mein Haqeeqat Pasandi Aur Misaliat Pasandi
07	Prof. Khalid Saeed	Ghazal Ki Rusumiyat
08	Dr. Mustafa Kamal	Tanz o Mizah Ke fanni Lawazimat
09	Prof. Baig Ehsas	Urdu Afsane Ke Badalte Rujhanat
10	Prof. Sadiq	Magic Realism and Fiction
11	Prof. Ashraf Rafi	Usloobiyat
12	Prof. Shameem Hanafi	Urdu Zaban, Adab Aur Tahzeeb Ki Sarhaden
13	Prof. Sharib Radulvi	Jadeeyat Taraqqi pasandi ki Tausee ya Radd e amal
14	Prof. Bhaskar Shivarkar	Drame Ki Takneek
15	Dr. Taqi Abedi (Canada)	Ikisween Sadi Mein Hali Aur Shibli Ki Maanviyat
16	Dr. Taqi Abedi (Canada)	Kya Urdu Ki Baqa ke liye Urdu Rasmul Khat Zaruri hai?

45. List the teaching methods adopted by the faculty for different programmes.

1. Lecture method
2. Power Point Presentation
3. Discussion

46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

47. Highlight the participation of students and faculty in extension activities.

Faculty:

1. Adjudication: Faculty members evaluate the theses and Dissertations of PhD and M. Phil of different Universities respectively.
2. Faculty members serve as the member of BOS and BOE in different Universities.
3. Faculty members coordinate Refresher Courses in Urdu with ASC MANUU.
4. Faculty members of the Dept. have served as a member of Prospectus Preparation Committee.
5. Faculty members have translated the Annual Report of the University.
6. Faculty members have served as the coordinators in Azad Day Celebration.

Students:

1. Students of the Dept. participated in Blood Donation Camp.
2. Students of the Dept. participated in sports and various extracurricular activities such as Debate, Bait Baazi , Mushaera etc.
3. Students of the Dept. organize Freshers' welcome party and Farewell programme for fellow students.

48. Give details of "beyond syllabus scholarly activities" of the department.

1. The Research Scholars of the Dept. presented their papers in National Seminar organized by Ghalib Institute and NCPUL.
 2. The Research Scholars of the Dept. have been selected as Research Fellows in CIIL Mysore.
49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details. **No**
50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
1. Faculty members of the Dept. have been publishing original research papers in various refereed journals, thereby they have been generating new basic and applied knowledge.
51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

1. Specializations of each faculty and Academic as well as Research culture.
2. Unity among Faculty and Taught for academic excellence. Because of this submission of M. Phil and PhD is conditioned by two and four co-authored research papers publication in refereed journals with ISSN respectively.
3. Thrust areas are Deccani language, literature and culture, Translation and linguistics, Film and media.
4. Inter and multidisciplinary approaches in teaching as well as research.
5. Availability of 2 Smart Class rooms and its maximum utilization by teachers & Taught.

Weaknesses:

1. Shortage of Faculties.
2. Shortage of Class rooms.
3. Non availability of Departmental Library.
4. Non availability of Research cubicles in the Department.
5. Non availability of Computer Lab as well as Linguistic Lab in the Department.

Opportunities:

1. With the inception of Integrated Course, Dept. has an opportunity to nurture students on different creative lines.
2. With the inception of Integrated Course along with Urdu as an optional language, Dept. has an opportunity to make students linguistically strong, thereby making their expression power strong from the UG level itself.
3. With the launch of certificate, Diploma and PG Diploma courses, the Dept. has an opportunity to teach Urdu Language and Literature to Non - cognates.
4. With the availability of quality faculties having specializations, the Dept. has an opportunity to provide quality materials to the students of other departments of the university through translation, compilation and original writings.
5. **Since 39- JRF, 27 -NET, 02 -KSET, 01-SLET, 01- MANF qualified students are there in the Dept, hence it has an opportunity to convert them into an employable force.**

Challenges:

1. The removal of mental and psychological blocks vis- a- vis vernacular languages including Urdu to be found among the masses.
2. Making Urdu students aware and inclined towards other services apart from teaching.
3. Making them to prepare for JRF, NET etc.
4. Making them computer and techno savvy.
5. Making them to learn and strengthen English.

52. Future Plans of the Department.

1. The Dept. is planning to organize an International Seminar on Hali and Shibli in March 2015.
2. The Dept. is planning to institutionalize an International Mushaera on 11th November 2015 entitled Ek Sham Maulana Azad ke Naam.
3. The Dept. is planning to institutionalize a Series of Panel Discussions on various important topics of Departmental Syllabi.
4. The Dept. is planning to publish three six monthly journals i.e. Takhleeq, Tahqeeq and Tanqeed.
5. The Dept. is planning to institutionalize the Department of Urdu Achievers Alumni Meet in 2015.
6. The Dept is planning to institutionalize two Special Extension Lectures titled Qurratulain Haider Memorial Lecture and Makhdoom-Mohiuddin Memorial Lecture at the beginning of each Semester.
7. Once requisite number of faculties is made available, the Dept is planning to submit SAP to UGC.
8. To enhance academic culture and debating skills of the students, the Dept. is planning to institutionalize **Azad Discourse Forum**.
9. The Dept. is planning to undertake an **Educational Tour** of Urdu Language, Literature and Culture Clusters.
10. The Dept. is planning to organize a workshop to **revise, update and revitalise** the Departmental Syllabi with the help of outside **syllabus design experts**.

Evaluative Report of the Department of Hindi

11. Name of the Department : **Hindi**

12. Year of establishment : **2007**

13. Is the Department part of a School/Faculty of the university? √

14. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.) :

M.A, M.Phil, Ph.D. PGDFHT, Integrated course.

15. Interdisciplinary programmes and departments involved ----**Nil**---
16. Courses in collaboration with other universities, industries, foreign institutions, etc. --**Nil**---
17. Details of programmes discontinued, if any, with reasons ---**Nil**---
18. Examination System: Annual/Semester/Trimester/Choice Based Credit System :
(**Semester**)
19. Participation of the department in the courses offered by other departments : **Yes Dept of CS&IT and Dept. of English**
20. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	01	
Associate Professors	----		
Asst. Professors	04	04	
Others	-----	-----	

12. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Prof. Shakeela Khanam	M.A, M.Phil, PhD, PG Diploma in Translation and Language Planning.	Head Dept. of Hindi	Comparative studies, Translation studies, Women studies IT & ODL	21	3 -PhD 4 -M.Phil
Dr. G.V.Ratnakar	M..A, M.Phil, Ph.D. PGDT, SRDS.	Asst. Professor	Comparative Literature , Dalit Literature, Modern Poetry, Drama and Translation.	08	3 -PhD 21 -M.Phil
Dr. D.Seshu Babu	M..A, M.Phil, Ph.D.,PGDT,	Asst. Professor	Progressive Criticism	08	04 -PhD 12 -M.Phil
Dr. Karan Singh Utwal	M..A, M.Phil, Ph.D.,PGDT, PGDTP	Asst. Professor	Katha Sahitya Ka Natyarupantaran	11	4 -PhD 16 -M.Phil
Dr. Patan Rahim Khan	MA(Hindi) MA(English) M.Ed, M.Phil, Ph.D, PGDHFT	Asst. Professor	Hindi Katha Sahitya & Muslim Discourse.	20	2 -PhD 05 -M.Phil

19. List of senior Visiting Fellows, adjunct faculty, emeritus professors ---Nil---

20. Percentage of classes taken by temporary faculty – programme-wise information
Mr. Dharmendra Kumar Singh and Wajada Ishrat (Two temporary faculty members taken classes – 25% each)
21. Programme-wise Student Teacher Ratio
PG 103: 05, M.Phil 80: 05, PhD 24: 05
22. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual (**administrative staff: 01**)
23. Research thrust areas as recognized by major funding agencies
(Dalit Vimarsh, Adivasi Vimarsh, Hyderabad Ka Rangkosh)
24. Number of faculty with ongoing projects from a) national b) international funding

agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

03-Minar Projects, 01-Major Project - Funding Agency – UGC

- **24 lakhs received till date.**

25. Inter-institutional collaborative projects and associated grants received ---Nil---

- a) National collaboration b) International collaboration

21. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. ---Nil---

22. Research facility / centre with

- state recognition ✓
- national recognition ✓
- international recognition

27. Special research laboratories sponsored by / created by industry or corporate bodies - ---NA----

28. Publications:

* Number of papers published in peer reviewed journals (national / international)

* Monographs

* Chapters in Books – Prof. Shakeela Khanam-12

* Edited Books – Prof. Shakeela Khanam - 8

* Books with ISBN with details of publishers

Prof. Shakeela Khanam :

81-7865-090-2

81-7868-090-0

81-86907-60-2

Dr. G.V.Ratnakar

812376881-8

812376880-

Dr. D.Seshu Babu

978-81-922089-6-1

978-81-8111-237-9

9788-81-7453-354-8

978-81-925154-5-8

9788-81-7453-354-8

-978-81-908961-4-6,

Dr. Karan Singh Utwal

978-81-89353-56-8

81-86907-95-5

Dr. Patan Rahim Khan

978-81-921270-1-9

* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Citation Index – range / average *

SNIP

* SJR

* Impact Factor – range / average *
h-index

29. Details of patents and income generated ----NA---

30. Areas of consultancy and income generated ----NA---

31. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad ----Nil-----

32. Faculty serving in
√

b) National committees b) International committees c) Editorial Boards d) any other (please specify)

Please Annexure - I

28. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).
√ √ √ √

No:

Refresher Course	03 Dr. G.V.Ratnakar, Asst. Professor
Refresher Course	03 Dr. D.Seshu Babu, Asst. Professor
Refresher Course	03 Dr. Karan Singh Utwal, Asst. Professor
Orientation-	01 Dr. Patan Rahim Khan, Asst. Professor

33. Student projects

- percentage of students who have done in-house projects including inter-departmental projects ---Nil---
- percentage of students doing projects in collaboration with other universities
- industry / institute ---Nil---

34. Awards / recognitions received at the national and international level by

- Faculty

S.No.	Name of the Faculty Member	Theme	Place	Date
1	Dr. D.Seshu Babu	“Buddhist applied Philosophy” “Impact of Buddhism on Hindi Dalit Literature”	Nagarjuna University, Guntur, A.P	30 th and 31 st Jan 2014
2		“The Effect of Globalisation and New Techonology on Hindi” “Impact of globalization on Hindi language and Literature”	Tamilnadu Hindi Sahitya academy, Chennai	10 th to 12 th January 2014
3		Orientation course	ASC, MANUU	9 th April to 6 th May 2013
4		Research Supervisors Workshop	MANUU	27-09-2013 to 29-09-2013
1	Dr. Karan Singh Utwal	Research Supervisors Workshop	MANUU	27-09-2013 to 29-09-2013

S.No.	Name of the Faculty Member	Theme	Place	Date
1	Dr. Patan Rahim Khan	Research Supervisors Workshop	MANUU	27-09-2013 to 29-09-2013

Honours/Awards and Prizes:

S.No.	Name of the Faculty	Honours/Awards and Prizes	Agency	Date
1	Dr. G.V.Ratnakar	Mahatma Phule Awad	Dalit Sahitya Academy New Delhi	December 2011

		Bhagavan Buddha National Fellowship Award	Bhartiya Dalita Sahitya Academy New Delhi	December 2013
2	Dr. Patan Rahim Khan	Baba Saheb Dr. Ambedkar National Fellowship Award 2013	Bharatiya Dalit Sahitya Adademi, Delhi	12-13 Dec 2013

- Doctoral / post doctoral fellows
- Students

35. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

3 National Seminars

36. Code of ethics for research followed by the departments
As per UGC Guidelines and MANUU norms.

37. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
	2009- PhD-48 M.Phil-80 M.A-36	05 10 14	01 04 05		
	2010- PhD-54 M.Phil-61 M.A-36	02 11 09	02 09 06		
	2011- PhD-41 M.Phil-51 M.A-41	02 06 10	---- 03 09		
	2012- PhD-30 M.Phil-51 M.A-41	02 09 07	---- 05 05		
	2013- PhD-25 M.Phil-29 M.A-49	04 09 12	--- 06 12		
	2013- PhD-43 M.Phil-15 M.A-40	04 02 19	--- 04 03		

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
	-----	-----	-----	Nil

36. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.
NET-14 / SET-07

37. Student progression

Student progression	Percentage against enrolled
UG to PG	Nil
PG to M.Phil.	15
MPhil to PhD	09
PG to Ph.D.	04
Ph.D. to Post-Doctoral	Nil
Employed	
<input type="checkbox"/> Campus selection	Nil
<input type="checkbox"/> Other than campus recruitment	09
Entrepreneurs	

36. **Diversity of staff**

Percentage of faculty who are graduates	
of the same university	Nil
from other universities within the State –	05
from universities from other States	Nil
from universities outside the country	Nil

39. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period ----Nil----

40. Present details of departmental infrastructural facilities with regard to
- a) Library ✓
 - b) Internet facilities for staff and students ✓
 - c) Total number of class rooms ---02
 - g) Class rooms with ICT facility ----Nil
 - h) Students' laboratories ---NA---
 - i) Research laboratories ----NA---
48. List of doctoral, post-doctoral students and Research Associates
- a) from the host institution/university ----Nil-----
 - b) from other institutions/universities ----Nil----
49. Number of post graduate students getting financial assistance from the university.
(M.A Hindi 1st Year -19 and M.A Hindi 2nd Year-21 - Scholarship Rs. 1000/- pm)
50. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.
(A Survey has been done among the Universities within the city to launch PGDFHT course to know the market value and job opportunities.)
51. Does the department obtain feedback from
- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
(No such were discussed in BOS, DRC and Departmental meetings.)
 - b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
(Remedial Classes.)
 - c. alumni and employers on the programmes offered and how does the department utilize the feedback? ---NA---
52. List the distinguished alumni of the department (maximum 10) ---Nil---

- √
53. Give details of student enrichment programmes (special lectures / workshops / Seminar) involving external experts. (Special Lectures-10 and Seminar-03)
54. List the teaching methods adopted by the faculty for different programmes. (Face to Face teaching, Digital Teaching, Mobile Teaching e-teaching.)
55. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?
(NET SLET-participation & result of the students)
47. Highlight the participation of students and faculty in extension activities.
1. All cultural & Litt activities.
 2. Sports and games.
 3. Clean and Green (Swaach Bharath Abhiyan)
 4. 3 K Run.
53. Give details of “beyond syllabus scholarly activities” of the department.
(Samveda Patrika-Sampadak, Justajoo Wall magazine).
54. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details. ---NO----
55. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
(Current affairs, current literature, up gradation of latest literary trends).
56. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.
- a) Strength :**
1. Maintainance of ethical & moral value among the students
 2. Team work among the staff
 3. Good healthy relations between students and the faculty
 4. Good healthy relations among research scholars, PG students & UG students.
- b) Weaknesses**
1. We are unable to reach such goals due to lack of supportive staff and man power.
- c) Opportunities**
1. To teach at international Universities through cultural exchange programme at MANUU.
 2. There is an oppportunity to focus ourselves at National level at platforms at MANUU.
- d) Challenges**
1. To prove the department as best as possible at the University level, National level and International level.
 2. To satisfy our learners at the best possible with the teaching techniques.

3. To develop in the field of research and to encourage the researchers in interdisciplinary subjects specially in Urdu Language.
4. To encourage the researchers in qualitative research but not quantitative.
- 5) Networking of laureates.

57. Future plans of the department.

1. SAP
2. Placement Cell
3. Major Projects funding from other agencies
4. Inter disciplinary programmes
5. Language Lab
6. S I P

Evaluative Report of the Department of English

21. Name of the Department: **Department of English**
22. Year of establishment: **2004**
23. Is the Department part of a School/Faculty of the university?: **School**
24. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.): **PG, MPhil and PhD**
25. Interdisciplinary programmes and departments involved: **Proficiency in English Course (all PG programmes)**
26. Courses in collaboration with other universities, industries, foreign institutions, etc.: **Nil**
27. Details of programmes discontinued, if any, with reasons: **Nil**
28. Examination System: Annual/**Semester**/Trimester/Choice Based Credit System
29. Participation of the department in the courses offered by other departments: **Coordinators and Resource Persons at Academic Staff College, Paper Setting and corrections for the Directorate of Distance Education, Paper Setting for Department of Education. Resource persons for NET Coaching and entry for Civil Service Examinations, Co-ordinator For Entry for Civil Service Examinations.**
30. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor		01	
Associate Professor		01	
Assistant Professor		07	
Others		-	

Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Prof. Syed Mohammed Haseebuddin Quadri	PhD	Professor	English Phonetics, English Language Teaching and Research Methodology	16 years	MPhil:06 PhD: 03
Dr. Shuguftha Shaheen	PhD &SLET	Associate Professor	Comparative Literature and Literary Theory	20 years	MPhil:10
Mr. S. Omprakash	MPhil & NET	Assistant Professor	Indian English Literature ,British Drama, British Poetry	10 years	-
Mr. Govindaiah Godavarthi	MPhil	Assistant Professor	English Language Teaching and Cultural Studies	8 years	-
Dr. Shilpaa Anand	PhD	Assistant Professor	20 th Century Literary Criticism an Theory, 19 th Century Fiction, Disability Studies	5 years	1 MPhil
Ms. Khairunnisa Nakathorige	MPhil & NET	Assistant Professor	Gender Studies and Contemporary Fiction	3 years	-
Dr. K. Nagendra	PhD	Assistant Professor	Linguistics, Phonetics and English Language Teaching	6 years	-
Mr. Mohammed Abdul Sami Siddiqui	MPhil & SET	Assistant Professor	English Language Teaching, Indian Drama in English	5 years	MRP (Teaching English Literature: Problems and Solutions)

26. List of senior Visiting Fellows, adjunct faculty, emeritus professors: **Nil**

27. Percentage of classes taken by temporary faculty – programme-wise information: **Nil**

28. Programme-wise Student Teacher Ratio:

MA: I year 50 + II year 50: 09

MPhil: 15:04

PhD: 03

29. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual (**01 + 01**)

30. Research thrust areas as recognized by major funding agencies: **Nil**
31. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise: **Nil**
32. Inter-institutional collaborative projects and associated grants received: **Nil**
- a) National collaboration b) International collaboration
23. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received: **Nil**
24. Research facility / centre with
- state recognition
 - **national recognition**
 - international recognition
33. Special research laboratories sponsored by / created by industry or corporate bodies: **Nil**
34. Publications:
1. Number of papers published in peer reviewed journals (national / international)
National: **31** International: **11**
 2. Monographs Nil
 3. Chapters in books - **07**
 4. Edited Books - **04**
 5. Books with ISBN with details of publishers: **05**
- Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, DareDatabase - International Social Sciences Directory, EBSCO host, etc.) **Nil**
 - Citation Index – range / average
 - SNIP
 - SJR
 - Impact Factor – range / average
 - h-index
35. Details of patents and income generated: **Nil**
36. Areas of consultancy and income generated: **Nil**
37. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad: **Central University of Hyderabad, English and**

Foreign Language University, IIT Hyderabad, TISS Mumbai, Delhi University, Aligarh Muslim University, Osmania University, City College, GITAM, MJ College.

38. Faculty serving in: **Editorial Board (MAJELL, DSQ & Litsearch online Journal)**

c) National committees b) International committees c) **Editorial Boards** d) any other (please specify)

29. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs)

1. **Prof. Syed Mohammed Haseebuddin Quadri**
2. **Dr. Shugufta Shaheen**
3. **Mr. S. Omprakash**
4. **Mr. Govindaiah Godavarthi**
5. **Dr. Shilpaa Anand**

38. Student projects - Nil

- percentage of students who have done in-house projects including inter-departmental projects
- percentage of students doing projects in collaboration with other universities / industry / institute

39. Awards / recognitions received at the national and international level by -Nil

- Faculty
- Doctoral / post doctoral fellows
- Students

40. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any.

1. A two days Conference on '*New Areas of Research in English Language Teaching*' organised by Dr. Syed Mohammed Haseebuddin Quadri in March 2009
2. A two days Conference on '*New Perspectives in Non Native Literature in English*' organised by Mr. S. Omprakash in March 2010
3. A two days Conference on '*New Directions in Comparative Literature*' organised by Dr. Shugufta Shaheen in March 2011

41. Code of ethics for research followed by the departments: **Check for plagiarism and duplicity**

42. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
MA (English) 2009-2013	894	211 (including dropouts)	41 (including dropouts)	100	100
MPhil (English) 2009-2013	383	25 (including dropouts)	13 (including dropouts)	81.25	83
PhD (English) 2009-2013	267	23 (including dropouts)	07 (including dropouts)	100	100

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MA (English) 2009-2013	7 (2.7%)	156 (61.9%)	86 (34.1%)	02 (0.7%)
MPhil (English) 2009-2013	14 (34.1%)	6 (14.6%)	21 (51.2%)	-
PhD (English) 2009-2013	12 (40%)	9 (30%)	9 (30%)	-

38. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

APSET- 06

NET - 03

39. Student progression

Student progression	Percentage against enrolled
UG to PG	07
PG to M.Phil.	14
PG to Ph.D.	01
Ph.D. to Post-Doctoral	-
Employed Campus selection Other than campus recruitment	Exact figures cannot be given. Approximately 20 students are engaged in Governmental and other reputed Organizations.
Entrepreneurs	

40. Diversity of staff

Percentage of faculty who are graduates	
of the same university	-
from other universities within the State	02 (22%)
from universities from other States	07(78%)
from universities outside the country	-

41. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: **Nil**
42. Present details of departmental infrastructural facilities with regard to
- a) Library: **Departmental library comprising of personal collections**
 - b) Internet facilities for staff and students: **Yes**
 - c) Total number of class rooms: **03**
 - j) Class rooms with ICT facility: **Nil**
 - k) Students' laboratories: **Nil**
 - l) Research laboratories: **Nil**
56. List of doctoral, post-doctoral students and Research Associates
- a) from the host institution/university: **03 students got Doctoral who studied MPhil/MA from MANUU**
 - b) from other institutions/universities: **07 students got Doctoral who studied MPhil/MA from other Universities**
57. Number of post graduate students getting financial assistance from the university: **All except International students and double PG**
58. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology:
A general estimate of the students needs and requirements to face the challenges of the competitive world was done before introducing Proficiency in English.
59. Does the department obtain feedback from
- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? **Yes, by bringing changes in methodology, evaluation and curriculum.**

- b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? **Yes, student suggestions and evaluation of the faculty are intimated to the faculty and encouraged to be implemented.**
- c. alumni and employers on the programmes offered and how does the department utilize the feedback? **No**

60. List the distinguished alumni of the department (maximum 10)

1. Biksha Kethavat – employed in Radio and Broadcast
2. Praveen Kumar – working in SBI
3. Abdul Quayum – Govt. School Teacher
4. P. Anjaiah – Govt. School Teacher
5. Mohan Malath – Govt. School Teacher
6. Farheen Sultana – Govt. School Teacher
7. Amatur Rahman Bushra – Govt. School Teacher
8. Dr. Ameeruddin – Saudi University
9. Dr. Farhat Jahara – GITAM
10. Muhammed Ali P. – Jr. Lecturer in a Govt. College at Kerala
11. C. Sajaudeen – pursuing PhD in HCU
12. Ahamed Musfar – Pursuing PhD in Rajasthan University
13. Safiya Begum – pursuing PhD in HCU

61. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts. **Special Lectures, Workshop**

62. List the teaching methods adopted by the faculty for different programmes: **Lecture method, Group discussions, Seminars**

63. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored? :**Appraisal and discussions with faculty and students, tutorials, Tests and Retests**

64. Highlight the participation of students and faculty in extension activities:

1. **Counselling by the faculty**
2. **Painting exhibition by students**
3. **Poster making competition by students**
4. **Participation in plays and Nukkad Natak**
5. **Sports activities**
6. **NCC/NSS**
7. **Sketch exhibition**
8. **Participation in rally for gender sensitization**

58. Give details of “beyond syllabus scholarly activities” of the department. **Screening of movies adapted from novels, discussions on current**

developments in Literature and Theory.

59. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details: **Not applicable**
60. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
Encouragement of unexplored and innovative themes for research
61. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strength:

Motivated, sincere and compassionate faculty members
Strict adherence to rules and regulations
Committed office staff
Output oriented
Diversity of staff and students

Weaknesses:

Lack of modern technological infrastructure
Insufficient space for classrooms and staffrooms
Lack of well developed departmental library
Intake of students from very modest background who are very unsure about their future aims and goals.
Lack of well developed system of placements and alumni interaction.

Opportunities:

Contribution towards providing knowledge based citizens
Creating conscientious and responsible individuals
Contribute to research in new areas
Publication by faculty and students at national and international level
Encourage comparative study

Challenges:

Dealing with students with poor knowledge of English Language and Literature
Lack of motivation in certain students
Time management
Placements
Completion of MPhil and PhD programmes within the stipulated time

62. Future plans of the department:

Encourage advance comparative research
Establish Language Lab
Start a student Journal/ magazine
Cultural and Literary club
Reading groups

Evaluative Report of the Department of Persian

31. Name of the Department **Persian**
32. Year of establishment **2008**
33. Is the Department part of a **School**/Faculty of the university? **Yes**
(**School of Languages, Linguistics & Indology, MANUU**)
34. Names of programmes offered:
1. **PG. -M.A. Persian (4 Semesters)**
 2. **M. Phil Persian (3 Semesters)**
 3. **Ph. D. Persian (3-5 Years)**
 4. **Integrated Masters (Five Years Persian 1.Persian Core Subject**
2. Persian Second Language)
 5. **Diploma in Persian (Two Semesters)**
 6. **Certificate Course in Proficiency in Persian (I Semester)**
35. Interdisciplinary programmes and departments involved
- N.A-**
36. Courses in collaboration with other universities, industries, foreign institutions, etc.
Persian Manuscriptology Course Offered for M.A (4th Semester)

**The Practical Classical are conducted in collaboration with Manuscript Library a
salar Jung Museum Hyderabad**

37. Details of programmes discontinued, if any, with reasons
-Nil-

38. Examination System: **Semester System**

39. Participation of the department in the courses offered by other departments

The student from Dept. of Persian take part in the following courses offered by the other department.

1. **Diploma Course offered by Dept. of Arabic, MANUU.**
2. **Fundamental in Information Technology Dept. of CS & IT, MANUU.**
3. **Proficiency in English Dept. of English, MANUU.**

40. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	2	1	
Associate Professors	2	1	
Asst. Professors	4	3	
Others	--	--	

13. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

S. No	Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
1	Prof. Aziz Bano	M. A., Be.d Ph. D., (JRF- SRF)	Professor	Linguistics Epigraphy Manuscript logy & Historiography Deccan Studies	18 Years	Ph. D 8/ Mphil. 10
2.	Dr. Shahid Naukhez Azmi	M. A. Ph. D. Persian, Net M. A. Ph. D. Urdu, Be. d	Associate Professor	Persian Poetry (Classical & Modern) Indo Persian Literature	14 Years	Ph. D 4/ Mphil. 8
3.	Dr. Syeda Asmath Jahan	M. A. Ph. D. Persian, Net	Assistant Professor	Sufism Indo – Persian Literature Classical Persian Literature	13 Years	Ph. D 2/ Mphil. 9
4.	Dr. Qaiser Ahmad	B.A. M.A, M. Phil. Ph. D.	Assistant Professor	Literature of Mughal Ladies, History of Iranian Literature	3 Years	Ph. D 0/ Mphil. 4
5.	Dr. Syed Mustafa Ather	Ph. D.	Assistant Professor	Classical Poetry , Indo Persian Poetry , Modern Persian Poetry Persian Language Learning	2 Years	Ph. D 0/ Mphil. 0

14. List of senior Visiting Fellows, adjunct faculty, emeritus professors

The eminent and senior Professor and visited the Department frequently for guest lectures, as a resource person for refresher courses, National Seminars and International Seminars, Conferences conducted by the Department and to contributed their expertise

for curriculum designing in School Board and Board and Studies and also impart their knowledge to the students in interactions with the students while taking Viva-voce of M. Phil students. The following is the list of eminent visitors of the Dept. of Persian.

1. **Padma Shri Prof.Shareefunnisa Ansari**
2. **Padm Shri Sharf-e-Alam**
3. **Dr. Zaib Hyder**
4. **Dr. Ziauddin Ahmed Shakeb – (London)**
5. **Dr. Rahmath Ali Khan**
6. **Dr. Najma Siddiqua**
7. **Prof. Azarmi Dukht Safavi**
8. **Prof. Qamar Gaffar – Delhi**
9. **Prof. Chandra Shekher – Delhi**
10. **Prof. Hameed Akber – Gulbarga**
11. **Prof. Ali Muhammed Moazzeni – HoD Persian Tehra University**
12. **Prof. Muhammed Iqbal – Delhi**
13. **Prof .Umar Kamal – HoD Persian BHU Lucknow**
14. **Prof. Hasan Abbas – Lucknow**
15. **Dr. Syed Akhter Kazmi**
16. **Prof. Iraq Reza Zaidi – Delhi**
17. **Prof. Bilquis Fatima Hussaini – Delhi**
18. **Dr. Zarina Parveen Director A.P State Archives**
19. **Shahid Mehdi – Former VC JMI**
20. **Ali Fouladi – Cultural Counselor IRI Delhi**

- 21. Prof. Akhter Mehdi – Delhi**
 - 22. Dr. Dawood Ashraf**
 - 23. Dr. Muzter Majaz**
 - 24. Prof. Naseer Ahmed Khan – Delhi**
 - 25. Prof. Arif Ayubi – Lucknow**
 - 26. Dr. Saleha Rasheed – Aligarh**
 - 27. Dr. S.M Siddiqui – Mumbai**
 - 28. Dr. Gulam Reza Anasri – Ambassador IRI Delhi**
 - 29. Prof Muzaffar Alam – Chicago**
 - 30. Hasan Nooryan – Counsellor General of Islamic Re-public of Iran at Hyderabad**
 - 31. M. Hassan Khani – Director Culture House of the Islamic Re-public of Iran, Mumbai**
 - 32. Gulam Nabizadeh – Ambassador IRI**
 - 33. Prof. Tahedsr Ali – Calcutta**
 - 34. Prof. Mansoor Alam – Calcutta**
 - 35. Prof. Yousuf**
 - 36. Prof. Nargis Jahan – Delhi**
-
15. Percentage of classes taken by temporary faculty – programme-wise information
No temporary is engaged with the Dept. of Persian MANUU

 16. Programme-wise Student Teacher Ratio

U.G – P.G Persian	11:2
M. A. Persian	31 : 1
M. Phil Persian	16 :2

Ph. D. Persian 13: 3

Diploma in Persian 11: 2

S. No.	Name of the Teacher	Theme	Funding Agency	Grant Sanctioned
--------	---------------------	-------	----------------	------------------

82: 5

17. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual
LDC (Lower Division Clerk) (Contractual) : **01**
Office Attendant : **01**
18. Research **thrust areas** as recognized by major funding agencies
Study of Persian Manuscripts, mainly related to Indian Culture and History and Sufism
19. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

1.	Dr. Aziz Bano	Compiling a dictionary of Persian compounds used in Urdu language “Farhang Tarkibat-e-Farsi”. November 2009	NCPUL	Rs. 1,20,000
		“The Socio-Cultural Significance of Wali Dakni’s Persian Poetry” 2009-2011	UGC MRP	Rs. 4,41,000
2.	Dr. Shahid Naukhez Azmi	1. “A Critical Analysis of Historio-Cultural and sufistic Elements as Reflected in the Persian Works of Chandra Bhan Brahman” 2009-2011	UGC MRP	Rs. 6,67,000
		2. “Darul Musnnafin ki Farsi Khidmat-2013-14	NCPUL	Rs. 70,000
3	Dr. Syeda Asmath Jahan	1. “Farsi Ke Farogh mein Deccan ke Hindoun ka Hissa” 2013-14	NCPUL	Rs. 70,000

20. Inter-institutional collaborative projects and associated grants received

a) National collaboration

b) International collaboration

25. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

-Nil-

26. Research facility / centre with

The Dept of Persian, MANUU has developed and gained recognition for its full-fledged on going research in the field of Persian Manuscript by editing of rare Manuscripts on Deccan historiography and Sufism and also by preparing of descriptive catalogues of Persian Manuscripts and Epigraphs with the focus to the Centres in Deccan.

- state recognition **Yes**
- national recognition **Yes**
- international recognition **Yes**

39. Special research laboratories sponsored by / created by industry or corporate bodies
N.A

40. Publications:

* Number of papers published in peer reviewed journals (national / international)

Sl. No	Name of the Faculty	No. of Papers Published
1	Prof. Aziz Bano	14
2	Dr. Shahid Naukhez Azmi	13
3	Dr. Syeda Asmath Jahan	08
4	Dr. Syed Mustafa Ather	04
	Total No. of all Faculty	39

* Monographs **Nil**

* Chapters in Books

Nil

* Edited Books **2**

* Books with ISBN with details of publishers : **(19 Books)**

Prof. Aziz Bano (05)

- 2009** **FARSI KI QADEEM WA JADEED LISANIYAT, ISBN No: 978-81-908891-2-4**
- 2010** **Durha-i-Ajam ISBN No. 978-81-8223-743-8**
- 2011** **Isami, Firdausi-e-Hind Second & Revised Edition, Nisab Publishers ISBN 978-81-908891-6-2.**
- 2011** **Qadeem Shora-e-Urdu Ki Farsi Shaeri (Taaruf wa Tajzia) Nisab Publishers, ISBN 978-87-908891-7-9.**
- 2011** **Guzida-e-Mutun-e-Tarikhi-e-Dakan, Al-Ansar Publications, ISBN 978-81-908594-7-9.**

Dr. Shahid Naukhez Azmi (07)

- 2009** **“Chand Numaida Shayerat” Nisab Publications, Hyderabad ISBN-978-81-908891-1-7**

- 2010, Hyderabad, “Dabistane Shibli Ki Farsi Khidmat” Al-Ansar Publication,
ISBN- 978-93-80124-15-5 (Urdu Academy U.P.)
- 2010, Delhi, “Maulana Azad Bahaisiyate Shayer” Educational Publication, New
ISBN- 978-81-8223-719-3
- 2008 “Hameeduddin Farahi ki Farsi Shayer ka Tanqeedi Tajzia, Al-Ansar
Publication, Hyderabad. ISBN – 978-81-908594-6-2
- 2011 “Chandra Bhan Barhaman ki Masnavi Haft Bha
“Chandra Bhan ki Farsi Shayeri” Educational Publication, New Delhi ISBN
– 978-81-8223-933-3
- 2009 Moulana Azad ki Farsi Khidmat” Al-Ansar Publication,
Hyderabad ISBN- 978-81-908594-5-5
- 2013 Nuqush-e-Brahman, Akbar Publication, Hyderabad.
“Kuliyat-e-Brahman farsi” (Submitted- Fakhruddin Memorial)
“Kuliyat-e-Maulana Azad” Inprint Maarif press Azamgarh)
Dr. Syeda Asmath Jahan (06)
- 2009 “Armoghan-e-Adab” - ISBN 978-81-8465-305-2. - Urdu
Awarded by AP Urdu Academy Hyderabad
- 2009 “Ahwal-o-Aasar-e-Fani Shirazi Dehdar” – ISBN 978-81-8465- 300-7.
(Persian)
- 2009 “Anwar-e-Tasawuf” – ISBN 978-87-8465-299.4- Urdu
Awarded by UP. Urdu Academy, Lucknow 2009-10
- 2011 Aijaz-e-Sukhan ISBN 978-81-8465-431-8. Persian Urdu
- 2012 Behr-e-Sukhan ISBN 978-81-8465-331-3. – Persian Urdu
- 2013 Bahar -e- Danish ISBN 978-81-8465-430-1 – Persian Urdu

Dr. Qaiser Ahmad (1)

“Banwan-e- Mughul” (Mughal Ladies) in Persian Language 2011. ISBN -81-88092-01-0, Lulu offset Printers, Madannapet, Hyderabad

-
- * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

-Nil-

- * Citation Index – range / average

--

- * SNIP --

- * SJR --

* Impact Factor – range / average

–

* h-index --

41. Details of patents and income generated

42. Areas of consultancy and income generated

43. Faculty selected nationally / internationally to visit other laboratories / institutions
/ industries in India and abroad

The following faculty of the Dept. of Persian has been selected and invited to visit Iran and to attend 80th & 81st Persian Language Refresher Course conducted by Imam Khomani International University at Quazvin, Iran.

1. **Prof. Aziz Bano**
2. **Dr. Shahid Naukhez Azmi**
3. **Dr. Syeda Asmath Jahan**
4. **Dr. Qaiser Ahmad**

44. Faculty serving in

d) National committees b) International committees c) Editorial Boards d) any other
(please specify)

a) **National committees:**

Prof. Aziz Bano

b) **Vice President, Maulana Azad National Urdu University Teaches Association, MANUU**

c) **Member of Board of Studies, Dept. of Persian, Osmania University, Hyderabad**

d) **Member of Board of Studies, Dept. of Islamic Studies, Osmania University, Hyderabad**

e) **Member of Academic Council, MANUU**

f) **Member of Library Committee, Central Library, MANUU**

g) **Member of Library Committee, Idare Adbiat-e-Urdu, Hyderabad.**

h) **Examiner in Dept. of Persian, Osmania University, Hyderabad.**

Dr. Shahid Naukhez Azmi

Membership in Educational Bodies:-

- a. MESCO, Azamgarh.
 - b. Azamgarh Educational society.
 - c. IQBAL Society, Allipur.
 - d. NASRA Girl's Educational society, Chhoun, U.P.
 - e. Maulana Azad Educational society, Anjan Shahid, U.P.
 - f. M.P. Educational Society, Mubarakpur, U.P.
 - g. Moulvi Masood Khan Educational Society, Mangrawan,UP.
 - h. Madarsatu Falah, Azamgarh, U.P.
 - i. Shibli educational Society, Shahpur, Azamgarh, U.P.
30. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

Prof. Aziz Bano

1. **Organized a Refresher course in Persian as Co-ordinator in collaboration with UGC Academic Staff College from 25th November to 15th December 2010.**
 2. **Organized a five days Workshop on Persian Manuscriptlogy (from 20th – 25th April, 2010) at Salar Jung Museum Hyderabad, for the students of M.A. (Persian) under innovative programme.**
 3. **Conducted an Educational Survey on 20th & 21st March, 2010, for surveying Persian Epigraphs of Qutub Shahi Dynasty at various historical places in Hyderabad, under innovative programme of Persian epigraphy and Numismatics.**
43. Student projects
- percentage of students who have done in-house projects including inter-departmental projects **NA**
 - percentage of students doing projects in collaboration with other universities / industry / institute **NA**
44. Awards / recognitions received at the national and international level by

- Faculty

1. Prof. Aziz Bano

❖ Awarded by AP. Urdu Academy Hyderabad, 2009				
❖ Awarded by A.P Urdu Academy Hyderabad – 2010				
2.	<i>Dr. Shahid Naukhez Azmi</i>	Urdu Academic Award	Urdu Academic U.P	2014
		Urdu Academic Award	Urdu Academic U.P	2013
		1. Uttar Pradesh Urdu Academy, Lucknow, UP awarded on 10 th March	Govt. of India	(2011)
		Maharishi Badrain	Urdu Academic A. P	2010
		young Scholar presidential award	Urdu Academic U.P	2011
		Andhra Pradesh Urdu Academy, Hyderabad.		
		Uttar Pradesh Urdu Academy, Lucknow, U.P.		

3 Dr. Syeda Asmath Jahan

- ❖ Awarded by UP. Urdu Academy Lucknow, 2009
- ❖ Awarded by Urdu Academy Hyderabad – 2010
- ❖ Selected for full time Research fellowship for two years (2002 to 2004) by AP. State Archives and research institute Hyd.

- Doctoral / post doctoral fellows
- Students **01 Net**

45. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any.

1. Organized a two days National Seminar on 28th February to 1st March 2011, on the theme

“The Persian Lexicography in Indian subcontinent”

2. Organized an **Educational survey** for students of M.A. Persian on 18th & 19th April 2011, for surveying the Persian Epigraphs, under innovative programme of Persian Epigraphy and Numismatics (as per curriculum) and students visited and referred the available Epigraph from the City of **Bidar** and **Gulbarga** and **Qutb Shahi** and **Asif Jahi** Epigraphs at various historical places in **Hyderabad**,
3. Organized refresher course on the theme of **“Trends in Persian Language & Literature”** Coordinator **Dr. Aziz Bano** from 25th November to 15th December 2010, in collaboration of Academic Staff College, MANUU and faculty from various colleges, Universities participated in a great number.
4. Organized International Semenan on 26th to 28th February 2013. With the theme **“The Persian Language, Literature and Culture during Adil Shahi Sultanate”**

46. Code of ethics for research followed by the departments
Co-operation, Co-ordination, Dedication and Transparency

47. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
M.A. Persian	130	15	115	80%	70%
M. Phil Persian	47	40	07	80%	100%
Ph. D. Persian	25	12	02		
Integrated Masters	12	11	01		
Diploma in Persian	40	25	10	80%	80%

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
M.A. Persian	05%	60%	35%	----
M. Phil Persian	80%	----	20%	---
Ph. D. Persian	60%	20%	20%	---
Integrated Masters	----	80%	20%	---
Diploma in Persian	50%	50%		---

41. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

NET- 01

42. Student progression

Student progression	Percentage against enrolled
UG to PG	----
PG to M.Phil.	80%
PG to Ph.D.	----
Ph.D. to Post-Doctoral	----
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	-----
Entrepreneurs	----

36. Diversity of staff

Percentage of faculty who are graduates of	
the same university	---
from other universities within the State from	2 3
universities from other States from	-----
universities outside the country	

43. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period

-Nil-

44. Present details of departmental infrastructural facilities with regard to

- a) Library **Yes**
- b) Internet facilities for staff and students **Yes**
- c) Total number of class rooms **04 class rooms**
- m) Class rooms with ICT facility **-Nil-**
- n) Students' laboratories **-Nil-**
- o) Research laboratories **-Nil-**

65. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university **-Nil-**
- b) from other institutions/universities **-Nil-**

66. Number of post graduate students getting financial assistance from the university.

31 Students

67. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

There was a demand for short time Persian Language Learning Course so the Diploma and Certificate Courses introduced.

68. Does the department obtain feedback from **Yes (Manual/ Verbal)**

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

c. alumni and employers on the programmes offered and how does the department utilize the feedback?

69. List the distinguished alumni of the department (maximum 10)

70. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

Under RCCM (Remedial Coaching Scheme and Special Lecture by External Experts)

71. List the teaching methods adopted by the faculty for different programmes.

- 1. Interactive Method**
- 2. Translation Method**
- 3. Remedial Coaching**
- 4. Tutorials**

72. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Periodic Internal Assessment

73. Highlight the participation of students and faculty in extension activities.

The students and Faculty of the Dept. of Persian positively participate in Educational Surveys, National and International Seminars / Conferences, Interaction Session, Workshops, and guest lecturers organized by the department.

63. Give details of “beyond syllabus scholarly activities” of the department.

Survey of Persian Epigraphs, Study of Coins and Manuscripts is a co-curricular

activity.

64. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

65. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

Dept. of Persian, MANUU is trying its best to meet the basic objectives of Persian studies in this present scenario, i.e., Persian being a Research Language for our cultural heritage and also as an International Language.

Research is being carry out to introduce many rare manuscripts of high cultural and historical value for Indian as well as International readers.

Deccan being less explored area research is the main focus for research themes with an added value of local relevance.

Eg.

- 1. A Critical Editing of Persian MSS “Tohfah-i-Dakan”
(History of Deccan written by Ratan Lal Mast during the rain of 6th Nizam of Hyderabad)**
- 2. “A Critical Editing of MSS “Diwan-i-Raja” (The Sufi Poet of Deccan, father of Khaja Bande Nawaz of Gulbarga)**
- 3. “A Critical Editing of Persian MSS “Tazkira-i-Naubahar”
(Biography of sufies of Deccan Contemporary to Asif Jahis of Hyderabad)**

66. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

1. Strengths:

- i. Persian a source language for medieval history of India.**
- ii. Full-fledge Faculty (05 Members), with Ph. D.**
- iii. Interactive Teaching Learning Method for Language Learning**
- iv. Job oriented Practical training programs for Manuscripts studies**
- v. Research Oriented Programs.**

2. Weaknesses:

- i. Less enrolment in P.G. Programs.**
- ii. Non availability of extensive U.G Programs in other University**
- iii. Removal of Persian as a subject in public service exams.**
- iv. High expectations of students for job opportunities with less hard work.**
- v.As a classical Language Persian attracts more of elderly persons**

3. Opportunities:

- i. Having an offer of International Collaboration with Iranian Agencies, for establishment of Centre for Persian Studies at the Dept. of Persian, The Persian studies at MANUU can be strengthened.**
- ii. The Faculty and the students of the Department have the**

opportunity to attend refresher courses in Iran. (Four Faculty Members and Five Research Scholars had attended the course in Iran in the last three years)

iii. Being a National University Dept. of Persian, MANUU, keeps a track of latest developments in Persian research.

iv. Dept. of Persian, MANUU, holds National and International Seminars / Conferences for Persian Scholars and gets a chance for promotion of Persian studies at MANUU.

v. The Dept. of Persian provides and opportunities to link with the Cultural Heritage of India by offering courses in Persian Historiography during Moghal and Daccan periods

4. Challenges:

i. Less job opportunities

ii. Less enrolment in full time courses

iii. Need of Language Laboratory

iv. Elderly persons coming for Persian

v. Youngsters wishing high and quick rewards

67. Future plans of the department.

i. Finalization of collaboration with Iranian agencies and establish the centre for Persian studies at Dept. of Persian.

ii. If the recruitment of the faculty increases department may go for UGC-SAP Scheme.

iii. To provide training of Manuscripts reading for potential students.

iv. To organize the Language Workshops more often on periodical basis, inviting external experts including International faculty.

v. More focus on thrust area based research.

Evaluative Report of the Department of Translation

41. Name of the Department : *Department of Translation*

42. Year of establishment : *2004*

43. Is the Department part of a School/Faculty of the university? *Yes, School of language, Linguistics and Indology.*

44. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.) : *M.A. Translation, M.Phil. Translation, Ph.D. Translation.*

45. Interdisciplinary programmes and departments involved : *No*

46. Courses in collaboration with other universities, industries, foreign institutions, etc.: *No*
47. Details of programmes discontinued, if any, with reasons: *No*
48. Examination System: Annual/Semester/Trimester/Choice Based Credit System: *Semester system*
49. Participation of the department in the courses offered by other departments: *Yes, Ad-on course on "Translation" in Integrated Post graduation.*
50. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	1	1
Associate Professors	2	1	1
Asst. Professors	4	3	3
Others(Asst. Director)	1	1	1

21. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	Experience No. of Years	No. of Ph.D/M.Phil Students guided for last 4 years
Prof. Mohd. Zafaruddin	M.A., M.Phil., Ph.D. (Urdu)	Professor	Translation of Journalism & Social Science and Urdu Literature	10	4
Dr. Mohd. Khalid Mubashir-uz-Zafar	M.Sc., Ph.D. (physics)	Asso. Professor	Machine Translation, Translation of Sciences.	10	3
Dr. Syed Mahmood Kazmi	M.A. D. Phil. (Urdu)	Assistant Director	Literary Translation	10	-
Dr. Mohd. Junaid Zakir	M.A., M.Phil Ph.D. (Urdu)	Assistant Professor	Terminology, Journalistic Translation	8	-
Dr. Faheemuddin Ahmed	M.A., Ph.D. (Urdu)	Assistant Professor	Translation of Social Sciences, Terminology	9	1
Dr. Kahkashan Latif	M.A. M.Phil. Ph.D(Urdu)	Assistant Professor	Literary Translation,	8	3

33. List of senior Visiting Fellows, adjunct faculty, emeritus professors : *Nil*

34. Percentage of classes taken by temporary faculty – programme-wise information: *Nil*.

35. Programme-wise Student Teacher Ratio: *MA : 2:1, M.Phil. 3:1 Ph.D : 2.5:1*

36. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual: *Academic support staff :1, and Administrative Staff: 2*

37. Research thrust areas as recognized by major funding agencies : *Machine Translation, Translation of Social Sciences*

38. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

1. Dr. Mohd. Khalid Mubashir-uz-Zafar : Project Grant: 19.1 lakh

Sponsor Agency: Department of Information & Communication Technology, G.o.I.

Project Name: ILMT (Indian Languages Machine translation: a consortium of 11

institutions of India

39. Inter-institutional collaborative projects and associated grants received: *Nil*
- a) National collaboration : *1* b) International collaboration: *Nil*
27. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
28. Research facility / centre with : *Nil.....????????????????*
- state recognition
 - national recognition
 - international recognition
45. Special research laboratories sponsored by / created by industry or corporate bodies : *Nil*
46. Publications:
- * Number of papers published in peer reviewed journals (national / international)
 - * Monographs: *Nil*
 - * Chapters in Books: *32*
 - * Edited Books: *Nil*
 - * Books with ISBN with details of publishers : *2*
 1. *Rajender Sing Bedi by Dr. Syed Mahmood Kazmi, Asst. Director, Published by Educational Publishing house, New Delhi. ISBN: 978-81-8223-976-8*
 2. *Hafeez Meeruti Ek Maqsadi Sahaye, by Dr. Faheemuddin Ahmed, Asst. Professor, Published by Huda Publications, Hyderabad. ISBN: 978-93-8260-210-1*
 - * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) : *Nil*
 - * Citation Index – range / average *
SNIP
 - * SJR
 - * Impact Factor – range / average *
h-index
47. Details of patents and income generated :
48. Areas of consultancy and income generated: *N/A*
49. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad:
50. Faculty serving in :

- e) National committees b) International committees c) Editorial Boards d) any other (please specify)

Prof. Mohd. Zafaruddin:

- i) Member, National Advisory Committee of Tagore Research and Translation Scheme, Dept. of Urdu, Jamia Millia Islamia, New Delhi under the financial assistance of Ministry of Culture, Govt. of India
ii) National Translation Mission Editorial Group (Urdu), NTM, Mysore (Karnataka)

31. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs). :

- 1) *2 Assistant Professors and one Assistant Director have completed UGC, ASC Orientation Programme.*
2) *3 Assistant Professor and one Assistant Director have completed UGC ACS Refreshers course.*

48. Student projects

- percentage of students who have done in-house projects including inter-departmental projects : *Nil*
- percentage of students doing projects in collaboration with other universities / industry / institute : *Nil*

49. Awards / recognitions received at the national and international level by

- Faculty
- Doctoral / post doctoral fellows
- Students

50. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

- National Seminar on "Prof. Qamar Rais: life and work" on 5th November 2009.
- National Seminar on "Urdu terminology: New Horizons" on 12th November 2011.
- National Seminar on "Maulana Azad ki Tarjuma Nigari: Tarjuman ul quraan kay Hawale se" on 8th November 2012.
- Translators' Orientation Workshop in collaboration with National Translation Mission on 3-7 December 2012.
- Translators' Orientation Workshop in collaboration with National Translation Mission on 18-22 February 2013.
- 5 day Pilot Test workshop for certification of Translators on 18-22 March 2013, in collaboration with National Translation Mission.
- 3 day National Seminar on "Popularization of Science in Urdu through Print Media" on 9-11 April 2013 in collaboration with Vigyan Prasar, Ministry of Science and Technology, Government of India.
- Urdu Wikipedia workshop on 04 March 2014 in collaboration with Centre for Internet & Society, Bangalore

51. Code of ethics for research followed by the departments:

52. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
<i>M.A. Translation</i>	<i>80</i>	<i>36</i>	<i>10</i>	<i>70</i>	<i>85</i>
<i>M.Phil Translation</i>	<i>149</i>	<i>34</i>	<i>5</i>	<i>100</i>	<i>100</i>
<i>Ph.D Translation</i>	<i>33</i>	<i>11</i>	<i>4</i>	<i>-</i>	<i>-</i>

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries

<i>M.A. Translation</i>	<i>2%</i>	<i>23%</i>	<i>75%</i>	<i>Nil</i>
<i>M.Phil Translation</i>	<i>75%</i>	<i>20%</i>	<i>5%</i>	<i>Nil</i>
<i>Ph.D Translation</i>	<i>90%</i>	<i>10%</i>	<i>-</i>	<i>Nil</i>

43. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

44. Student progression

Student progression	Percentage against enrolled
UG to PG	--
PG to M.Phil.	<i>65%</i>
PG to Ph.D.	<i>2%</i>
Ph.D. to Post-Doctoral	<i>Nil</i>
Employed	
<input type="checkbox"/> Campus selection	--
<input type="checkbox"/> Other than campus recruitment	<i>70%</i>
Entrepreneurs	

36. Diversity of staff

Percentage of faculty who are graduates	
of the same university:	<i>Nil</i>
from other universities within the State :	<i>50 per cent</i>
from universities from other States:	<i>50 per cent</i>
from universities outside the country :	<i>Nil</i>

45. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period : **2**

46. Present details of departmental infrastructural facilities with regard to

- a) Library : ***No. of Books*** : 433
- b) Internet facilities for staff and students: ***Yes***
- c) Total number of class rooms : **3**

- p) Class rooms with ICT facility : **1**
- q) Students' laboratories: **1 Translation lab.**
- r) Research laboratories : **Nil**
74. List of doctoral, post-doctoral students and Research Associates
- a) from the host institution/university : **15** (only Doctoral students)
- b) from other institutions/universities : **Nil**
75. Number of post graduate students getting financial assistance from the university: **11**
76. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.
77. Does the department obtain feedback from : N/A
- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
- b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
- c. Alumni and employers on the programmes offered and how does the department utilize the feedback?
78. List the distinguished alumni of the department (maximum 10)
79. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts:
2 lecture series & 3 workshops
80. List the teaching methods adopted by the faculty for different programmes:
- *Explaining*
 - *Discussing the topic in small parts*
 - *Case Studies and examples*
 - *Using projector and Power Point Presentations*
 - *Demonstrating*
 - *Practical Translation*
 - *Practical Interpretation*
 - *Practical Term Creation*
 - *Videos*
 - *Use of Machine Translation Tools*
 - *On line Searches of Content and relevant references*
 - *Collaborating*

- *Through Translation Assignments*
- *Doubt Clearance Sessions*
- *Remedial Classes*
- *Library Demos*
- *Support by providing references (Books, Articles and Notes)*
- *Application and Visualization*
 - *Through Translation and Linguistic Workshops.*
 - *Extension lectures by various experts.*
 - *Career Support and Counselling.*

81. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

1. *Engagement of Passed out:*

- a) *Most of them are continuing higher education (M.Phil./Ph.D.) after completing M.A. in Translation Studies.*
- b) *Some of them got Job in Translation or related area in M.N.Cs / Govt. and Semi Govt. sector.*
- c) *Few started their own freelance business*
- d) *Few got Job in foreign countries.*

2. *Standard of research and development:*

- *Feed back of experts and evaluators about the areas of research, Guidance and the work done is regularly excellent.*
- *Students and scholars are publishing their research work in reputed journals and magazines*
- *Some students published their books too.*

47 Highlight the participation of students and faculty in extension activities.

- *Academics and related Activities*
 - *Continuous Updating of courses*
 - *Getting equivalence of PG course for selected Madarsas*
 - *Study tours and visit to various related learning centers.*
- *Translation and related activities*
 - *Doing Translation work assigned by University authorities*
 - *Doing Translation work of some Govt./ Private Agencies on their request*
 - *Translating books and articles of their own interest*

68. Give details of “beyond syllabus scholarly activities” of the department.

- *Publications*
 - *Articles and books*
 - *Translations*
 - *Subtitling*
 - *Editing*
- *Organization, Participation and Presentations*
 - *Seminars*

- Workshops
- Symposia
- Conferences
- Research Projects
- Participation in competitions

69. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

NAAC evaluated the Dept of Translation with other Departments and gave MANUU “A” Grade

70. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

- *The course of translation Studies itself is an upcoming field and especially with reference to Urdu it is first time introduced with Urdu in India.*

Some basic areas of development:

- *History of Translation, Translation Studies, Machine Translation, Terminology, Different Kinds of Translation, Editing etc.*

71. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

- *Strengths:*
 - *Well trained faculty with multi lingual and multi disciplinary background*
 - *Students are also coming from various cultural and multi disciplinary background*
 - *Good Infrastructure*
 - *Well-equipped Library*
- *Weakness*
 - *New and upcoming discipline without proper propagation*
 - *Ambiguity and lack of knowledge in career opportunities*
 - *No “NET” or “JRF” in the subject of “Translation Studies” till now.*
 - *Challenges with Urdu are continued here also*
- *Opportunities*
 - *Courses in Translation Studies are very fastly accepted and initiated in many Indian Universities.*
 - *Madrassa background students are large in number and they have very good multilingual background*
 - *Course is attractive and comfortable for Girl students.*
 - *Urdu medium students may be properly channelized*
- *Threats*
 - *If MANUU become failed to create proper Translation opportunities for the trained students then they will be frustrated.*
 - *If Urdu will be ignored especially in career development the course will be effected.*
 - *If Madrasas are not channelized properly the intake will become low.*

72. Future plans of the department.

- *Efforts to have NET/ JRF in translation studies*
- *Starting Diploma/ PG Diploma in Translation for different areas*
- *Improving Translation Lab*
- *Developing Urdu Machine Translation, Lexicography, and Terminology sections and improving Translation department as a directorate.*

Evaluative Report of Department of Management & Commerce

DEPARTMENT PROFILE

1. Name of the Department : Department of Management & Commerce
2. Year of establishment : 2004
3. School/Faculty : School of Commerce & Business Management.
4. Programmes offered : MBA (Master of Business Administration)
M.Com (Master of Commerce)
M.Phil (Management)
PhD (Management)
5. Interdisciplinary programmes and departments involved

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

7. Details of programmes discontinued, if any, with reasons

8. Examination System: Annual/Semester/Trimester/Choice Based Credit System

Semester System
Internal Assessment
9. Participation of the department in the courses offered by other departments
 - Polytechnic,

- UGC- Academic Staff Colleges
- Civil Services Coaching Academy
- NET Coaching
- Remedial Coaching Centre for Minorities

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

Posts	Sanctioned	Filled	Actual including CAS & MPS
Professor	01	01	01+01 CAS
Associate Professors	02	02	
Asst. Professors	06	06	
Others			

FACULTY PROFILE

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Prof. Mohd. Abdul Azeem	MBA, PhD	Professor & Dean	Marketing	18	M.Phil 02 PhD 04
Dr. Saneem Fatima	MBA, PhD	Assoc. Prof. & Head	HRM	14	M.Phil 02
Prof. Dastgeer Alam	MBA, PhD	Professor	HRM	35	----
Dr. Badiuddin Ahmed	MBA, M.Com, M.Phil, PhD	Associate Prof	Marketing	22	MPhil 26 PhD 02
Dr. Syed Khaja Safiuddin	MBA, M.Phil, PhD	Assistant Prof.	Finance	10	----
Dr. Shaik Kamruddin	MA.,MBA, M.Phil.,PhD	Assistant Prof.	HRM	18	----

Ms. Kavita Meena	MBA,(PhD)	Assistant Prof.	HRM	03	----
Mr. Saidalvi	MBA, M.Phil	Assistant Prof.	Marketing	1	----
Ms. Reshma Nikhat	MBA, M.Phil, (PhD)	Assistant Prof.	Marketing	20	----
Dr.Md.Rashid Farooqi.	MBA, PhD	Assistant Prof.	Marketing	9	----

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

13. Percentage of classes taken by temporary faculty – programme-wise information

14. Programme-wise Student Teacher Ratio – 1:12

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

- LDC – 01
- OFFICE ATTENDENT – 01

16. Research thrust areas as recognized by major funding agencies

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

18. Inter-institutional collaborative projects and associated grants received

a) National collaboration

b) International collaboration

19. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

20. Research facility / centre with

- State recognition -----
- National recognition -----
- International recognition _____

21. Special research laboratories sponsored by / created by industry or corporate bodies

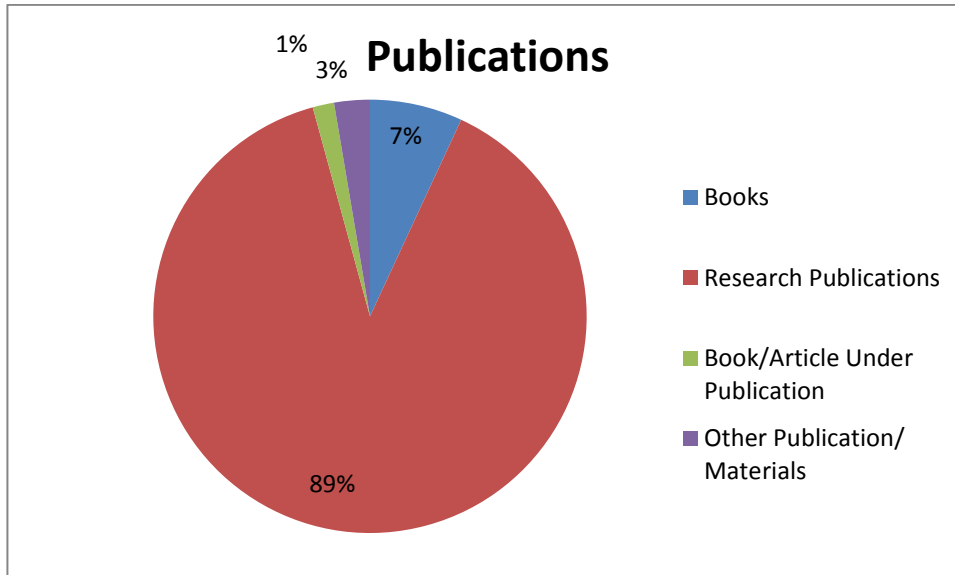
PUBLICATIONS

22. Publications

- Number of papers published in peer reviewed journals (national/ International):102/54
- Monographs: NIL
- Chapters in Books: 12
- Books: 11
- Edited Books: 01
- Books with ISBN with details of publishers:
- Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
 - * SNIP: -----
 - * SJR: -----
 - * Impact Factor – 5.42,3.115

FACULTY PUBLICATIONS

Faculties Names	Books	Research Publications	Book/Article Under Publication	Other Publication/ Materials
Pro. Mohd Azeem	7	21	3	4
Dr. Saneem Fatima	5	16		1
Prof. Dastgeer Alam		11		
Dr. Badiuddin Ahmad		65		
Dr. Syed Khaja Safuddin	1	20	2	
Dr. Shaik Kamaruddin		8		
Dr.Rashid Farooqi		11		
Mr. Saidalavi K		7		
Ms. Kavitha Meena		7		
Reshma Nikhat		12		
Total	13	178	3	5



1. DR. MOHAMMED ABDUL AZEEM
Professor and Dean

Books Published -- 5, Under Publication – 1

1. Marketing Management (Urdu) ‘Published by Himalaya Publishing House. Pvt. Ltd. Mumbai- 400 004 Website: www.himpub.com (First *book of Marketing published in Urdu*)
3. Advertising and Sales Management, Text and Cases : Published by Mangalam Publications.
4. New Delhi-110053.
5. FDI in Service Sector, Opportunities & Challenges (Edited Book): Published by Paramount publishing house-Hyderabad & New Delhi
7. Fundamentals of Marketing, Published by Himalaya Publishing House. Pvt. Ltd. Mumbai
- 400 004 Website: www.himpub.com
8. Business Communication, Published by Himalaya Publishing House. Pvt. Ltd. Mumbai-400 004 Website: www.himpub.com

Research Publications:

Published – 21

Acceptance: 02

Under Publication

Research Methodology for Marketing Managers will be published by Himalaya Publishing House. Pvt. Ltd. Mumbai- 400 004

Research Publications:

1. Research paper entitled “ Training and Development of Non-Executives in Tourism Sector – A Study of APTDC , India ”- published in International Journal of Management , I.T & Engineering of IJMRA , U S A –volume- 3, Issue-6 , June ’2013. ISSN 2249-0558 .
2. Research paper entitled “ Marketing of FMCG to Rural Consumers in Andhra Pradesh - Literature Review ”- published in Asia Pacific Marketing Review-volume I No.2 July-Dec’2012. ISSN 2277-2057.
3. Research paper entitled “The Sector-wise Analysis of FDI Inflow in India”- published in Edited book titled FDI in Service Sector – Opportunities & Challenges publisher: Paramount Publishing House Hyderabad. ISBN: 978-93-82163-31-2 in May 2012.
4. Research paper entitled “FDI in Retail Sector – More Good Than Bad”- published in Edited book titled FDI in Service Sector – Opportunities & Challenges publisher: Paramount Publishing House Hyderabad. ISBN: 978-93-82163-31-2 in May 2012.
5. Research paper entitled “Consumers' Attitudes toward Commercial E-mail Spam and Web pop-ups: Interference, Perceived Loss of Control, and Irritation”, Published in IISTE Journal of Information and Knowledge Management , USA Vol.2,No.1,2012. PP.21-33, ISSN 2224-5758 (print) ISSN 2224-896X (online). **Impact factor : 5.42**
6. Research paper entitled “Perceptions towards Internet Advertising-A Study With Reference To Three Demographic Groups.”, published in “Global Business and Management Research:- An International” – Publisher: Universal Publishers - Boca Raton, Florida, USA In Association with: ALA Excellence Consulting Group , Vol.4 No.1 , PP 28-45 2012. ISSN: 1947-5667
7. Research paper entitled “Factors Favouring Managerial Effectiveness-A Study of Select Public and Private Sector Organizations” Published in ZENITH International Journal of Business Economics & Management Research. in January 2012 ,Volume 2, Issue 1. ISSN; 2249-8826.
8. Research paper entitled “Influence of Senses on In-store Customer Experience: A Study on Multi-Sensorial Marketing in Coffee Bars in Hyderabad”, published in “Journal of

Marketing Trends” –A Journal of Institute of Public Enterprises Hyderabad. February 2010. ISSN 0976-0881.

9. Research Paper entitled “Global Opportunities for the Indian Health Tourism – Marketing insight” published in Health Economics E-Journal USA, May 2010. <http://ssrn.com/abstract>.

Accepted:

10. Research paper entitled “Students Attitudes towards Online E-book Advertising”, accepted for Publication in The Journal of Higher Education , Sage Publications, Will be published after necessary Corrections as desired by reviewers.
11. Research paper entitled “Survey of Factors Affecting Attitude Towards Mobile Advertising”, accepted for publication in International Journal of Innovation Management United Kingdom., will be published after necessary corrections as desired by reviewers.

Study Material:

Study Material written for MBA programme offered by Centre for Distance Education Osmania University in the following Subjects:

1. Marketing Research
2. Product Management
3. International Management
4. Promotion and Distribution Management

2. Dr. SANEEM FATIMA
Head & Associate Professor

Research Publications

Books

1. Hand Book of Human Resource Management for Students and Practicing Managers in Urdu published by Deccan Publishers, ISBN No : 978-81-920532-0-2
2. Cases in Human Resources Management, Paramount Publishers, ISBN No: 978-93-82163-37-4
3. Banking and Insurance, Paramount Publishers, ISBN No: 978-93-82163-25-1
4. International Marketing, Paramount Publishers, ISBN No: 978-93-82163-44-2
5. Edited Book – “FDI in Service Sector - Opportunities and Challenges”, Paramount Publishers, ISBN No: 978-93-82163-31-2

Research Publications

1. Challenges faced by Young Entrepreneurs in starting a Technology Company in India, “Entrepreneurship and Business Development in India”, Kousali Institute of Management Studies, Karnatak University, Dharwad. ISBN No: 978-93-82062-50-9.
2. Rural Marketing – Potentials and Strategies for Durables – A Study in Begusarai District. The Rural Marketing Journal, Vol 7, Issue – 3, ISSN : 2321-8312

3. Cultural Intelligence in Cross Cultural Workplace : An Enabler of Sustainability through Effective Diversity Management, Today's HR for a Sustainable Tomorrow, ISBN No: 978-81-8424-754-1.
4. "Factors Favouring Managerial Effectiveness-A Study of Select Public and Private Sector Organizations". Zenith International Journal of Business Economics & Management Research, Vol. No.2 Issue : 1 January 2012. ISSN : 2249-8826.
5. A Snapshot of the Indian Health Sector – and the Brief Challenges and Opportunities in the Sector, presented at the National Seminar on Hospital and Health Care Management, Management Guru : Journal of Management Research, ISSN : 2319-2429.
6. 'Jobless Growth in The Indian Economy – A Glance at the Causes and Remedies', presented and published at the National Conference on Indian Business Scenario and Jobless Growth, May 2012, conducted by the Institute of Management studies and Research, Kuvempu University, Shimoga, Karnataka.
7. Women in IT – Opportunities and Challenges, in edited Volume - Indian Women in Development Perspective, ISBN No: 978-81-261-3381-9.
8. "Factors hindering Managerial Effectiveness-A study of select public and private sector organizations". Asia Pacific Business Review, Vol. III No.2 Jul-Dec, 2007, ISSN : 0973-2470
9. "Impact of Globalization on Higher Education – with reference to Management Education", published in "Marketology" – A Journal of Institute of Marketing & Management (IMM), Special Issue 2008, ISSN 0973-7901.
10. Online Management Education-A Tool to Empower MBA Aspirants of Rural India" "Management Education in India-Challenges and Opportunities" Department of Business Mgmt. Telangana University, Nizamabad, ISBN No: 978-81-920425-1-0.
11. FDI in Education....The Initiatives to be taken or Not in India..??. FDI in Service Sector- Opportunities and Challenges, ISBN No: 978-93-82163-31-2.
12. Suitability of Industrial Relations as a Key FDI Magnet : A Comparative Study between India and China Based on Eclectic Paradigm Theory, FDI in Service Sector- Opportunities and Challenges, ISBN No:
13. Role of Open and Distance Learning System in Entrepreneurship Development, International Conference on Disseminating Learning Diminishing Borders – ODL in 21st Century, ISBN No: 978-93-82163-87-9.

14. Quality Assurance of Distance Education with Reference to Program Design: A study of DDE-MANUU, International Conference on Disseminating Learning Diminishing Borders – ODL in 21st Century, ISBN No: 978-93-82163-87-9.
15. Reaching the Unreached through Online Courses: Opportunities and Challenges. Access & Equity through ODL in Higher Education: Role of Indian language universities Directorate of Distance Education, (DDE) MANUU Hyderabad, ISBN No: 978-93-82163.
16. ‘Empowerment of Rural Women through Dairy Industry in Begusarai District, Bihar’, Published in International Journal of Application or Innovation in Engineering & Management, ISSN no. 2319-4847 , Impact Factor 3.115

OTHER PUBLICATIONS

1. Self Instructional Material (SIM) in Human Resource Management for PGRRCDE, Osmania University, Hyderabad.

3. Prof. DASTGEER ALAM **Professor**

1. November 2013 , The research paper entitled “Contributions of religious philanthropic organizations for development” has been published in the research journal of AIA institute of management studies DN Road CST Mumbai-400001, (ISSN No.0976-2507)
2. November 2013 The research paper entitled “An insight into turnover issues in retail industry” has been published in the research journal of AIA institute of management studies DN Road CST Mumbai-400001 (ISSN No.0976-2507)
3. January 2013 The Research Paper Entitled “Sector Wise Strategy For Improving India’s October 2012 Published research paper entitled "Corporate Governance In Banks " in AIAIMS journal of second national conference on Corporate Governance. ISSN NO 0976-2507.
4. October 2012 The research paper entitled “Piggy Back Riding On The Vehicle Of India’s Growth” (*Paper approved for publication*) in the Sydenham management review- *the international research journal*, of Sydenham Institute of Management Studies and Research and Entrepreneurship Education (SIMSREE) B- Road, church gate, Mumbai. 400020. (ISSN 2249 -9490, Volume 2, Issue 1,)
5. October 2011 Published research paper entitled “The Inner story of growth of Engineering sector in India” in the “International journal of research” *of Rizvi College of Arts,*

Science and Commerce Bandra (W) Mumbai-400015 (ISSN No.2231-6124, July-Dec-2011, Volume.1)

6. August 2011 Published Research paper “Islamic perception of commerce and Business Management” in the ‘Allana Management journal of research’ of Allana Institute of Management Sciences, Pune-411001 (ISSN No.2231-0290, Jan-June-2011, Volume.1)
7. July 2011, Published Research paper entitled “A Macro Economic comparative Study between pre-reform and post-reform India” in the research Journal ‘Change management’ of AIA institute of management studies DN Road CST Mumbai-400001 (ISSN No.0976-2507)
8. August 2010, Published research article on “Leadership in India’s Foreign Trade” in research Journal “Leadership” of AIAIMS, 92 D. N Road, CST Mumbai 400001 (ISSN No.0976-2507, August 2010, Volume.9)
9. March 2002, Titled “E-Commerce and Tax Issue” at state level conference Deogiri College Aurangabad, Maharashtra, India.
10. March 2000, Titled “Impact of Information Technology on Accounting and Auditing Profession”, at the National Conference on E-commerce and IT, Junnur, Pune, India.
11. October 1999 Titled “Export of Services- An Emerging National Strategy – A Case Study of EEPC, at the 53rd All India Commerce Conference, Dr, B.A. Marathwada University, Aurangabad, Maharashtra, India.

4. BADIUDDIN AHMED
Associate Professor

INTERNATIONAL PUBLICATIONS:

1. Research Paper entitled “**A paradigm shift in the Human Resource Practices with SMART Phone Using Employees-A Study**”. has been published in International Journal of Management and Technology, Volume No.III, Issue No.II(A), pp : 131-134 **ISSN:0975-3915**, February ,2014.by Sri Sai Ram Institute of Management Studies, Sai Leo Nagar, West Tambaram, Chennai-600 044.
2. Research Paper entitled “**Challenges and Opportunities of Wireless Mobile**

Communication in India-A Study.has been published in International Journal of Scientific Engineering and Technology, Volume No.2, Issue No.10, pp : Issue No.11, pp : 1113-11185, ISSN:2277-1581,November,2013.

3. Research Paper entitled “**Corporate Governance and Business Ethics in IT sector: some Reflections**” has been published in International Journal of Research in Commerce, Economics and Management, Volume No.3,(2013),Issue No. 10 pp :38-41 ISSN 2231-4245) October, 2013.
4. Research Paper entitled “**Relevance of Islamic Banking to Indian Economy**” has been published in International Journal of Research in Commerce, IT and Management, Volume No.3, pp :17-20 ISSN 2231-5756) October, 2013.
5. Research Paper entitled “**Corporate Governance & Information Security: An Analytical Study**” has been published in International Journal of Research in Commerce, IT and Management, Volume No.3, (2013), pp: 25-27 ISSN 2231-5756 October, 2013.
6. Research Paper entitled “**Corporate Governance in India: Evolution and Emerging Issues**” has been published in International Journal of Research in Commerce, and Management, Volume No.3, (2013), pp: 40-43 ISSN 0976-2183 October, 2013.
7. Research Paper entitled “**A study on Customer Relationship Management (CRM) through E-Banking**” has been published in International Journal of Research in Computer Application, and Management, Volume No.3, (2013), pp :56-58- ISSN 2231-1009 October, 2013.
8. Research Paper entitled “**An Evaluation of Ethics in Insurance Sector**” has been published in International Journal of Research in Computer Application, and Management, Volume No.3, (2013), pp :81-84- ISSN 2231-1009 October, 2013.
9. Research Paper entitled “**FDI in Indian Telecom Sector a**

Perspective(Telecommunication the Apple of Foreign

Investor's Eye) has been published in International Journal of Scientific Engineering and Technology, Volume No.2, Issue No.10, pp : 982-985, **ISSN : 2277-1581**, October,2013.

10. Paper entitled “**Islamic Finance –A Vaccine for Economic Crises** ” has been published in Proceedings of the International Conference onThe International Conference on Reinventing Thinking Beyond Boundaries to Excel – 2013 With ISBN: **978-93-5104-880-0** held on 6th April, 2013 by IMT, Faridabad.
11. Paper entitled “**Talent Acquisition: a Tool for Human Capital**” has been published in the Edited Book entitled “Emerging Issued in Finance and Business Management” in the 3rd International Conference on Finance and Business Management (ICFBM-13) with **ISBN: 978-93-81212-33-2** published by Bharati Publications, Delhi.,during February 8th-9rh, 2013 at Jaipur.
12. Research Paper entitled “**Making Data Breach Prevention a Matter of Policy in Corporate Governance**” has been published in International Journal of Scientific Engineering and Technology, Volume No.2, Issue No.1, pp : 01-07, **ISSN : 2277-1581**,January,2013.
13. A Research Paper entitled “**FDI in organised Retailing in India - The myth and realities**” has been published in the Proceedings of International Conference on Advances in Computer Science and Engineering (ICACSE) with ISBN: **978-93-5104-132-0** by Sri Sai Printers, Carona Lane, Hyderabad, 07-08 January 2013.
14. Research Paper entitled “The Micro Finance Industry in India”-A Study has been published in the Proceedings International Conference on Advances in Computer Science and Engineering with **ISBN:978-93-5104-132-0**, held during7th and 8th January,2013at Lord Institute of Engineering and Technology, Hyderabad by Sri Sai Printers,Chickkadpally, Hyderabad-20.
15. Research Paper entitled “IT Enabled Services –With reference to Medical and Telecom Sector”- has been published in the Proceedings International Conference on Advances in

Computer Science and Engineering with ISBN:978-93-5104- 132-0, held during 7th and 8th January, 2013 by Sri Sai Printers, Chickkadpally, Hyderabad-20.

16. Research Paper entitled **“Microfinance -Financing Agriculture, the Need for Innovations”** has been published in EXCEL International Journal of Multidisciplinary Management Studies Vol.2 Issue 7, July 2012, ISSN 2249 8834.
17. A Research Paper entitled **“Re-Branding-Needs, Drivers and Strategies”** has been published in the Proceedings of International Conference on Contemporary Global Management Practices with ISBN: **978-93-82163-25-1** by SNIST, publishers Hyderabad, April, 2012.
18. A Research Paper entitled **“Rural BPO’s: problems and Prospects”** has been published in the Proceedings of International Conference on Contemporary Global Management Practices with ISBN: **978-93-82163-25-1** by SNIST, publishers Hyderabad, April, 2012.
19. A Research Paper entitled **“Competency Mapping and role of Assessment Centers”** has been published in the Proceedings of International Conference on strategies for business Excellence: Challenges and Opportunities with ISBN: **978-81-922783-4-6** Paramount Publishing House, Naryanguda, Hyderabad, 30-31 March, 2012.
20. A Research Paper entitled **“Customer Relationship Management and Electronic Customer Relationship Management with reference to Banking sector”** has been published in First International Conference on Global Issues and Challenges in Business Scenario “ Edited Book with ISBN: **978-93-811-95-178** by United Publishers, Operara Plaza, Shanti nagar, Nandigudda, Mangalore- March, 2012, organised by Department of Commerce Quaid- E-Millath Government College for Women (Autonomous) Annasalai, Chennai, Tamil Nadu during 14th-15th March 2012.
21. A Research Paper entitled **“Micro finance –Corporate Responsibility Versus Social Performance and Financial In Inclusion”** has been published in First International Conference on Global Issues and Challenges in Business Scenario “ Edited Book with ISBN: **978-93-811-95-178** by United Publishers, Operara Plaza, Shanti nagar,

Nandigudda, Mangalore- March, 2012, organised by Department of Commerce Quaid-E-Millath Government College for Women (Autonomous) Annasalai, Chennai, Tamil Nadu during 14th-15th March 2012.

22. A Research paper entitled **“Understanding the Potential of Rural Marketing in India-an Analytical Study”** been published in *ZENITH International Journal of Business Economics & Management Research*, in Volume 1, Issue 2 Nov. 2011. with ISSN: 2249-8826.
23. A Research Paper entitled **“E-Commerce Trends for Organizational Advancement”** been published in *ZENITH International Journal of Multidisciplinary Research*, in Volume 1, Issue 6 Oct. 2011. with ISSN: 2231-5780.
24. A Research Paper entitled **“The Global Economy in 2011- Recovery Recedes”** been published in *Management and Technology Leading to Social Development* with ISBN: 978-81-8371-388-7 by SCITECH PUBLICATIONS (INDIA) PVT. LTD. Chennai, July 2011. **Click here to see the Article.**
25. A Research Paper entitled **“E-Commerce and Its Effectiveness-A Case Study of Hewlett Packard”** has been published in *Emerging Trends in E-Commerce-Volume-2* with ISBN: 978-93-80890-27-2 by NEITHAL PATHIPPAGAM PUBLISHERS, Chennai, March, 2011.
26. A Research Paper entitled **“E-Commerce in Inventory Management”** has been published in *Emerging Trends in E-Commerce-Volume-2* with ISBN: 978-93-80890-27-2 by NEITHAL PATHIPPAGAM PUBLISHERS, Chennai, March 2011.
27. A Research Paper entitled **“Mobile Service Provider in Electronic Payment System”** has been published in *Emerging Trends in E-Commerce-Volume-2* with ISBN: 978-93-80890-27-2 by NEITHAL PATHIPPAGAM PUBLISHERS, Chennai, and March, 2011.
28. Research article entitled **“Evolution’s in Micro Finance”** Published in *International Journal of Business Statistics and Finance*. Vol.1, No.1, Jan-Dec-2010:p.1-6. **With ISSN: 2249-4200.**

29. Research article entitled “**Secondary Market of Insurance Products-Dawn of New Asset Class**” published in International Journal of Marketing Theory: vol.1, No.1, Jan-Dec-2010:p.1-11. With **ISSN: 2230-889X**

30. Research article entitled “**Liquidity and Profitability Analysis of Andhra Pradesh Tourism Development Corporation (APTDC)**” published in International Journal of Marketing Theory: vol.1, No.1, Jan-Dec-2010,pp.23-40 **With ISSN:2230-889X**

NATIONAL PUBLICATIONS:

1. Paper entitled “**The Role of Smart Phone and Effective HR Practices**” has been published in the One day National Conference Entitled “Redefining Management Practices and Marketing in Modern Age” held on 5th January,2014 organised by S.P.D.M. Arts, Commerce and Science College, Shirpur, District Dhule, Maharashtra State with **ISBN: 978-93-82795-8-**, Published by Atharva Publications, Dhule,
2. Paper entitled “**E-Marketing a paradigm shift in 21st Century**” has been published in the One day National
3. Conference Entitled “Redefining Management Practices and Marketing in Modern Age” held on 5th January,2014 organised by S.P.D.M. Arts, Commerce and Science College, Shirpur, District Dhule, Maharashtra State with **ISBN: 978-93-82795-8-**, Published by Atharva Publications, Dhule,
4. Paper entitled “**Critical Role of HRD with reference to Training in the Era of Globalisation-A case study of APTRANSCO**” has been published in Training and Development Journal with **ISSN-2231-0681(Print) and ISSN:2231-069X(Online)** Volume-4, Issue-2 Bi-Annual July –December-2013 by Diva Enterprises pvt. Ltd., Naraina Industrial Area Phase-I on behalf of Indian Society for Training and Development, Bhubaneswar Chapter.
5. Paper entitled “**Disseminating Learning, Diminishing Borders-Technological Perspectives in India Context**” in Kaveripakkam College Journal of Management research with **ISSN-2249-6459** Volume-3, IssueNo-9 Quarterly journal of KP College in October –December-2012,published by Kaveripakkam College of Arts and Science (Affiliated to thiruvalluvar University, Opp:Kaveripakkam Bustand), Kaveripakkam-632 508, Vellore Dist, Tamilnadu.
6. Paper entitled “**Talent Management Innovative Strategy for Human Capital**” in Kaveripakkam College Journal of Management research with **ISSN-2249-6459** Volume-3, IssueNo-9 Quarterly journal of KP College in October – December-2013,published by Kaveripakkam College of Arts and Science (Affiliated to

thiruvalluvar University, Opp:Kaveripakkam Bustand), Kaveripakkam-632 508, Vellore Dist, Tamilnadu.

7. Paper entitled “**SHRM-Transformation Through Technologies**” has been published in the Two day National Conference on “Strategic Human Resource Management(SHRM) –Riding the Power and Shaping the HR Mission”-Global Pwerspective., orgnaised by Department of Commerce ,University of Madras,Chepauk, Chennai, Tamil Nadu with **ISBN: 978-81-925376-8-**, Published by Sai Publications, Chennai.
8. Paper entitled “**Talent Management –A Significant Dimension in Strategic HRM** ” has been published in the Two day National Conference on “Strategic Human Resource Management(SHRM) –Riding the Power and Shaping the HR
9. Mission” ”-Global Pwerspective., orgnaised by Department of Commerce ,University of Madras,Chepauk, Chennai, Tamil Nadu with **ISBN: 978-81-925376-8-**, Published by Sai Publications, Chennai.
10. Paper entitled “**Strategic Human Resource Management and Technology –A case study of APTRANSCO, A.P. India** ” has been published in the Two day National Conference on “Strategic Human Resource Management(SHRM) – Riding the Power and Shaping the HR Mission” ”-Global Pwerspective., orgnaised by Department of Commerce ,University of
11. Madras,Chepauk, Chennai, Tamil Nadu with **ISBN: 978-81-925376-8-**, Published by Sai Publications, Chennai.
12. Paper entitled “**The Role of Social Media in Marketing-Study**” has been published in the Two day National Conference orgnaised by Department of Post Graduate Studies and Research in Commerce and Management, Karnataka State Women University, Bijapur in collaboration with ICSSR, New Delhi by Thematic Publications, with **ISBN: 978-93-83192-13-7**. Latur, Maharashtra State.
13. 10.Paper entitled “**Islamic Banking and Conventional Banking**” has been published in the Edited Book at National Conference on Financial Innovations and Challenges with **ISBN: 978-93-82163-81-7** by Paramount Publishing House, Naryanguda, Hyderabad 30th-31st January, 2013.
14. 11.Paper entitled “**Managing Customer Relationship Management(CRM)**” has been published in the Edited Book at National Conference on Financial Innovations and Challenges with **ISBN: 978-93-82163-81-7** by Paramount Publishing House, Naryanguda, Hyderabad 30th-31st January, 2013.
15. 12.Paper entitled “**Challenges and opportunities in banking Sector with Reference to Human Resources** ” has been published in the Edited Book at National Conference

on Financial Innovations and Challenges with **ISBN: 978-93-82163-81-7** by Paramount Publishing House, Naryanguda, Hyderabad 30th-31st January, 2013

16. 13. Paper entitled “The Challenges and Opportunities of FDI in Retail Sector-A Study” in Kaveripakkam College Journal of Management research with **ISSN-22496459** Volume-2, IssueNo-5 Quarterly journal of KP College in October – December-2012, published by Kaveripakkam College of Arts and Science (Affiliated to thiruvalluvar University, Opp:Kaveripakkam Bustand), Kaveripakkam-632 508, Vellore Dist, Tamilnadu
17. 14. Paper entitled “**Islamic Finance and Its Rationality**” has been published in the Proceedings at National Conference Financial Services; Opportunities and Challenges Indian Perspective with **ISBN: 978-81-910530-3-6** organized by Department of Commerce and Management by Skandha Sumukha Services, Bangalore, 12th and 13th December, 2012.
18. 15. Paper entitled “**The Core Competencies for HR Professional Across Industries and Role –The need for Innovations**” in Journal of Global Management Outlook with **ISSN-22773789** Volume-I, Issue-II Bi-Annual July –December-2012, by Department of Business Management, Telangana University, Dichpally, Nizamabad-503322.
19. 16. Paper entitled “Challenges of Rural Retailing-Micro level study” in Journal of Global Management Outlook with
20. **ISSN-22773789** Volume-I, Issue-II Bi-Annual July –December-2012, by Department of Business Management, Telangana University, Dichpally, Nizamabad-503322
21. 17. Paper entitled “**Cooperative Education Challenges and Opportunities-a study**” has been published at National Conference on Emerging Issues and Innovation in Management Education held at Tumkur University, Tumkur in an Edited Book entitled “Contemporary Management Education” with **ISBN: 978-93-5097-182-6** by Himalya Publishing House organized by Department of Studies and Research in Business Administration in association with Research Centre for Quality Management and Research Centre for Supply Chain Management and E-Commerce on **31st October, 2012**
22. 18. Paper entitled “**Foreign Direct Investment in Health Care: Opportunities and Challenges**” has been published at National Seminar on FDI in services sector- opportunities and Challenges with **ISBN: 978-93-82163-31-2** organized by Department of Management and Commerce by Paramount Publishing House, Naryanguda, Hyderabad 22nd and 23rd May, 2012.
23. 19. Paper entitled “**Rural Empowerment through growth of Rural Markets-A study of Selected Areas of Bihar State**” has been published in the Edited Book at National Seminar Sponsored by AICTE at Coimbatore Institute of Engineering and Technology,

Coimbatore, Tamilnadu with **ISBN: 9788191047271** by Laser Park Publishing House Coimbatore, 11th-12th April 2012.

24. 20.Paper entitled **“Customer Relationship Management –An Innovative Strategy for Customer Retention”** has been published in the Edited Book at Dr. C. K. Prahalad National Conference on Management Issues and Challenges for the Decade with **ISBN: 978-93-82163-24-4** by Paramount Publishing House, Naryanguda, Hyderabad 4th-5th April, 2012.
25. Paper entitled **“Role of I.T.in Retail Sector”** has been published in the Edited Book at Dr. C.K.Prahalad National Conference on Management Issues and Challenges for the Decade with **ISBN: 978-93-82163-24-4** by Paramount Publishing House, Naryanguda, and Hyderabad 4th-5th April, 2012.
26. Paper entitled **“Rural Management Education in India: A seizing Opportunity” has been Published in the Proceeding of the** the National Seminar Entitled: Management Education in India- Challenges and opportunities (Focus on Rural Institutions) First Issue with **ISBN: 978-81-920425-10** by Uma Publishers, Nanded.
27. 23. Paper entitled **“Efficacy of Stress Management” with special reference to Fusilate System** has Published In Paripex:Indian Journal of Research, listed in International ISSN Directory, Paris, with **ISSN: 2250-1991** Volume:1 Issue:2 February, 2012
28. Paper entitled **“Rural Marketing: A paradigm Shift in Indian Marketing Practices”** has been published in the Proceedings of 4th Indian Conference on Management-innovative Strategies Emerging India in Global Scenario (ICOM_2011) First Issue with **ISBN: 978-93-80697-81-9** by Excel India Publishers Delhi.
29. Paper entitled “Role of Ethics in Marketing” has been published in the Proceedings of 4th Indian Conference on Management-innovative Strategies Emerging India in Global Scenario (ICOM_2011) First Issue with **ISBN: 978-93-80697-81-9** by Excel India Publishers Delhi.
30. 26.Paper entitled “Increasing rate of Inflation in India- Causes and Remedies” has been published in the Orient Journal of Law & Social Sciences Vol. IX Issue VI,with **ISSN No: 0973-7480** October, 2010.

Book Articles Published:

Article Title	Year of Publishing	Name of the Book, ISBN No. and Publisher's Detail	Status
Liquidity and Profitability		1. Micro-finance in India Emerging	

Performance of APTDC	2011	trends Challenges, with ISBN 978-81-8387-444-1) published by Serials Publications	Published
Secondary Market of Insurance Products-Dawn of New Asset Class	2011	2. Micro-finance in India–Emerging trends Challenges, with ISBN 978-81-8387-444-1) published by Serials Publications	Published
“E-Commerce Trends Organizational Advancement”	2011	Emerging Trends in E-Commerce-Volume-2 with ISBN: 978-93-80890-27-2 by NEITHAL PATHIPPAGAM PUBLISHERS, Chennai.	Published
“Islamic Banking – An Emerging Banking Model”	2014	Emerging Trends in Finance and Banking Vol.1 with ISBN:978-93-5142-515-1 by Himalaya publishers.	Published
“Financial Inclusion – A Tool for Inclusive Growth in India”	2014	Emerging Issues and Challenges in Management Vol.1 with ISBN: 978-93-5142-515-1 by Himalaya publishers	Published

3. DR. SYED KHAJA SAFIUDDIN Assistant Professor (Senior Scale)

International /National Publications

S.No	Title of the research paper	Name of the journal	Month & Year	Issue of journal	Page No	ISSN No	Accepted/ Published
1.	Impact of FDI on the financial performance of select firms	KPCJMR	July-Sep 2014	-	-	2249-6459	Accepted
2.	Impact of FDI on the Liquidity and Profitability of select firms	International Journal of Financial Management R & D (IJFMRD)	Jan-Mar 2014	Vol. 4, No. 1	1-15	2248-9320 2248-9339	Published
3.	Impact of FDI on the financial measures of select firms	Advances in Management	Nov 2013	Vol. 6 (11)	16-26	2278 - 4551	Published
4.	Capital Structure and Profitability Performance of FDI	International Research Journal of	September 2013	Vol. II, Issue 6 (III)	118-123	2277 - 9310	Published

	based firms	Commerce , Business & Social Sciences					
5.	Islamic Project Finance: Growth Engine for India	International Journal of Commerce , Business and Social Sciences	July 2013	Vol. II, Issue 4	55-58	2277-9310	Published
6.	Hindustan mein Ghair Mulki Sarmayakari	Yojana (Urdu)	Feb 2012	Issue. 12	9-12	0971-8338	Published
7.	FDI in the Post-liberalization period – A Study with special reference to Pharmaceutical Sector	Advances in Management	December 2011	Vol. 4 (12)	46-52	0974-2611	Published
8.	Financial Performance of FDI and Non-FDI Companies in IPI - A Comparative Study	International Review of Business and Finance (IRBF)	July -Dec 2011	Vol. 3 No. 2	133-150	0976-5891	Published
9.	Is Micro finance a Profit maximizing industry or a Social Business	Indian Journal of Commerce & Mgmt Studies (IJCMS)	Feb-Mar 2011	Vol. II Issue I	138-145	2229-5674 2249-0310	Published
10	Liquidity and Profitability Performance of APTDC	International Journal of Marketing Theory (IJMT)	Jan- Dec 2011	Vol. 1 No.1-2	23-40	2230-889X	Published
11	Tourism Industry In Andhra Pradesh And Its Financial Performance- A Study of APTDC	Asia Pacific Business Review (APBR)	Oct-Dec 2010	Vol. VI No. IV	154 – 166	0973-2470	Published
12	Foreign Direct Investment in Indian Industry- A Study	Indian Journal of International Business	Jan- Dec 2011	Vol. 1 No.1-2	9-17	2249-4200	Published

		& Finance (IJIBF)					
13	FDI in India- Opportunities and Benefits	Global Journal of Finance & Management (GJFM)	July-Dec 2010	Vol. II Issue II	245-259	0975 - 6477	Published
14	Hindustan mein Beruni Rast Sarmayakari (Urdu)	Yojana (Urdu)	Dec 2010	Issue.12	59-60	0971-8338	Published
15	Increasing rate of Inflation in India- Causes and Remedies	Orient Journal of Law & Social Sciences (OJLSS)	October 2010	Vol. IX Issue VI	136-140	0973-7480	Published
16	Capital Exporting Countries and Foreign Investment in India	Orient Journal of Law & Social Sciences (OJLSS)	August 2010	Vol. IX Issue IV	72-77	0973-7480	Published

Research Publications:

Books Published/Under-Print:

1. Trends of FDI Inflows In India and IPI in Post-Liberalization Period, published by Lambert Academic Publishers, Germany (A Leading International Publisher), **ISBN: 978-3-659-16572-6** (June, 2012)
2. Managerial Finance and Research (Macro and Micro Perspective), published by Lambert Academic Publishers, Germany (A Leading International Publisher), **ISBN: 978-3-659-29841-7** (November, 2012)
3. Basic Accounting for Management in Urdu published by TIJ Publishers-Singapore **ISBN:978-981-07-8499-7** (Published)

Chapters Edited in Books:

1. Contributed a chapter on “SHRM-Transformation Through Technologies” in a book entitled “Strategic Human Resource management(SHRM)–Riding the Power and Shaping the HR Mission” published by Sai Publications, 2013 (ISBN: 978-81- 925376-8)

2. Contributed a chapter on “Islamic Micro-finance- An important tool for economic development”, in a book entitled Business Excellence published by Paramount Publishers, 2012 (ISBN 978-81-922783-4-6)
3. Contributed a chapter on “Foreign Direct Investment in Indian Industry – A Study” in a book entitled Economic Management with Special Reference to India Economy (ISBN 978-81-8387-444-1) published by Serials Publications.
4. Contributed a chapter on “Liquidity Profitability Performance of APTDC” in a book entitled Micro-Finance in India Emerging Trends and Challenges (ISBN 978-81-8387-454-0) published by Serials Publications.

5. DR SHAIK KAMRUDDIN

Assistant Professor

1. FDI in Indian Industry- A Shift from manufacturing sector to services sector, FDI in Services Sector : Challenges and Opportunities, Paramount Publishing House, ISBN 978-93-821-63-31-2
2. Global Markets : Responding to the Challenges, Excel India Publishers (819-06-53-19-9)
3. Corporate Governance for Emerging Markets, Excel India (ISBN-038-06-9703-1)
4. Renovating Higher Education for Sustainable Development, BS Publications (ISBN-978-93-8075517)
5. Employee Engagement Paramount Publishing house (ISBN 978-38-216-324-4)
6. Role of Micro, Small and Medium Enterprises in Women Empowerment, BS Publishers (ISBN-978-93-810-75-82-1).
7. FDI in Indian Industry-A Shift from Manufacturing Sector to Service Sector, Paramount Publishing House(ISBN 978-93-82163-31-2).
8. Management Issues and Challenges in 21 century, Paramount Publishing House(ISBN 978-38-216-324-4)

6. SAIDALAVI K

Assistant Professor

1. Cultural intelligence in cross cultural work place: an enabler of sustainability through effective diversity management , in Today's HR for a Sustainable Tomorrow, Allied Publishers Pvt.Ltd, New Delhi, ISBN - 978-81-8424-754-1
2. Face to face computer mediated communication model(FFCMCM) as a double edged e-business strategy, in Innovative Management Strategies, Paramount Publishing House, Hyderabad, ISBN - 978-93-82163-21-3
3. Suitability of Industrial Relations as a key FDI magnet; a comparative study between India and China based on Eclectic Paradigm Theory, in FDI in India; Opportunities and Challenges, Paramount Publishing House, Hyderabad, ISBN- 978-93-82163-31-2
4. Developing Global Leadership Mindset and Multi National Team Experience in Contemporary Global Management Practices, SNIST, Hyderabad, ISBN- 978-93-82163-25-1
5. Cultural Intelligence and Training on Cross-Cultural Work Values in Synchronizing Management Theories and Business Practices; Challenges Ahead, Annamalai University,
6. Quality of Work Life and Performance: an Empirical Study on Selected BPO's in Hyderabad, Published by DBIMCS, Punjab, India ISBN 978-81-910125-8-3.
7. A Study On Online Shopping Experience And Customer Satisfaction in Advances in Management. Vol 7 (5), May 2014

7. KAVITA MEENA
Assistant Professor

1. Paper entitled" Competency Mapping: An Instrument for Knowledge Management"published in the edited book "Knowledge Management in Indian Organization: Challenges and the Road Ahead" of Siva Sivani Institute of Management, Secunderabad , 2011.

2. Paper entitled “An Empirical Study of Mobile Text Messaging Behavior on Youth” Published in a Publication of Gyan Jyoti Institute of Management and Technology, Mohali , 2011
3. Paper entitled “Behind the boom: What is leading the entrepreneurial fire and its nature in India” published in Asian Journal Of Managerial Science, 2012
4. Paper entitled “Corporate Social Engagement: A new base line of Corporate Social Responsibility” published in International Journal Of Research in Commerce and Management,2012
5. Paper entitled “Understanding the workforce diversity and its dimensions” published in International Journal of Management , IT and Engineering 392), pg. 235-255, 2013
6. Paper entitled “[Diversity Management and Human Resource Development–A Study of Indian Organizations](#)” published in Pacific Business Review, 2013
7. Paper entitled “Angle Investors And Venture Capitalists Perspectives For Entrepreneurs Insights From Tie-Isb Connect Conference 2012, Published In Intercontinental Journal Of Finance Research Review 2 (Issue 8), 48-53

8. RESHMA NIKHAT
Assistant Professor

1. How important and crucial is international marketing for a domestic player in the present scenario” International Journal of Management & Computer Sciences (ijmcs) issn 2231-3303 ,Vol 1 no 4 oct-dec 2011 issue
2. ”Emotional Marketing a tool for Brand Success” International Journal of Management & Computer Sciences (ijmcs) –ISSN No 2231-3303 vol.1 no.3 July – Sept 2011
3. Women Entrepreneurship: all women are endowed with innate power that can make them successful entrepreneur Education Today ISSN No 2279-5755 APH Publications Vol-2,no-2
4. CSR Issn No 978-81-920537079-10 Dec 2010 IPE, Osmania university Hyderabad
5. “An insight into the service quality strategies dimensions and functions gaps”. Organized by Central University Hyderabad. ISBN
6. A systems model for Green Marketing “Business vision “journal of sister nivedita concern vol 8 no 2 apr-jun 2012 ISSN No 2231-5479

7. Role of quantitative and qualitative approaches in communication research, Education Today, International Journal of Education and Humanities, Vol 3 No 2 ISSN No 2229-5755 jan-june 2012
8. Contemplate sales promotional tools “Business Vision” Journal of Sister Nivedita concern
9. The Money balling Game –IPL, Business Vision 2014 ISSN No 2231-5479
10. Corporate Social Responsibility a case study of Apollo hospitals at an international conference on leading horizon; engaging future” marketing information and strategies core for development” SciTech publications no 978-81-8371-386-3 by Dept of Business management Annamalai University Tamilnadu 28-30 July 2011
11. Neuro Marketing The Conceptual Framework, Business Review vol 6 no2 December 2012 ISSN No 0973-9076 a journal of st.joseph’s college of business administration Bangalore.
12. Conceptual framework green marketing, Excel India Publications Dec 2012 ISSN No 0975-3435

9. Dr. MD. RASHID FAROOQI
Assistant Professor

1. Md. Rashid Farooqi & Khalid Raza “**A Comprehensive Study of CRM through Data Mining Technique**” Pro. Published in “Challenges in Information System & Technology.” ISBN 978-81-906991-3-6 Page No.-61
2. Md. Rashid Farooqi & Devendra Kumar Dhusia “**A Comprehensive Study of CRM and E-CRM Technologies**” Published in “Indian Journal of Computer Science and Engineering” an online Journal available at <http://www.ijcse.com/ijcse-issue.html?issue=20110204> VOLUME 2 ISSUE 4 August-September 2011
3. An Article Published in Hindustan Times daily “**Time Management**” June 15 2009 Delhi Edition.

4. Md.Rashid Farooqi & Devendra Kumar Dhusia Emerging impact of e-commerce on CRM “International Journal of network and wireless communication.vol 2 No. 12 feb. 2012
5. MD Rashid Farooqi& Sharda Kmari”Recent Trend of e-CRM in commercial Bank of India published in International Journal of Application or innovation in Engineering &Management vol 2 issue 4in april 2013ISSN2319-4847
6. Md Rashid Farooqi & Rajv Kumar Singh” E-Retailing in India risk & remedies published in International jornal of innovation and management vol 2 issue 12 ISSN2319-4847
7. Md Rashid Farooqi & Shahzad Alam “Customer Acquisition and Retention Strategies Published in National Journal of Engineering Science and Mangement vol 1 no 1 ISSN 2249-0264 JULY 2011
8. Md Rashid Farooqi & Geeta Goel “Marketing strategies of Hero Honda published in EMPI Research and Business Review vol 1 issue 2ISSN 0975-6388
9. Md Rashid Farooqi & Sharda Kumari “ Effectiveness of eCRM in commercial Bank – A customer perspective published in srusti manangement review a jornal of Management & IT ISSN NO0974-4274.
10. Md Rashid Farooqi & Ila Kumari “Recent Trend of Strategic Brand Management in Global Prospective in International Journal of Emerging Research in Management & Tech. ISSN 2278-9359, Vol. 3, Issue 7.
11. Md Rashid Farooqi & Niraz Kumar “Effectiveness of eCRM in commercial Bank-A Review Paper in DIRD RAYS, A National Journal, Vol. 1, ISSN. 2348-2559. Md Rashid Farooqi & NiraJ Kumar “Employer Branding in International Journal of Geo Science, Vol. 1, Issue. 1, SSARSC.

23. Details of patents and income generated : -----

24. Areas of consultancy and income generated: -----

25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad

26. Faculty serving in

- f) National committees b) International committees c) Editorial Boards d) any other (please specify)

1. National committees: Dr. Saneem Fatima

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

➤ UGC Capacity Building

28. Student projects

- i. percentage of students who have done in-house projects including inter-departmental projects : 100%
- ii. percentage of students doing projects in collaboration with other universities/ industry / institute : -----

AWARDS / RECOGNITIONS

29. Awards / recognitions received at the national and international level by Faculty

S.No	Name of the faculty	Award	Year
1	Prof.Mohd.Abdul Azeem	YoungTalent Award	
2	Dr Syed Khaja Safi Uddin	Madina Gold Medal	

1. Awards / recognitions received at the national and international level by Students

S.No	Name of the Student	Award	Prize
01	Abdur Raheem	Democracy & Interfaith Relation	2nd Prize
02	Mohammad Ahmad	Carrom	1st Prize
03	Irfan Mohammad Khurram	Badminton	Runner Prize
		Inter University Debate Competition (In	1st Prize

04	Saidurrahman	Hindi)	
		Intera University Debate Competition (In Hindi)	1st Prize
05	Shahadat hussain	Tarang <ul style="list-style-type: none"> • Democracy & Interfaith Relation • Youth is the Ultimate solution for Politics 	Special Prize Special Prize
06	Syed Manzoor Ahmed	Azad Tech Quiz	1st Prize
07	S.M. Muneer Ali	C K Pralad National Memorial Quiz	2nd Runner Up
08	Mohammed Mehboob Ali	<ul style="list-style-type: none"> • Intach Heritage Quiz • Economic Times Quiz • Bussiness Quiz 	2nd Prize 2nd Prize 2nd Prize
09	Sharafat Hussain	Bussiness Quiz	Young Manager Award
10	Saidalvi	Best Paper Award in Intertational Conference on Islamic Banking & Finance@Kochin	
11	Jamal	Bussiness QIU13, 11MK	RunnerUp
12	Mohammed Mehboob Ali	Nvision 2014-quiz MARQUEE	IIT Hyd. Runner
13	S.M. Muneer Ali	Nvision 2014-quiz MARQUEE	IIT Hyd. Runner

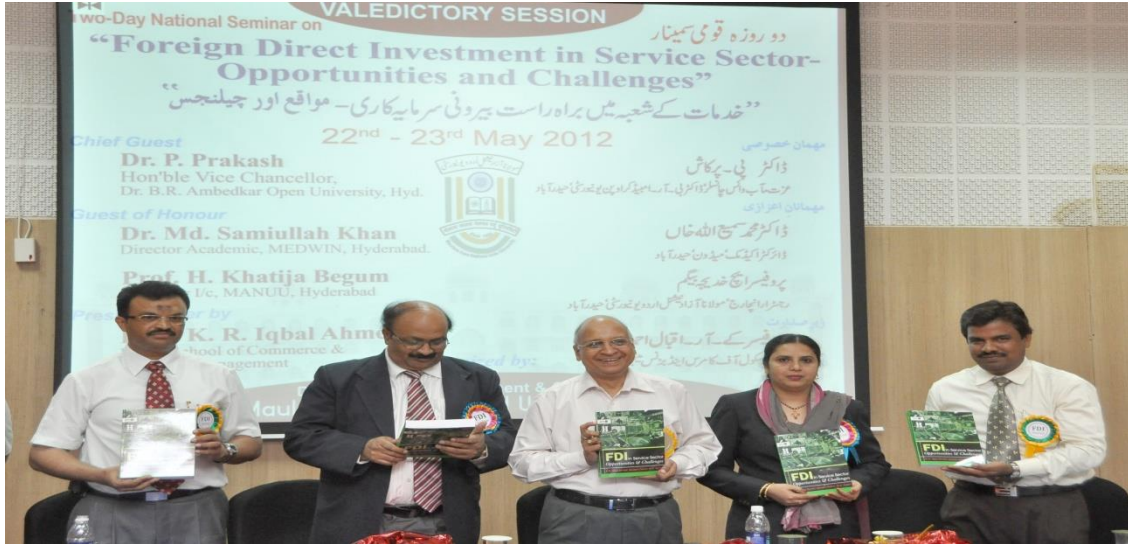
The Prize winners of Azad Day Celebrations 2013

Sr.NO	Items & Prize	winners
1	English- Elocution 1st prize	Muhammed Shafi. MK (M.Phil)

2	Tech-Debate 1 st prize	Muhammed Jamaludeen (M.Phil)
3	C Debugging 1st	Md.Shuaib Ahmad (MBA 2 nd year)
4	Technical Quiz 1 st Prize	Salman Tarique Sayed Manzoor Ahmed Mukhtar –Ullah Kumar D Abdul Rasheed
5	Table Tennis 1 st Prize	Salman Tarique
6	Flag making& painting 1 st prize	Mir Nisar Ali Hashimi(M.com-1 st yr)
7	Technical Debate 2 nd	Md.Shuaib Ahmad Md.Ashraf Hussain Md Amir Hussain
8	Technical Quiz 2 nd prize	Md.Shuaib Ahmad Md.Ashraf Hussain Md.Amir Hussain Md.Kashif Hussain Md. Dilshad
9	Anthyakshari 2 nd prize	Abdul Saleh Md Aamir Hussain MD Dilshad Ahmad
10	Carrams 3 rd prize	Dilshad Ahmmed

30. Seminars/ Conferences/Workshops organized and the source of funding (national/ International) with details of outstanding participants, if any

- *Two Day National Seminar on “FDI in Service Sector – Opportunities & Challenges” 22nd - 23rd May 2012*



(FDI Seminar, Publishing seminar proceedings of double blind peer reviewed Book)

- *UGC Sponsored five day residential Sensitization, Awareness & Motivation (SAM) Workshop from 3rd -7th December 2012*



(Five day residential Sensitization, Awareness & Motivation (SAM) Workshop)

- *Two Day National Seminar on "Management of Higher Education – Perspectives, Strategies & Challenges" 5th - 6th March 2014.*



- (Two Day National Seminar on “Management of Higher Education)
 ➤ National Seminar on “Global Financial Crisis – Myth or Reality” 9th February 2009.



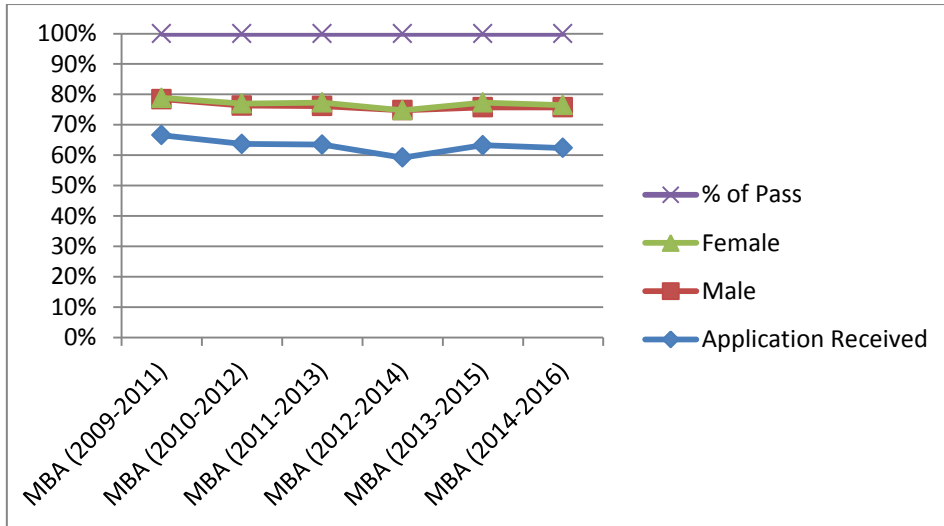
31. Code of ethics for research followed by the departments : -----

STUDENT PROFILE PROGRAMME-WISE

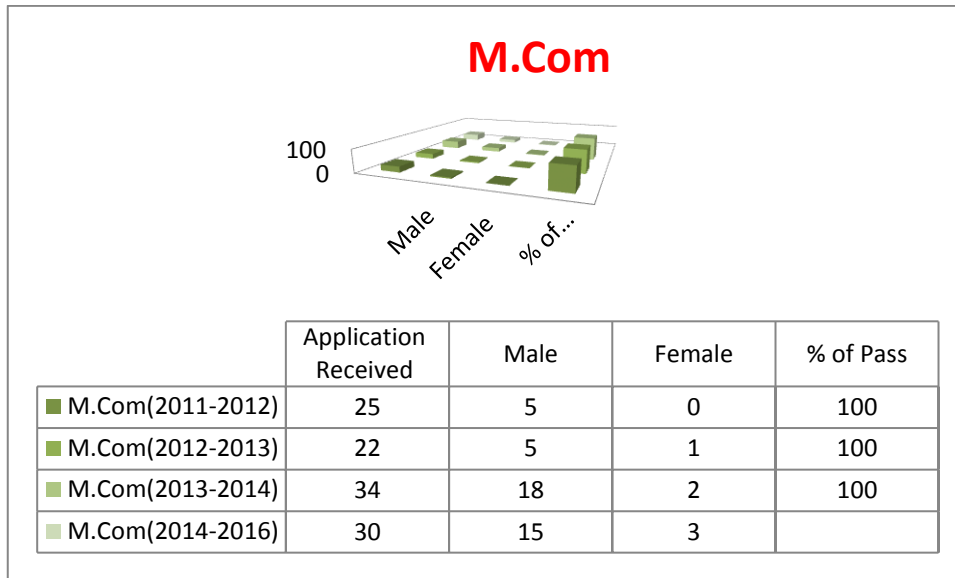
32. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications Received	Selected		Pass percentage	
		Male	Female	Male	Female
MBA (2009-2011)	315	56	2	56/58-100%	2/58 - 100%
MBA (2010-2012)	277	55	3	55/58-100%	3/58 - 100%
MBA (2011-2013)	280	56	5	56/61-100%	5/61 - 100%
MBA (2012-2014)	235	62	NIL	62/62-100%	NIL
MBA (2013-2015)	279	55	7	55/62-100%	7/62-100%
MBA (2014-2016)	265	57	3	57/60-100%	3/60 - 100%
M.Com(2011-2012)	25	05	NIL	5/5 - 100%	NIL
M.Com(2012-2013)	22	05	01	5/6 - 100%	1/5 - 100%
M.Com(2013-2014)	34	18	02	18/20-100%	2/20-100%
M.Com(2014-2016)	30	15	03	15/18-100%	3/18-100%
M.Phil(2012-2013)	54	01	NIL	1/1 - 100%	NIL
M.Phil (2013-2014)	59	03	NIL	3/3 - 100%	NIL
M.Phil(2014-2015)	52	06	NIL	6/6 - 100%	NIL
Ph.D(2012-2013)	15	04	NIL	4/4- 100%	NIL
Ph.D (2013-2014)	42	04	NIL	4/4- 100%	NIL
Ph.D (2014-2015)	58	05	NIL	5/5 - 75%	NIL

1. MBA Program

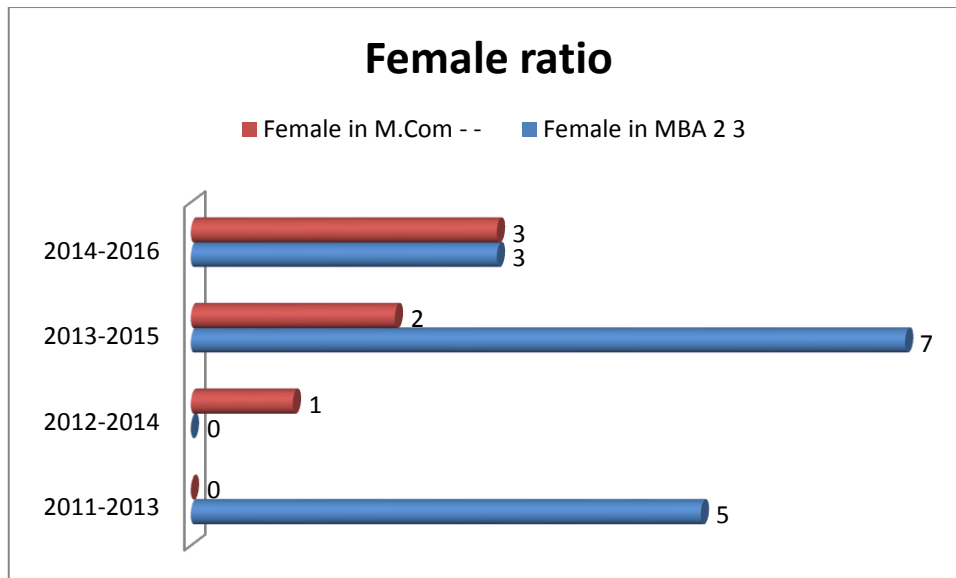


2. M.Com Program



3. Female students Ratio over last years

Years	Female in MBA	Female in M.Com
2009-2011	2	-
2010-2012	3	-
2011-2013	5	0
2012-2014	0	1
2013-2015	7	2
2014-2016	3	3



33. Diversity of students

Number of Programs	% of the students from same University	% of the students from other Universities and within the Universities	% of the students from outside the state	% of the students from other countries
PhD 14-15	1/3 33%	2/3 66.6%		----
PhD 13-14	2/4 50%	1/4 25%	1/4 25%	----
PhD 12-13	2/3 66.6%	1/3 33.3%	-----	----
PhD 11-12	0/4 0%	2/4 50%	2/4 50%	----
M.Phil 14-15	6/6 100%	-----	-----	----
M.Phil 13-14	2/3 66%	1/3 33.3%	-----	----
M.Phil 12-13	1/1 100%	-----	-----	----
M.Phil 11-12	6/6 100%	-----	-----	----
MBA 14-15	-----	47%	56.93%	----
MBA 13-14	5/60 8%	3/60 5%	52/60.87%	----
MBA 12-13	1/62.2%	8/62.13%	63/62.85%	----
MBA 11-12	3/62.5%	4/62.6%	55/62.89%	----
M.Com 14-15	13/18.72%	1/18.5%	4/18.22%	----
M.Com 13-15	15/20.1%	2/20.0%	3/20%	----
M.Com 12-14	10/18.55%	1/18.5%	7/18.38%	----
M.Com 11-13	1/5.20%	3/5.60%	-----	----

45. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

➤ NET & JRF:

NET QUALIFIED MEMEBERS		
S.NO	NAME	YEAR
01	Saidalavi	2010
	Rasheed.K.P (JRF)	2010
02	Jamal	2011
	Shafi. MK	2011
	Rasheed(JRF)	2011
03	Ubaidullah .N.K	2012
	Tousif	2012
04	Sharafat Hussain	2013
	Tausif Iqbal	2013
	Noufal .M	2013
	Asif	2013
	Fayaz	2013
	Naseem	2013

➤ SET-02

46. Student progression

Student progression	Percentage against enrolled
UG to PG	-----
PG to M.Phil.	
PG to Ph.D.	-----
Ph.D. to Post-Doctoral	-----
Employed	
<input type="checkbox"/> Campus selection	70%
<input type="checkbox"/> Other than campus recruitment	10%
Entrepreneurs	20%

36. Diversity of staff

Percentage of faculty who are graduates	
of the same university	01
from other universities within the State	06

from universities from other States from	01+01+01
Universities outside the country	-----

47. Number of faculty who were awarded M.Phil (01), Ph.D., D.Sc. and D.Litt. during(9-14) the assessment period- 02
48. Present details of departmental infrastructural facilities with regard to
- Library : Reading Room
 - Internet facilities for staff and students :WIFI Cable Network Available
 - Total number of class rooms :05
 - Class rooms with ICT facility :01
 - Students' laboratories : -----
 - Research laboratories : -----
82. List of doctoral, post-doctoral students and Research Associates
- from the host institution/university: 06
 - from other institutions/universities : 05
83. Number of post graduate students getting financial assistance from the university: 78
84. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology. YES -
85. Does the department obtain feedback from
- Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
 - YES, Syllabus Revision, Mentorship, Couching.
 - Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
 - YES, Teaching Methodologies, Syllabus Revision, and Assessment.
 - Alumni and employers on the programmes offered and how does the department utilize the feedback?
 - Syllabus Revision, personality Development, Communication Skills, counselling.
86. List the distinguished alumni of the department (maximum 10)

Sl No.	Name	Sl No.	Name
--------	------	--------	------

1	Saidalavi	6	Amair Hussian
2	Sharafat Hussain	7	Dilshad
3	Mubeen	8	Arshad Alam
4	Naiyar Azam	9	Md Aftab Alam
5	Javed Pasha	10	Irfanul Haque

87. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

- Entrepreneurship Development Programmes.
- Seminar on Project Management, Mentorship, Carrer Counselling and Guidance, Communication Skills.



(Entrepreneurship Development Programme)

88. List the teaching methods adopted by the faculty for different programmes.

- Assignment method, Lecture Method, Case method, Seminars, Project Based Methods,
- Brain Storming, Management Games

89. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

- Feedback from students, parents & other stake Holders.

90. Highlight the participation of students and faculty in extension activities.

- NSS,
- Run for Education & Urdu,

73. Give details of “beyond syllabus scholarly activities” of the department.

- Participation in Workshops, Seminars, Debates, Essay Competitions , Elocutions, Quiz etc.

74. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

75. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

76. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

S.NO	Strengths	Weaknesses	Opportunities	Challenges
01	Infrastructure	Industry Collaboration	Research & Development	Communication
02	National Representation (Students from All States)	consultancy	consultancy	Students from Poor socio-economic background (Majority of I Generation Learners)
03	Industry Oriented Syllabus for Employability	-----	All India Jurisdiction	Visibility
04	Distinguished Faculty	-----	SEZ Location	Get the Urdu speaking learners into Main Stream
05	Mentorship	-----	Inter Disciplinary Courses	
06	---	-----	-----	Continuous Evaluation & Assessment

77. Future plans of the department.

- Adding Specialization
- Job Oriented Courses
- Industry Collaboration
- Training & Consultancy
- Enhancement of Student Intake.

Evaluative Report of Department of Education and Training and Constituent Colleges of Teacher Education

51. Name of the Department

Education and Training (Hyderabad) and Colleges of Teacher Education located at (Srinagar, Darbhanga, Bhopal, Asansol, Sambhal and Aurangabad)

52. Year of establishment :

Programme	Year of Establishment						
	Hyderabad	Srinagar	Darbhanga	Bhopal	Asansol	Sambhal	Aurangabad
D.Ed.	2001	----	----	----	----	----	----
B.Ed.	2004	2005	2006	2006	2014	2014	2014
M.Ed.	2007	2013	2014	2014	----	----	----
M.Phil.	2013	----	----	----	----	----	----
Ph.D.	2008	----	----	----	----	----	----

53. Is the Department part of a School/Faculty of the university?

Department and CTEs are part of School of Education and Training, MANUU

54. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.)

i) Diploma in Education (2 years)

ii) B.Ed. (1 Year)

iii) M.Ed. (2 Semesters),

iv) M.Phil

v) Ph.D.

55. Interdisciplinary programmes and departments involved

- Nil -

56. Courses in collaboration with other universities, industries, foreign institutions, etc.

- Nil -

57. Details of programmes discontinued, if any, with reasons

- Nil -

58. Examination System: Annual/Semester/Trimester/Choice Based Credit System

Annual : i) Diploma in Education (D.Ed.)

ii) Bachelor of Education (B.Ed.)

Semester: i) Master of Education (M.Ed.)

ii) M.Phil (Education)

iii) Ph.D. (Education) – Course Work

59. Participation of the department in the courses offered by other departments

The Department and the CTEs are counselling centres of the B.Ed. (Distance Mode) Programme of DDE MANUU. Further the faculty actively involved in the Programmes conducted by the Academic Staff Colleges, and centre for Professional Development of

Urdu Medium Teachers (CPDUMT) and instructional Media Centre of MANUU.

60. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	<i>Sanctioned</i>	<i>Filled</i>	<i>Actual (Including CAS & MPS)</i>
<i>Professor</i>	9	7	
<i>Associate Professor</i>	15	11	
<i>Assistant Professor</i>	73	53	
<i>Other</i>			

22. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Sl. No.	Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. /M.Phil. Students guided for the last 4 years
1	Prof. H. Khatija Begum	M.Sc. (Botany) M.Ed. Ph.D. (Edn.)	Professor & Dean	Educational Administration and Planning Educational Technology	32	M.Phil. -2 Ph.D. - 7
2	Prof. Fatima Begum	M.Sc. (Botany) M.Ed. Ph.D. (Edn.)	Professor	Instructional Methodology	35	M.Phil. -1 Ph.D. - 6
3	Prof. S.Mohd. Mahmood	M.A. (Urdu) (English) M.Ed. Ph.D. (Edn.)	Head & Professor	Teacher Education Value Education	25	M.Phil. -1 Ph.D. - 7
4	Prof. Ramesh Ghanta	M.A. (Philosophy) M.Ed. Ph.D. (Edn.)	Professor	Philosophy of Education Teacher Education	34	M.Phil. -1 Ph.D. - 6
5	Dr. Najmus Saher	M.A. (Urdu) Political Science / Linguistics M.Ed. Ph.D. (Urdu)	Associate Professor	Measurement & Evaluation, Language Education	24	M.Phil. -1 Ph.D. - 6
6	Dr. Mirza Shoukat Baig	M.Sc. (Botany) M.Ed.	Associate Professor		30	Ph.D. - 6

		Ph.D. (Edn.)				
7	Dr. Vanaja M.	M.Sc. – Ed (Physics) M.A. (Sociology) M.Ed. Ph.D. (Edn.)	Associate Professor	Science Education	15	M.Phil.- 1 Ph.D. - 6
8	Dr. Mohd Moshahid	M.A. (Education / Urdu) M.Ed. Ph.D. (Edn.)	Associate Professor	Special Education Guidence & Counselling Educational Psychology (Foundation Paper)	11	M.Phil - 1
9	Dr. Viqar Unnissa	M.Sc. (Physics) M.Ed. Ph.D. (Edn.)	Assistant Professor	Information & Communicatio n Technology (ICT) Physical Science	10	
10	Ms. Shakera Parveen	M.Sc. (Mathematics) M.A. (Philosophy) M.Ed. Ph.D. (Edn.)	Assistant Professor	Mathematics Philosophy	13	
11	Mrs. Shamshad Begum	M.Sc. (Zoology) M.Sc. (Psychology) M.Ed. Ph.D. Pursuing	Assistant Professor	Biological Science & Teacher Education	11	
12	Dr. Shamim Ahmad	M.A. (Political Science/ Hisltry/ Urdu) M.Ed. Ph.D. (Edn.)	Assistant Professor	Educational Technology, Open Distance & Flexible Learning	10	M.Phil. – 1 Ph.D. - 2
13	Mr. Farhat Ali	M.Sc. (Physics) M.Ed. Ph.D. (Edn.)	Assistant Professor	School Administratio n	10	
14	Dr. Najma Begum	M.Sc. (Mathematics) M.A. (Philosophy) M.Ed.	Assistant Professor	Research Methodology, Statistical Technology	7	

		Ph.D. (Edn.)				
15	Mrs. Taiyaba Nazli	M.A. (English/ Philosophy) M.Ed. Ph.D. (Edn.)	Assistant Professor	Educational Administratio n and Management	17	
16	Dr. Akther Parveen	M.A. (English/ Philosophy) M.Ed. Ph.D. (Edn.)	Assistant Professor	Psychology: Educational Psychology, English Methodology	21	M.Phil. – 1
17	Mr. Rafi Mohmed	M.A. (Psychology) M.Ed. Ph.D. Pursuing	Assistant Professor	Educational Psychology, Educational Technology, Statistics in Education, Curriculum Development	2	
18	Mr. Pathan Md. Waseem	M.A. (English/Histo ry Psychology) M.Ed. Ph.D. Pursuing	Assistant Professor	Educational Psychology	3	
19	Mr. Sayyad Aman Ubed	M.A. (English/Histo ry) M.Ed. Ph.D. Pursuing	Assistant Professor	Educational Technology, Teacher Education	6	
20	Mr. Bhanu Pratab Preetam	M.A. (English) M.Ed. Ph.D. Pursuing	Assistant Professor	Teacher Education, English Language	2.7	
21	Dr. V.S. Summi	M.Sc. (Zoology) M.A. (Philosophy) M.Ed. Ph.D. (Edn.)	Assistant Professor	Behaviour Management, Teacher Education	3	

College of Teacher Education (Srinagar)

1	Dr. Bilal Rafiq Shah	M.A English, M.Ed, Ph.D	Associate Prof.	Educational psychology, Methods of Teaching	15 yrs (Approx)	
---	----------------------	----------------------------	--------------------	--	---------------------	--

				English, Skills of teaching.		
2	Mr. Syed Zahoor Ahmad Geelani	M.Sc. zoology, M.Ed.	Associate Prof.	Science Education, Educational technology, environmental Science.	14yrs (Approx)	
3	Mr. Mohd shakeel	M.A Education, B.Ed, M.A History	Assistant Prof.	Sociological foundations of Education, Guidance & counselling	08 Yrs	
4	Dr. Sameena Basu	M.Phil Education, Ph.D	Assistant Prof.	Teacher education, educational Administration.	13 yrs (Approx)	
5	Dr. Tarique Ahmad Masoodi	M.A Education, B.Ed, M.Phil & Ph.D	Assistant Prof.	Philosophy of Education.	08 yrs. (Approx)	Ph.D. - 1
6	Mrs, Raihana malik	M.Phil Education, M.Ed	Assistant Prof.	Educational Psychology, Curriculum development, Guidance & counselling.	11 yrs (Approx)	
7	Mr. RafeedAli.E	M.A Economics, M.Ed, M.phil, Ph.D (Submitted)	Assistant Prof.		03 Yrs (Approx)	
8	Mr. Sakkeer V	M.A Economics, M.A Journalism & Communication, M.Ed, M.Phil Education.	M.A Economics ,		03 Yrs (Approx)	
College of Teacher Education (Darbhanga)						
1	Prof. A. Anjum	M.A (Psy) M.Ed. LLB, Ph.D (Edu.)	Professor & Principal	Psy.of Creativity, Psy. Of Adolescence, Comparative Edu.	36	05 Ph.D
2	Prof. Adam Paul Patteti	M.Sc.M.Ed.M. A(Lit / Psy / JM)	Professor	Special Education , Guidance &	15	01 M.Phil

		M.Phil,Ph.D, PGDGC, PGPD(MR)		Counselling		
3	Dr. Md. Faiz Ahmad	M.A (Hist., Eng. Urdu)M.Ed., Ph.D (Education)	Associate Professor	Hist. of Indian Edu., Principles of Curriculum Construction, Education Admn in India	13	
4	Mr. Shafayat Ahmad	M.A (Eco.) M.Ed ,M.Phil, (Education)	Assistant Professor	Educational & Admn. Educational, planning financing Educational supervision	10	
5	Mr. Zafar Iqbal Zaidi	M.Sc. (Math), M.Ed. Ph.D (pursuing)	Assistant Professor	Math of Teaching Education Tech. Educational & Admn.	06	
6	Dr. D Vishwaprasad	M.A(Eng),PG DTS, TESOL (Method)	Assistant Professor	Methodology of English Teaching,	08	
7	Dr. Ravi Kant	M.A (Economics, English), M.Ed., Ph.D.	Assistant Professor	Educational Technology	08	
8	Dr. Ansarul Hasan	M.Sc. (Zoology) M.Ed., Ph.D (Edu.),	Assistant Professor	Measurement & Evaluation, Education Planning & Finance, Comparative Education	12	
9	Mr. Bhimappa Ranganavar	M.A. (History), M.Sc. Geography) M.Ed, His- SIET, M.Phil (Edn.),	Assistant Professor	Elementary Edu. Educational Tech.	07	
10	Dr. Aftab Ahmad Ansari	M.A	Assistant Professor	Edu.	4	

		(Geography), PGDHE (INGOU) Ph.D. (Edu.),		Technology, Hist. of Indian Edu.		
College of Teacher Education (Bhopal)						
1	Prof. Wadudul Haque Siddiqui	M.Sc. (Zoology) M.Ed. Ph.D. (Edu.)	Professor	1. Edu. Administratio n 2.Problems of Education	28	01
2	Dr. Mohd. Saheel Khan	M.A. (Geog.) M.Ed. Ph.D. (Edu.)	Associate Professor	1.School Administratio n 2.Measuremen ts Phil.	13	
3	Mr. Naushad Husain	M.Com. M.Ed. NET (Edu.) Ph.D. Pursuing	Assistant Professor	1.Edu. Technology 2. Guidance & Counseling	08	
4	Dr. Talmeez Fatma Naqvi	M.A. (Psy.) M.Ed. Ph.D. (Psy.)	Assistant Professor	1.Teacher Education 2.Edu. Technology 3.Edu. Psychology	08	
5	Dr. Afaqee Nadeem Khan	M.Com. M.A. (Eco.) M.A. (Urdu) M.Ed. Ph.D. (Comm.)	Assistant Professor	1.Teacher Education 2. Guidance & Counseling	06	
6	Dr. Shabana Ashraf	M.Sc. M.Ed. Ph.D. (Edu.)	Assistant Professor	1.Edu. Measurement & Supervision 2. Edu. Technology	10	
7	Dr. Jeena K.G.	M.Sc. (Aquaculture & Fisheries) M.Ed. Ph.D. (Edu.)	Assistant Professor	1.Fishery Micro Bio. 2.Natural Science Edu. 3.Edu. Technology	04	
8	Mr. Indrajeet Dutta	M.Sc. (Chem.) M.Ed. M.Phil. (Edu.) Ph.D. Pursuing	Assistant Professor	1.Measuremen ts & Evaluation 2.Scinece	10	

				Education 3.Educational Research		
9	Dr. Neeti Dutta	M.A. (Pol. Sc.) M.Ed. M.Phil. (Edu.) Ph.D. (Edu.)	Assistant Professor	1. Guidance & Counseling 2.Special Education	14	

College of Teacher Education (Asansol)

1	Dr. Sajid Jamal	M.Sc. (Phy) M.Ed. Ph.D. (Education)	Associate Professor	Physical Science Mathematics	13	Ph.D. - 1
2	Dr. Noushad Husain	M.Sc. (Maths) M.A. (Pol. Sc.) M.A. (Socio.) M.Ed. Ph.D. (Education)	Associate Professor	Mathematics Computer Science	13.5	
3	Mr. Md. Athar Hussain	M.A. (Hist.) M.A. (Persian). M.Ed. NET	Assistant Professor	History & Persian	10	
4	Mr. Syed Tauquir Imam	M.Sc. (Maths) M.Ed. SLET	Assistant Professor	Mathematics Physical Science	7.5	
5	Mr. Sheetala Prasad Anan	M.A. (Economics) M.Ed. M.Phil (Edn.)	Assistant Professor	Teaching of Social Studies	5.5	
6	Mr. Mukesh Kumar Meena	M.Sc. (Botany) M.Ed. NET	Assistant Professor	Teaching of Biological Science	4	

College of Teacher Education (Aurangabad)

1	Dr. Abdul Raheem	M.A. (Socio.) M.Ed. Ph.D. (Education)	Associate Professor	Sociological Foundation of Education Research Methodology	11	
2	Dr. Mohd. Muzaffar Hussain Khan	M.Sc. (Psy). M.A. (History / Urdu) M.Ed. Ph.D. (Education)	Assistant Professor	Education Psychology Teacher Education	16	
3	Mrs. Khan Shahnaz Bano	M.Sc. (Med. Micro) M.B.A. (HR) M.A.	Assistant Professor	Educational Research, Guidance &	13	

		(Psy.) M.Ed.		Counselling		
4	Dr. Bonda Raju	M.Sc. (Pure Mathematics) M.C.J. M.Ed. Ph.D. (Education)	Assistant Professor	Teaching of Mathematics Planning and Management of Elementary Education	9	
5	Dr. Jaki Mumtaz	M.A. (History) M.Ed. Ph.D. (Education)	Assistant Professor	Measurement & Evaluation Research Methodology	9	
6	Dr. Badarul Islam	M.Sc. (Geology) M.Ed. Ph.D. (Education)	Assistant Professor	School Administration Quality Management in School Education	22	

40. List of senior Visiting Fellows, adjunct faculty, emeritus professors

List Enclosed

41. Percentage of classes taken by temporary faculty – programme-wise information

- N/A-

42. Programme-wise Student Teacher Ratio

As per norms prescribed by NCTE

43. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

Department of Education and Training, MANUU, Hyderabad

<i>Name of the Post</i>	<i>Sanctioned</i>	<i>Filled</i>	<i>Actual</i>
<i>Deputy Registrar</i>	<i>01</i>	<i>01</i>	<i>01</i>
<i>Section Officer</i>	<i>01</i>	<i>01</i>	<i>01</i>
<i>Assistant Librarian</i>	<i>01</i>	<i>01</i>	<i>01</i>
<i>Senior Research Assistant</i>	<i>01</i>	<i>01</i>	<i>01</i>
<i>Assistant</i>	<i>01</i>	<i>01</i>	<i>01</i>
<i>LDC</i>	<i>03</i>	<i>03</i>	<i>03</i>
<i>Office Attendant</i>	<i>02</i>	<i>02</i>	<i>02</i>

Colleges of Teacher Education MANUU Srinagar, Darbhanga, Bhopal, Asansol, Sambhal, Aurangabad

<i>Name of the Post</i>	<i>Sanctioned</i>	<i>Filled</i>	<i>Actual</i>
<i>Section Officer</i>	<i>2</i>	<i>2</i>	<i>2</i>

<i>Assistant Accounts Officer</i>	<i>1</i>	<i>1</i>	<i>1</i>
<i>Professional Assistant</i>	<i>1</i>	<i>1</i>	<i>1</i>
<i>Semi Professional Assistant</i>	<i>2</i>	<i>2</i>	<i>2</i>
<i>LDC</i>	<i>7</i>	<i>7</i>	<i>7</i>
<i>Office Attendant</i>	<i>9</i>	<i>9</i>	<i>9</i>
<i>Lab Assistant</i>	<i>4</i>	<i>4</i>	<i>4</i>
<i>Lab Attendant</i>	<i>2</i>	<i>2</i>	<i>2</i>

44. Research thrust areas as recognized by major funding agencies

Education through Urdu Medium

Minorities Education

Teacher Education

Information and Communication Technology

45. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

- **List Enclosed** -

46. Inter-institutional collaborative projects and associated grants received

a) National collaboration

b) International collaboration

29. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

UGC – DRSI under SAP

30. Research facility / centre with

- State recognition
- **National recognition**
- international recognition

51. Special research laboratories sponsored by / created by industry or corporate bodies

52. Publications:

- ◆ Number of papers published in peer reviewed journals (National / International) - **40**
- ◆ Monographs - **05**
- ◆ Chapters in Books - **20**
- ◆ Edited Books - **30**
- ◆ Books with ISBN with details of publishers - **20**

- ◆ Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.) -
- ◆ Citation Index – range / average -
- ◆ SNIP -
- ◆ SJR -
- ◆ Impact Factor – range / average -
- ◆ H-index -

53. Details of patents and income generated
- Nil -

54. Areas of consultancy and income generated
- Nil -

55. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad

Professors

1. *Prof. (Mrs.) H. Khatija Begum*
2. *Prof. (Mrs.) Fatima Begum*
3. *Prof. Siddiqui Mohd. Mahmood*
4. *Prof. Ramesh Ghanta*
5. *Prof. Ashfaqe Anjum*
6. *Prof. Wadadul Haque Siddiqui*

Associate Professors

1. *Dr. (Mrs.) Najmus Saher*
2. *Dr. Sajid Jamal*
3. *Dr. Sadaqat Ali Khan*
4. *Dr. Saheel Ahmed Khan*
5. *Dr. Naushad Hussain*
6. *Dr. (Mrs.) Vanaja M*
7. *Dr. Faiz Ahmed*

56. Faculty serving in
g) National committees b) International committees c) Editorial Boards d) any other (please specify)

Prof. H. Khatija Begum, Member of School Board, Faculty of Education, Jamia Milia Islamia – New Delhi, CESI

Prof. Siddiqui Mohd. Mahmood - NCERT

Prof. Ramesh Ghanta – NCERT, NCTE, Intel, Edu Track

32. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

Active Participation of the faculty in conducting Refresher Courses, Orientation Programmes, workshop and Training Programme.

***3 Refresher Courses in Education – at MANUU
Co-ordinator Prof. H. Khatija Begum***

***1 Refresher Course in Education and Psychology – at MANUU
Co-ordinator Prof. Siddiqui Mohd. Mahmood***

28. Student projects

- percentage of students who have done in-house projects including inter-departmental projects

100 %

- percentage of students doing projects in collaboration with other universities / industry / institute

60 %

53. Awards / recognitions received at the national and international level by

- Faculty
- Doctoral / post doctoral fellows - **01**
- Students

54. Seminars/ Conferences/Workshops organized and the source of funding (national international) with details of outstanding participants, if any.

List Enclosed

55. Code of ethics for research followed by the departments
Code of ethics for research is followed as per the UGC Norms

56. Student profile programme-wise:

2009-10

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
Diploma in Education	227	18	96	100%	100%
Bachelor of Education	476	80	58	100%	100%
Master of Education	377	17	08	100%	100%
M. Phil.	--	--			

Ph.D.	--	--			
-------	----	----	--	--	--

2010-11

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
Diploma in Education	250	12	93	100%	100%
Bachelor of Education	588	89	61	100%	100%
Master of Education	400	20	10	100%	100%
M. Phil.	--	--			
Ph.D.	--	--			

2011-12

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
Diploma in Education	234	29	81	100%	100%
Bachelor of Education	559	95	52	100%	100%
Master of Education	372	27	8	100%	100%
M. Phil.	--	--	--		
Ph.D.	--	--	--		

2012-13

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
Diploma in Education	470	34	81	100%	100%
Bachelor of Education	528	102	24	100%	100%
Master of Education	513	28	05	100%	100%
M. Phil.	--	--			
Ph.D.	--	--			

2013-14

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
Diploma in Education	1316	38	78	90%	95%
Bachelor of Education	358	111	34	95%	98%
Master of Education	246	30	05	100%	100%
M. Phil.	64	02	--		
Ph.D.	21	02	01		

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same	% of students from other universities within the	% of students from universities outside the	% of students from other
--	-----------------------------	--	---	--------------------------

	university	State	State	countries
Diploma in Education	--	100	--	--
Bachelor of Education	15	10	75	--
Master of Education	70	05	25	--
M. Phil.	75	05	20	--
Ph.D.	75	05	20	--

47. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

35 NET/SLET

48. Student progression

Student progression	Percentage against enrolled
UG to PG	60 %
PG to M.Phil.	80 %
PG to Ph.D.	80 %
Ph.D. to Post-Doctoral	-----
Employed Campus selection Other than campus recruitment	98 %
Entrepreneurs	

49. Diversity of staff

Percentage of Faculty who are		
49. N	Graduates of the same University	Nil
u	From other Universities with in the state	16
m	From Universities from other states from	55
b	Universities outside the country	Nil
er		
o		
f		

faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period

4 Faculty members were awarded Ph.D. Degree

50. Present details of departmental infrastructural facilities with regard to

a) Library

In Addition to the Central Library the Departmental Library is having 4034 volumes with 1424 titles. Further the library is subscribing 4 (Urdu) (8) English and (3) Hindi journals in education. There are about 330 M.Ed. Dissertations, 20 M.Phil. and 5 Ph.D. Theses are available in the Library. A separate reading room is attached with the library to facilitate the students to spend considerable time in the Library.

- b) Internet facilities for staff and students
The University is a Wi-Fi enabled Campus therefore all the faculty and the students are accessible to the Internet 24 x 7.
- c) Total number of class rooms
40 Class Rooms
- v) Class rooms with ICT facility
10 Class Rooms
- w) Students' laboratories
Psychology Lab, Language Lab, Computer Lab, ET Lab, Art Education Lab, work experience Lab Science Lab and Social Studies Lab
- x) Research laboratories
N/ A

91. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university
Doctoral – 38 Students
- b) from other institutions/universities

92. Number of post graduate students getting financial assistance from the university.

*M.Ed. – Hyderabad and Srinagar (38 each)
Darbhanga and Bhopal (35 each)
M.Phil - 09
Ph.D. - 12*

93. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

Survey was conducted in the catchment area and identified the needs and requirement of the graduates willing to pursue B.Ed. / M.Ed. and also vacancies available in the Urdu Medium Schools. Accordingly the CTEs are established in the respective states.

94. Does the department obtain feedback from

- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
Yes the feedback obtained from the faculty members is considered while revising the curriculum and modifying the evaluation procedures etc.

- b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

The feedback obtained from the students is used in the preparation of the time table and the papers offered in different programmes / courses.

- c. Alumni and employers on the programmes offered and how does the department utilize the feedback?

The experiences of the alumni and the Staff are used in the designing of the new academic programmes / activities in the school.

95. List the distinguished alumni of the department (maximum 10)

List Enclosed

96. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

- i) *Research Methodology – Prof. Y.P. Aggarwal – Former Head and Dean, Faculty of Education, University of Allahabad, Allahabad.*
- ii) *Research Methodology - Prof. Farida Khatoon – Former Head & Dean, Faculty of Education Osmania Universt, Hyderabad*
- iii) *Indian Schools of Philosophy – Prof. M.V. Ram Kumar Ratnam – Director, DDE , Acharya Nagarjuna University, Guntur.*
- iv) *Research Methodology and Statistics – Prof. S. Padmanabhiah – Former Dean, S.V. University Faculty of Education.*
- v) *Contemporary issues in Teacher Education – Prof. Aijaz Masih – Former Dean, Faculty of Education JMI New Delhi.*
- vi) *Concerns and challenges in Teacher Education – Prof. Ilyas Hussain, Jamia Millia Islamia, New Delhi*
- vii) *Teacher Education – Prof. Padmavathi – Former Principal, IASE, Masab Tank, Hyderabad.*
- viii) *Philosophy of Education – Prof. Ramesh Ghanta, Head & Dean Faculty of Education, Kakatiya University, Warangal*
- ix) *ICT enable English Languages Teaching Skills – Prof. Patil Former Dean, EFLU, Hyderabad*
- x) *Curriculum Development – T. Mrinalini, Former Principal, IASE Osmania University, Hyderabad.*
- xi) *Right to Education – Prof. Ahamadullah, Hyderabad*
- xii) *Research Methodology and Educational Psychology – Prof. Dost Mohammed Khan, Marathwada College of Education, Aurangabad.*

97. List the teaching methods adopted by the faculty for different programmes.

- i) ***Constructivist Approach***
- ii) ***Collaborative Learning Strategies***
- iii) ***Team Teaching / Learning***
- iv) ***ICT enabled teaching –learning techniques***
- v) ***Lecture – Demonstration Method.***

98. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Objectives are constantly pursued through formative and summative evaluation techniques, facilitating continuous and comprehensive evaluation of curricular and co-curricular activities like evaluation Tests, Seminar activities, Presentation, Project work, Assignments, Community Participation, Work experience, literary and cultural activities, games and sports, Field Trips, Workshops on Improvisation of Teaching Aids, Science Exhibitions etc.

99. Highlight the participation of students and faculty in extension activities.

Teachers are actively involved in the University Administration and community outreach activities. Further the faculty encourages the involvement of the students in various community development activities such as adult literary programmes, environment awareness development activities etc.

78. Give details of “beyond syllabus scholarly activities” of the department.

Seminars, Webinars, Contribution to production of online materials, Open educational resources (OERs)etc.

79. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

- Nil -

80. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

Preparation of Model Lesson plans by using constructivist and inclusive approaches besides developing teaching – learning materials in Urdu

81. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- i) *Fully qualified and highly proficient faculty members are available in the Department and Colleges of Teacher Education*
- ii) *Sprawling building with all the material resources is at the disposal of the School of Education and Training.*
- iii) *All the laboratories are fully equipped.*
- iv) *The Department developed a fully equipped and furnished computer and language lab.*
- v) *Wi-Fi facility on the campus to enable all the students and the faculty to access the world of information.*

Weaknesses:

- i) *Non availability of recent subject matter in different aspects of teacher education in Urdu.*
- ii) *As the students came from Urdu Medium background they find it difficult to study in English which is a pre-requisite to assimilate new knowledge.*
- iii) *In the age of accelerated learning it is often observed that our students are slow in their acquisition process due to their Socio- economic background.*
- iv) *Assimilation and expression of certain crucial issues in education is hampered due to non-availability of research data in Urdu.*
- v) *The present duration of B.Ed. and M.Ed. Courses is not sufficient to orient the prospective teachers in the crucial areas of their profession which include School Experience, Community Interaction and the mastery of the content in Urdu.*

Challenges:

- i) *The Socio-economic and the academic backdrop of the students enrolled in to different programmes are considered to be a big hurdle in motivating and bringing them on par with the best of the students pursuing similar courses in other reputed institutions.*
- ii) *It is challenge for the faculty to main stream the students who come from different parts of the county with diversified outlook.*
- iii) *It is a challenge for the faculty to bring all the students in to the fold of ICT enable learning.*
- iv) *It is also a challenge for the School of Education and Training to prepare the curriculum and other activities for different programmes of Teacher Education, so as to prepare the prospective teachers not only for Urdu Medium schools but also for other Schools run by the State, Central Governments and*

Private organisations.

- v) *While offering pre-service teacher education programmes to prepare teachers for Urdu Medium schools, the faculty is also equally concerned with the empowerment of the existing Urdu Medium teachers across the country is a challenge for the School of Education and Training MANUU.*

82. Future plans of the School of Education and Training MANUU.

- i) *To promote collaborative research in education with inter disciplinary approach in the University and with Departments of Education of other Universities.*
- ii) *To establish a Department of Special Education in the School of Education and Training to prepare Teachers to deal the children with different disabilities.*
- iii) *To develop the Department of Education and Training as a Centre of Research identifying the University Education and Education through Urdu medium as thrust areas.*
- iv) *School of Education and Training is planning to elevate all the CTEs in its preview as comprehensive colleges of Education by way of offering all the teacher education programmes under one roof.*
- v) *The School of Education and Training is planning to hiring of all the CTEs and other primere institutions offering Teacher education programme through the medium of “Networking institutions for capacity enhancement (NICE)*

Evaluative Report of the College of Teacher Education, Srinagar

61. Name of the Department : College of Teacher Education Srinagar.
62. Year of establishment : August 2005
63. Is the Department part of a School/Faculty of the university? YES
64. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.)
i UG: B.Ed,
ii PG: M.Ed.
65. Interdisciplinary programmes and departments involved

66. Courses in collaboration with other universities, industries, foreign institutions, etc.
67. Details of programmes discontinued, if any, with reasons
68. Examination System: Annual/Semester/Trimester/Choice Based Credit System
 B.Ed, Annual:
 M.Ed. Semester:
69. Participation of the department in the courses offered by other departments
70. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor		01(contractual)	
Associate Professors		02	
Asst. Professors		06	
Others		01 part time faculty	

23. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Dr. Bilal Rafiq Shah	M.A English, M.Ed, Ph.D	Associate Prof.	Educational psychology, Methods of Teaching English, Skills of teaching.	15 yrs (Approx)	
Mr. Syed Zahoor Ahmad Geelani	M.Sc. zoology, M.Ed.	Associate Prof.	Science Education, Educational technology, environmental Science.	14yrs (Approx)	
Mr. Mohd shakeel	M.A Education, B.Ed, M.A History	Assistant Prof.	Sociological foundations of Education, Guidance & counselling	08 Yrs	
Dr. Sameena Basu	M.Phil Education, Ph.D	Assistant Prof.	Teacher education, educational Administration.	13 yrs (Approx)	
Dr. Tarique Ahmad Masoodi	M.A Education, B.Ed, M.Phil & Ph.D	Assistant Prof.	Philosophy of Education.	08 yrs. (Approx)	02 (pursuing Ph.D).
Mrs, Raihana malik	M.Phil Education, M.Ed	Assistant Prof.	Educational Psychology, Curriculum development, Guidance & counselling.	11 yrs (Approx)	
Mr. RafeedAli.E	M.A Economics, M.Ed, M.phil, Ph.D (Submitted)	Assistant Prof.		03 Yrs (Approx)	
Mr. Sakkeer V	M.A Economics, M.A Journalism & Communication, M.Ed, M.Phil Education.	M.A Economics,		03 Yrs (Approx)	

47. List of senior Visiting Fellows, adjunct faculty, emeritus professors

48. Percentage of classes taken by temporary faculty – programme-wise information:

B.Ed- Teaching of Urdu: Five days a week. Part time faculty
 B.Ed- Paper 1st : Three days a week. Prof on contractual basis
 M.Ed- Paper 1st Five days a week. Prof on contractual basis

49. Programme-wise Student Teacher Ratio

Total No. of B.Ed students at present enrolled: 117

Total No. of M.Ed students at present enrolled: 38

Teaching strength: 10

Associate Prof: 02

Assistant Prof: 06

Prof. 01

Part time faculty: 01

50. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

Name	Qualification	Designation	Experience
Mrs. Shabnum Nazir	M.A Education, M.Ed, PGDCA	AAO	9yrs approx.
Dr.(Mrs.) Muzamil Shafi	Ph.D.(Lib.& Inf.Sc.)	Proffesional Assistant	9 yrs approx.
Mrs. Asiya Ahmad	MLI.Sc	Semi- Proffesional Assistant	9 yrs approx.
Mrs. Ishrat Rafiq	B.Sc	Lab. Assistant	9 yrs approx.
Mrs. Ghousia Jan	B.A	LDC	9 yrs approx.
Mrs. Maisar Jan	B.Com.,BLI.Sc	Library Attendant	9 yrs approx.
Mrs. Romana Bashir	B.A	Office Attendant	9 yrs approx.
Showkat Ahmad Mir(Contractual).	M.A English, M.A History, M.Ed.	LDC	01 year.

51. Research thrust areas as recognized by major funding agencies

52. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Previously one Minor Research project by Mr. Syed Zahoor Ahmad Geelani.

53. Inter-institutional collaborative projects and associated grants received: None.

a) National collaboration

b) International collaboration

31. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

32. Research facility / centre with

- state recognition

- national recognition

- international recognition □□□N/A

57. Special research laboratories sponsored by / created by industry or corporate bodies

58. Publications:

- * Number of papers published in peer reviewed journals (national / international)

- * Monographs

- * Chapters in Books *

Edited Books

- * Books with ISBN with details of publishers: **13 Books.**

- * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

- * Citation Index – range / average *

SNIP

- * SJR

- * Impact Factor – range / average *

h-index

59. Details of patents and income generatedN/A

60. Areas of consultancy and income generatedN/A

61. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroadN/A

62. Faculty serving in

h) National committees b) International committees c) Editorial Boards d) any other (please specify)N/A

33. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

From time to time faculty go on attending the faculty recharging programmes.

I Refresher courses

Ii Orientation courses

Iii workshops

Iv Training programs

57. Student projects :

- percentage of students who have done in-house projects including inter-departmental projects

- percentage of students doing projects in collaboration with other universities

/ industry / instituteN/A

58. Awards / recognitions received at the national and international level by : N/A

- Faculty
- Doctoral / post doctoral fellows
- StudentsN/A

59. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.N/A

60. Code of ethics for research followed by the departments

61. Student profile programme-wise:

62.

Name of the Programme (refer to question no. 4)	Applications Received	Selected		Pass percentage	
		Male	Female	Male	Female
B.Ed 2009-10	1000	131	23	93.01	100
B.Ed 2010-11	792	59	19	96.06	94.07
B.Ed 2011-12	210	115	26	77.00	84.00
B.Ed 2012-13	250	103	16	96.00	87.05
B.Ed 2013-14	266	101	15	90.09	86.66
M.Ed 2012-13	N/A	18	02	100.00	100.00
M.Ed 2013-14	752	26	04	100.00	100.00

Diversity of students

33.

Name of the	% of	% of students	% of students	% of
-------------	------	---------------	---------------	------

Programme (refer to question no. 4)	students from the same university	from other universities within the State	From Universities outside the State	students From Other countries
B.Ed 2009-10	12			
B.Ed 2010-11	24			
B.Ed 2011-12	10			
B.Ed 2012-13	16			
B.Ed 2013-14	14			
M.Ed 2012-13	09			
M.Ed 2013-14	11			

50. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise. Details not available.

51. Student progressionN/A

Student progression	Percentage against enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	
Entrepreneurs	

36. Diversity of staff

Percentage of faculty who are graduates of
the same university: None
from other universities within the State 9
from universities from other States from:
universities outside the country None

51. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period : **03 Ph.D in the year 2012, 2013, 2014**

52. Present details of departmental infrastructural facilities with regard to

a) Library : **3558 Books**

- b) Internet facilities for staff and students : **yes**
- c) Total number of class rooms: 03
- y) Class rooms with ICT facility : Nil
- z) Students' laboratories : **01**
- aa) Research laboratories: Nil

100. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university
- b) from other institutions/universities

101. Number of post graduate students getting financial assistance from the university:
38 M.Ed Students

102. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.N/A

103. Does the department obtain feedback from

- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
- b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
- c. alumni and employers on the programmes offered and how does the department utilize the feedback?N/A

104. List the distinguished alumni of the department (maximum 10) N/A

105. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts:

Special lectures by Educationists of the valley:

- 1. **Retd Professors from University of Kashmir**
- 2. **CEO, Chief Education Officers of the valley**
- 3. **Planning officer from state Administration.**

106. List the teaching methods adopted by the faculty for different programmes:
Project/Assignment Lecture Demonstration.

107. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Monitoring by CCE & Internal Assessment

108. Highlight the participation of students and faculty in extension activities:

Extension Lectures being delivered at university of Kashmir and other universities by

faculty members

Evaluative Report of College of Teacher Education, Bhopal

71. Name of the Department : **College of Teacher Education, Bhopal**
72. Year of establishment : **2006**
73. Is the Department part of a School/Faculty of the university?
Constituent of School
74. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.) : **UG and PG**
75. Interdisciplinary programmes and departments involved : **N/A**
76. Courses in collaboration with other universities, industries, foreign institutions, etc.
N/A
77. Details of programmes discontinued, if any, with reasons : **N/A**
78. Examination System: Annual/Semester/Trimester/Choice Based Credit System
Annual(B.Ed.), Semester(M.Ed.)
79. Participation of the department in the courses offered by other departments : **N/A**
80. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	<i>Sanctioned</i>	Filled	Actual (including CAS & MPS)
Professor		01	01
Associate Professors		01	01
Asst. Professors		07	07
Others		---	---

24. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for last 4 years
Prof. Wadudul Haque Siddiqui	M.Sc. (Zoology) M.Ed. Ph.D. (Edu.)	Professor	1. Edu. Administration 2. Problems of Education	28	01
Dr. Mohd. Saheel Khan	M.A. (Geog.) M.Ed. Ph.D. (Edu.)	Associate Professor	1. School Administration 2. Measurements Phil.	13	
Mr. Naushad Husain	M.Com. M.Ed. NET (Edu.) Ph.D. Pursuing	Assistant Professor	1. Edu. Technology 2. Guidance & Counseling	08	
Dr. Talmeez Fatma Naqvi	M.A. (Psy.) M.Ed. Ph.D. (Psy.)	Assistant Professor	1. Teacher Education 2. Edu. Technology 3. Edu. Psychology	08	
Dr. Afaque Nadeem Khan	M.Com. M.A. (Eco.) M.A. (Urdu) M.Ed. Ph.D. (Comm.)	Assistant Professor	1. Teacher Education 2. Guidance & Counseling	06	
Dr. Shabana Ashraf	M.Sc. M.Ed. Ph.D. (Edu.)	Assistant Professor	1. Edu. Measurement & Supervision 2. Edu. Technology	10	
Dr. Jeena K.G.	M.Sc. (Aquaculture & Fisheries) M.Ed. Ph.D. (Edu.)	Assistant Professor	1. Fishery Micro Bio. 2. Natural Science Edu. 3. Edu. Technology	04	
Mr. Indrajeet Dutta	M.Sc. (Chem.) M.Ed. M.Phil. (Edu.) Ph.D. Pursuing	Assistant Professor	1. Measurements & Evaluation 2. Science Education 3. Educational Research	10	

Dr. Neeti Dutta	M.A. (Pol. Sc.) M.Ed. M.Phil. (Edu.) Ph.D. (Edu.)	Assistant Professor	1. Guidance & Counseling 2.Special Education	14	
-----------------	--	------------------------	---	----	--

54. List of senior Visiting Fellows, adjunct faculty, emeritus professors : **No**
55. Percentage of classes taken by temporary faculty – programme-wise information : **No**
56. Programme-wise Student Teacher Ratio : **15:1**
57. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

Name of the Post	Sanctioned	Filled	Actual
Section Officer	01	01	01
Library Assistant	01	01	01
Lab Assistant	01	01	01
Lab. Attendant	01	01	01
Office Attendant		01	01

58. Research thrust areas as recognized by major funding agencies : **N/A**
59. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. : **N/A**
60. Inter-institutional collaborative projects and associated grants received
- a) National collaboration : **N/A** b) International collaboration : **N/A**
33. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. : **N/A**
34. Research facility / centre with
- state recognition
 - national recognition : **Yes**
 - international recognition
63. Special research laboratories sponsored by / created by industry or corporate bodies : **N/A**
64. Publications:
- * Number of papers published in peer reviewed journals (national / international)
 - * Monographs
 - * Chapters in books
 - * Edited Books
 - * Books with ISBN with details of publishers

- * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - * Citation Index – range / average
 - * SNIP
 - * SJR
 - * Impact Factor – range / average *
- h-index

Name of Faculty	Publications	
Prof. Wadudul Haque Siddiqui	Books – 8	Papers – 11
Dr. Mohd. Saheel Khan	Books – 1	Papers – 4
Mr. Naushad Husain		Papers – 2
Dr. Talmeez Fatma Naqvi	Books – 2	Paper – 16
Dr. Afaque Nadeem Khan		Papers – 2
Dr. Shabana Ashraf		Papers – 15
Dr. Jeena K.G.		Papers – 10
Mr. Indrajeet Dutta		Paper – 25 Chapter – 01 (Edu. Book)
Dr. Neeti Dutta		Papers – 10

65. Details of patents and income generated : **N/A**
66. Areas of consultancy and income generated : **N/A**
67. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad : **N/A**
68. Faculty serving in
- i) National committees b) International committees c) Editorial Boards d) any other (please specify) : **N/A**
34. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs). : **N/A**
63. Student projects
- percentage of students who have done in-house projects including inter-departmental projects : **N/A**
 - percentage of students doing projects in collaboration with other universities / industry / institute : **N/A**
64. Awards / recognitions received at the national and international level by
- Faculty : **N/A**
 - Doctoral / post doctoral fellows : **N/A**
 - Students : **N/A**
65. Seminars/ Conferences/Workshops organized and the source of funding (national

/ international) with details of outstanding participants, if any. : **N/A**

66. Code of ethics for research followed by the departments : **N/A**

67. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
B.Ed.(2009-10)	177	88	12	88%	12%
B.Ed.(2010-11)	446	91	09	91%	09%
B.Ed. (2011-12)	331	74	15	83.15%	16.85%
B.Ed.(2012-13)	257	84	13	86.60%	13.40%
B.Ed.(2013-14)	225	78	20	79.60%	20.40%

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

52. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

53. Student progression

Student progression	Percentage against enrolled
UG to PG	N/A
PG to M.Phil.	N/A
PG to Ph.D.	N/A
Ph.D. to Post-Doctoral	N/A
Employed	
<input type="checkbox"/> Campus selection	N/A
<input type="checkbox"/> Other than campus recruitment	N/A
Entrepreneurs	N/A

36. Diversity of staff

--

Percentage of faculty who are graduates

of the same university	N/A
from other universities within the State	N/A
from universities from other States	09
from universities outside the country	N/A

53. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period : **Two(02)**

54. Present details of departmental infrastructural facilities with regard to

a) Library : Adequate

b) Internet facilities for staff and students : **Adequate**

c) Total number of class rooms : **08**

bb) Class rooms with ICT facility : **Adequate**

cc) Students' laboratories : **Adequate**

dd) Research laboratories : **N/A**

109. List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university : **N/A**

b) from other institutions/universities : **N/A**

110. Number of post graduate students getting financial assistance from the university. : **N/A**

111. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology. : **N/A**

112. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? **Modification**

b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? **Bring desirable changes**

c. alumni and employers on the programmes offered and how does the department utilize the feedback? : **N/A**

113. List the distinguished alumni of the department (maximum 10) : **N/A**

114. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts. : **N/A**
115. List the teaching methods adopted by the faculty for different programmes.
Lecture and Lecture cum demonstration
116. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored? **Students feedback**
117. Highlight the participation of students and faculty in extension activities. **N/A**
83. Give details of “beyond syllabus scholarly activities” of the department.
Seminar and discussion.
84. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details. **N/A**
85. Briefly highlight the contributions of the department in generating new knowledge, basic or applied. **N/A**
86. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department. **N/A**
87. Future plans of the department. **N/A**

Evaluative Report of College of Teacher Education, Darbhanga

81. Name of the Department –MANUU, College of Teacher Education, Darbhanga
82. Year of establishment - 2006
83. Is the Department part of a School/Faculty of the university? Yes
84. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.) – B.Ed. & M.Ed.
85. Interdisciplinary programmes and departments involved- No
86. Courses in collaboration with other universities, industries, foreign institutions, etc. –No
87. Details of programmes discontinued, if any, with reasons –No
88. Examination System: Annual/Semester/Trimester/Choice Based Credit System – Annual (B.Ed) , Semester (M.Ed)
89. Participation of the department in the courses offered by other departments – No
90. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor		02	02
Associate Professors		01	01
Asst. Professors		07(01 on study leave)	06
Others			

25. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Designation	Qualification	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Prof. A. Anjum	Professor & Principal	M.A (Psy) M.Ed. LLB, Ph.D (Edu.)	Psy.of Creativity, Psy. Of Adolescence, Comparative Edu.	36	05 Ph.D
Prof. Adam Paul Patteti	Professor	M.Sc.M.Ed.M.A(Lit)M.A (Psy)M.A(JM),M.Phil,Ph.D, PGDGC,PGPD(MR)	Special Education , Guidance & Counselling	15	01 M.Phil
Dr. Md. Faiz Ahmad	Associate Professor	M.A (Hist., Eng. Urdu)M.Ed., Ph.D (Education)	Hist. of Indian Edu., Principles of Curriculum Construction, Education Admn in India	13	
Mr. Shafayat Ahmad	Assistant Professor	M.A (Eco.) M.Ed ,M.Phil, (Education)	Educational & Admn. Educational, planning financing Educational supervision	10	
Mr. Zafar Iqbal Zaidi	Assistant Professor	M.Sc. (Math), M.Ed. Ph.D (pursuing)	Math of Teaching Education Tech. Educational & Admn.	06	
Dr. D Vishwaprasad	Assistant Professor	M.A(Eng),PGDTS,TESOL (Method)	Methodology of English Teaching,	08	
Dr. Ravi Kant	Assistant Professor	M.A (Economics, English), M.Ed., Ph.D.	Educational Technology	08	
Dr. Ansarul Hasan	Assistant Professor	M.Sc. (Zoology) M.Ed., Ph.D (Edu.),	Measurement & Evaluation, Education Planning & Finance, Comparative Education	12	
Mr. Bhimappa Ranganavar	Assistant Professor	M.A. (History), M.Sc. Geography) M.Ed, His-SIET, M.Phil (Edn.),	Elementary Edu. Educational Tech.	07	
Dr. Aftab Ahmad Ansari	Assistant Professor	M.A (Geography), PGDHE (INGOU) Ph.D. (Edu.),	Edu. Technology, Hist. of Indian Edu.	4	

61. List of senior Visiting Fellows, adjunct faculty, emeritus professors - No

62. Percentage of classes taken by temporary faculty – programme-wise information-No

63. Programme-wise Student Teacher Ratio – B.Ed.(100), M.Ed.(35) Total Teacher-10
64. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual - 04
65. Research thrust areas as recognized by major funding agencies - No
66. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. - No
67. Inter-institutional collaborative projects and associated grants received -No
- a) National collaboration b) International collaboration
35. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. - No
36. Research facility / centre with
- state recognition
 - national recognition
 - international recognition

69. Special research laboratories sponsored by / created by industry or corporate bodies -
No
70. Publications:
- * Number of papers published in peer reviewed journals (national / international) –
National-48, International-43
 - * Monographs
 - * Chapters in Books -04
 - * Edited Books -06
 - * Books with ISBN with details of publishers – 08
 - * Number listed in International Database (For *e.g.* Web of Science, Scopus,
Humanities International Complete, Dare Database - International Social Sciences
Directory, EBSCO host, etc.)
 - * Citation Index – range / average *
SNIP
 - * SJR
 - * Impact Factor – range / average *
h-index
71. Details of patents and income generated -No
72. Areas of consultancy and income generated -No
73. Faculty selected nationally / internationally to visit other laboratories / institutions
/ industries in India and abroad -No
74. Faculty serving in
- j) National committees -02 b) International committees c) Editorial Boards -02 d) any
other (please specify)
35. Faculty recharging strategies (UGC,-01 ASC, Refresher 02, orientation programs 02
workshops 02, training programs and similar programs).

68. Student projects
- percentage of students who have done in-house projects including inter-departmental projects
 - percentage of students doing projects in collaboration with other universities / industry / institute
69. Awards / recognitions received at the national and international level by
- Faculty- 02
 - Doctoral / post doctoral fellows
 - Students
70. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any. - No
71. Code of ethics for research followed by the departments
72. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
B.Ed 2010-11	752	81	19	81%	19%
B.Ed 2011-12	534	85	15	85%	15%
B.Ed 2012-13	419	81	19	81%	19%
B.Ed 2013-14	466	86	14	86%	14%
B.Ed 2014-15	1348	82	18	82 %	18%
M.Ed 2014-15	449	30	05	86%	14%

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
B.Ed	10	82	08	Nil
M.Ed	17	17	01	Nil

54. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise. - NA

55. Student progression

Student progression	Percentage against enrolled
UG to PG – B.Ed to M.Ed	17 No.of candidates
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	
Entrepreneurs	

36. **Diversity of staff**

Percentage of faculty who are graduates	
Of the same university	No
From other universities within the State	02
From universities from other States from	08
Universities outside the country	No

55. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period

56. Present details of departmental infrastructural facilities with regard to

- a) Library –Books-1710, Journal’s subscription- Nil
- b) Internet facilities for staff and students –Yes
- c) Total number of class rooms - 05

ee) Class rooms with ICT facility -01

ff) Students' laboratories - 02

gg) Research laboratories -**No**

118. List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university

b) from other institutions/universities

119. Number of post graduate students getting financial assistance from the university.-35
(1000 per month)

120. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

121. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

c. alumni and employers on the programmes offered and how does the department utilize the feedback?

122. List the distinguished alumni of the department (maximum 10)

123. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

124. List the teaching methods adopted by the faculty for different programmes.

125. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

126. Highlight the participation of students and faculty in extension activities.

88. Give details of “beyond syllabus scholarly activities” of the department.
89. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details. - NCTE
90. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

Mass literacy awareness programme specially for women and challenged people were initiated in the surrounding villages of BPL families of this MANUU, off campus. Health care awareness were initiated by the boys and girls students with regard to Aids, Maleria and Dengu. Cleanliness and safe & secure toilets habits were propagated in the larger area of this vicinity.

91. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

- 1. Training large no. of Urdu knowing students*
- 2. Shortage of study material in Urdu*
- 3. Maximum employment of the product of this institution*
- 4. Educating the students of remote backward districts of Bihar*
- 5. Offering quality teacher education despite many inadequacies in times of infrastructure*

92. Future plans of the department.

MANUU, College of Teacher Education, Darbhanga has been established in 2006 and started B.Ed (Regular) course from the session 2007-2008. B.Ed. distance course also started in 2008. M.Ed course started in 2014-15. MANUU, CTE, Darbhanga has been receiving a large number of application every year. In future CTE need another unit of B.Ed. and M.Ed . MANUU, CTE need to start D.Ed. programme which is highly required in this region.

Evaluative Report of the Department of Mass Communication and Journalism

91. Name of the Department : *Mass Communication and Journalism*

92. Year of establishment: *2004*

93. Is the Department part of a School/Faculty of the university?

Yes-School of Mass Communication and Journalism

94. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.):

MA(MCJ) and Ph.D (MCJ)

95. Interdisciplinary programmes and departments involved :

96. Courses in collaboration with other universities, industries, foreign institutions, etc.

97. Details of programmes discontinued, if any, with reasons:

A PG Diploma in Graphics and Animation was introduced in academic year 2012-13, but was discontinued due to poor response from the students.

98. Examination System: Annual/Semester/Trimester/Choice Based Credit System :

Semester

99. Participation of the department in the courses offered by other departments:

100. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual including CAS and MPS
Professor	01	-	
Associate Professor	03	03	
Assistant	04	02	

Professor			
Other			

26. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Dr. Ehtesham Ahmad Khan	1. Masters in Mass Communication & Journalism 2. Diploma in Journalism 3. MA (Political Science) 4. PhD(Mass Communication & Journalism)	Head, & Associate Professor	Broadcast Journalism, TV & Video Production, TV Programming & Electronic Media	08	
Mr. Mohd. Mustafa Ali Sarwari	MA MCJ, M. Phil,	Associate Professor	Reporting & Editing Print & Electronic Media, Urdu Media	05	
Dr. Mohammad Fariyad	1. PhD Mass Communication & Journalism 2. UGC NET, Mass Communication & Journalism 3. Master of Journalism 4. Bachelor of Journalism	Assistant Professor	Print Media & Public Relations	07	
Mr. Syed Hussain Abbas Rizvi	1. Masters in Mass Communication & Journalism 2. Ph.D. Pursuing	Assistant Professor		07	
Mr. Meraj Ahmad Mubarki	1. MA(JMC) 2. PhD (Submitted)	Assistant Professor	Advertising, Non – Linear Editing and Film Studies	04	

68. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

Mr M. J. Akbar, an eminent journalist has been appointed as Visiting Professor.

69. Percentage of classes taken by temporary faculty – programme-wise information:

Guest faculties from the media organizations and field experts were engaged to provide hands on training to publish in-house lab journal 'Izhaar' during Ist Semester for the students of MA (MCJ) for the Paper: Reporting and Editing Practicals, Radio Production and Film appreciation.

70. Programme-wise Student Teacher Ratio: : MA(MCJ) –
2009-10 - 6.1 : 01
MA(MCJ) – 2010-11 - 6.1 : 01
MA(MCJ) – 2011-12 - 5.3 : 01
MA(MCJ) – 2012-13 - 4 : 01
MA(MCJ) - 2013-14 - 3.1 : 01
71. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual
- LDC (Contractual) - 01**
- Technical cum Professional Assistant (Contractual) - 01**
72. Research thrust areas as recognized by major funding agencies
73. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
74. Inter-institutional collaborative projects and associated grants received
- a) National collaboration b) International collaboration
37. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
38. Research facility / centre with
- state recognition
 - national recognition
 - international recognition

75. Special research laboratories sponsored by / created by industry or corporate bodies

76. Publications:

* Number of papers published in peer reviewed journals (national / international):

Dr Ehtesham Ahmad Khan 04

Dr. Mohammad Fariyad-06

Mr. Meraj Ahmad Mubarki -04

Total-14

* Monographs

* Chapters in Books:

Dr Ehtesham Ahmad

Khan **02**

Dr. Mohammad Fariyad

02

* Edited Books

* Books with ISBN with details of publishers: **04**

Mr Mohd Mustafa Ali

Year	Title of the Book	Publisher	ISBN No.
2010	<i>Muslim Samaj Main Shadian Ek Lamhay – Fikr</i>	Nisaab	978-81-908891-4-8
2011	<i>Urdu Sahafat ka Tehqiqi Wa Tanqeedi Jayeza</i>	EPH , New Delhi	978-81-8223-913-5
2013	<i>Barqi Sahafat</i>	EPH, New Delhi	978-93-5073-085-0

Dr Ehtesham Ahmad Khan

Year	Title of the Book	Publisher	ISBN No.
2014	<i>Jadeed Sahafat</i>	EPH, New Delhi	978-93-5073-416-2

* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Citation Index – range / average *

SNIP

* SJR

* Impact Factor – range / average *

h-index

77. Details of patents and income generated

78. Areas of consultancy and income generated

79. Faculty selected nationally / internationally to visit other laboratories / institutions

/ industries in India and abroad

80. Faculty serving in

- k) National committees b) International committees c) Editorial Boards d) any other (please specify)

Dr. Mohammad Fariyad is member of Editorial Board of Journal of Communication Development, New Delhi and member Referee of International journal Jan Sanchaar Vimarsh, Allahabad.

36. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

Orientation Course: (02)- Dr. Mohammad Fariyad in 2012 & Mr. Meraj Ahmad Mubarki in 2013

UGC Workshop: (02)-Year 2013 Dr. Ehtesham Ahmad Khan & Dr. Mohammad Fariyad

73. Student projects

- percentage of students who have done in-house projects including inter-departmental projects.
- percentage of students doing projects in collaboration with other universities / industry / institute

74. Awards / recognitions received at the national and international level by

- Faculty
- Doctoral / post doctoral fellows
- Students

75. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any.

i- On the occasion of National Press Day, a Seminar on “Media and Corporate World” was organised on 8th February 2011.

ii- A two days workshop on Research Methodology was organised by the Department in collaboration with ICSSR on 28th and 29th March 2012.

An amount of Rs30, 000/ was received from ICSSR.

iii- A two days workshop based on Video Lectures was organised on Research Methodology 22nd & 23rd March 2013.

iv- One Day National Seminar was organized on ‘K.A.Abbas: Cinema, Journalism, and Literature’ on 28th March, 2014 in collaboration with Khawaja Ahmad Abbas Centenary Celebration Committee, New Delhi. Mr.Anjum Rajabali, renowned Hindi film script writer of films like Rajneeti, Ghulam, Drohkaal, Kachche Dhaage, The legend of Bhagat Singh, Mr Sagar Sarhadi, renowned dialogue and screenplay writer of films like Kabhie Kabhie, Silsila, Chandni and Faasle, Prof. Shafey Kidwai, HoD, Mass Communication, AMU, Aligarh, Mr

*Shamim Tarique, Senior Journalist, Mumbai and Prof Baig Ehsas, Ex HoD, Urdu, HCU, Hyderabad presented papers in the seminar.
An amount of Rs two lakhs was sponsored by Khawaja Ahmad Abbas Centenary Celebration Committee, New Delhi.*

76. Code of ethics for research followed by the departments

77. Student profile programme-wise: MA(MCJ)

Name of the Programme (refer to question no. 4)	Applications Received	Selected		Pass percentage	
		Male	Female	Male	Female
MA(MCJ) 2009-10	31	28	03	71%	100%
MA(MCJ) 2010-11	31	24	04	70.83%	75%
MA(MCJ) 2011-12	28	20	08	95%	100%
MA(MCJ) 2012-13	20	18	02	39%	50%
MA(MCJ) 2013-14	16	15	01	-	-

33. Diversity of students:

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MA(MCJ) 2009-10		13	18	
MA(MCJ) 2010-11		20	11	

MA(MCJ) 2011-12		15	13	
MA(MCJ) 2012-13		10	10	
MA(MCJ) 2013-14		04	12	

56. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.
2012-JRF- One Student of Batch (2008-10)

2012-NET- One Student of Batch (2009-11)

2013- NET-One Student of Batch (2010-12)

2014- SLET-One Student of Batch (2008-10)

Two of the student (Batch 2008-10 & 2009-11) Mr Iftekhar Alam and Mr Mohd Amir Badr students of MA(M.CJ) have joined PIB and RNI respectively on 15th July 2013. Both students have been selected through Staff Selection Commission for Indian Information Services under Ministry of Information and Broadcasting.
Mr Fida e Rasool, a student of 2010—12 successfully qualified for training program of duration of one year in Turkey, sponsored by Indialogue Foundation, Hyderabad.

One of the student (Batch 2011-13) have been selected for the post of PRO, J& K State Government.

57. Student progression

Student progression	Percentage against enrolled
UG to PG	MA(MCJ) 2009-10- 74% MA(MCJ) 2010-11- 64% MA(MCJ) 2011-12- 96% MA(MCJ) 2012-13- 40% MA(MCJ) 2013-14-
PG to M.Phil.	16
PG to Ph.D.	13
Ph.D. to Post-Doctoral	-
Employed	Campus selection MA(MCJ) 2009-10- 08 MA(MCJ) 2010-11- 06

<input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	MA(MCJ) 2011-12- 05 MA(MCJ) 2012-13- 04 MA(MCJ) 2013-14- 00 Other than campus recruitment MA(MCJ) 2009-10- 06 MA(MCJ) 2010-11- 05 MA(MCJ) 2011-12- 03 MA(MCJ) 2012-13- 06 MA(MCJ) 2013-14-
Entrepreneurs	

58. Diversity of staff

Percentage of faculty who are graduates	
of the same university	-
from other universities within the State	20%
from universities from other States	80%
From University outside the Country	-

57. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period:

02 Ph.D Awarded and one Thesis submitted.

58. Present details of departmental infrastructural facilities with regard to

a) Library :

The departmental library subscribes all leading English, Urdu and Hindi Newspapers and Magazines and has few books, donated by Faculty members. The dissertations of all PG students are kept in the library maintained by the Department.

b) Internet facilities for staff and students:

All the students and Staff have internet facility.

c) Total number of class rooms: 03

hh) Class rooms with ICT facility:01

ii) Students' laboratories: 05

i- Computer Lab facility for In-house Lab Journal

ii- Graphic and Animation Lab

iii- Video Editing Lab

iv- Audio Production Lab

v- Video Production Studio

jj) Research laboratories

127. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university
- b) from other institutions/universities

128. Number of post graduate students getting financial assistance from the university.

All the students who have been enrolled for the MA(MCJ) course from the academic year 2009 to 2014 are getting University Scholarship of Rs 1000/ per month.

129. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

Yes, Feedback and Input were taken from Media Professionals, senior academics from other institutions familiar with the demands of the Industry, who suggested a roadmap and opined that certain programmes be introduced to meet the requirements of the Industry. Simultaneously the alumni also provided opinion in view of their experience. Keeping in view the inputs hence provided the Department launched paper - English Journalistic Skills for the First Semester to enable students to acquire Communication Skills in the English language. Simultaneously another Paper - Introduction to Film Studies was introduced in the fourth semester. Besides an additional paper 'Communication Skills' was introduced to fine-tune varied communication skills such as writing CVs, Resumes, preparing for interviews etc. Secondly keeping in view the changing economic scenario of the country a paper titled Socio-Economic Polity and Media Issues was introduced to help students understand the wider socioeconomic implications within which the press functions in India. Similarly to meet the demand of the animation industry a diploma in Graphics & animation diploma course was launched to create opportunities for Urdu speaking students to acquire technical skills of graphics and animation, which will make them more employable.

130. Does the department obtain feedback from

- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

The faculty members provide comments on the curriculum in the mutual exchanges of the department. Suggestions are incorporated into the syllabus, and in some cases into the bye laws of the department.

- b. students on staff, curriculum and teaching-learning-evaluation and how does the

department utilize the feedback?

Yes, students have also provided suggestions at various gatherings with regard to the curriculum and the evaluation process. To the extent possible, suggestions, proposals, ideas are placed at intra-department consultations and incorporated as per their feasibility.

- c. alumni and employers on the programmes offered and how does the department utilize the feedback?

The department continues to engage with the alumni in a holistic manner and has incorporated the suggestion of the alumni. It has also offered membership to Media Professionals at the Board of Studies so as to enable a more dynamic interface between the Academic and the Industry.

131. List the distinguished alumni of the department (maximum 10)

- i-Mr Jalkote Mohd Pasha, Sr. Copy Editor, Etv- Urdu, RFC, Hyderabad*
ii- Mr Jahaangir Alam, Sub –Editor, First Post.com, New Delhi
iii- Mr Irfan Ahmad, News Anchor, Channel 100, New Delhi
iv-Mr Ghulam Ahmad, Copy Editor, Etv- Uttar Pradesh, RFC, Hyderabad
v-Mr Tabrez Hussain, Sr. Copy Editor, Etv- Urdu, RFC, Hyderabad
vi-Mr Ghulam Jeelani, Sr Copy Editor, Urdu Daily, Rashtriya Sahara, Hyderabad
vii-Mr Zahoor Hussain Bhat, Sub-Editor, UNI-Urdu Service, Srinagar
viii-Mr GM Dar, Copy Editor, Etv- Urdu, RFC, Hyderabad
ix-Ms Ulfat Ara, Copy Editor, Etv- Urdu, RFC, Hyderabad
x- Mr Mohd Nasir, Doordarshan, Hyderabad

132. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

- i- Acclaimed actor Tom Alter delivered a Lecture on 11th November 2009 and interacted with the students.*
- ii- An extension Lecture was delivered by Mr. M.J. Akbar, an eminent Journalist on 16th February, 2010 on “Challenges & Opportunities of Urdu Media in 21st Century”*
- iii- An Extension Lecture was delivered by Mr. Aziz Burney, a senior journalist on 18 February 2011 on “Investigative Journalism and Urdu Media”.*

- iv- *-Ms. Amrita Rai, a Senior TV Journalist, Rajya Sabha TV delivered a Guest Lecture on 8th March 2013 on the topic “The Art of TV Interview Techniques” at MCJ Department.*
- v- *Mr. Farrukh Viqar, a Senior Radio Jockey/ Presenter of Radio 4 FM 89.1, UAE, delivered a Guest Lecture on 29th August 2013 on “ the Art of Radio Jockey/ Presenter and Radio Script Writing”.*
- vi- *-Mr. Syed Faisal Ali, Group Editor, Sahara Publications and Aalami Sahara TV and Mr Mohammed Adeeb, Member of Parliament(Rajya Sabha) have delivered lectures on the topic of ‘Minority, Media and Politics’ on 3rd September 2013.*
- vii- *Mr Masoom Muradabai, Editor Khabardar, New Delhi delivered a llecture on 24th October 2013.*
- viii- *Mr. Vijay Manohar TIwari, Senior Correspondent of Dainik Bhaskar, Bhopal delivered a Extensuion Lecture on 4th March 2014.*
- ix- *Mr. Anjum Rajabali, senior Script writer of Bombay Cinema held a workshop on ‘Hindi Cinema and Script writing’. He elaborated on the finer nuances of Hindi film script writing and also interacted extensively with the students and faculty members of the Department on 27th March 2014.*

133. List the teaching methods adopted by the faculty for different programmes.

Apart from the traditional chalk-and-board method, the department emphasises a practical hands on training for the students, and makes extensive use of PowerPoint presentations. The course has been designed in such a way that more hands on training is emphasized. The students are more engaged in practical’s of different papers. In the first semester, the Department brings out IZHAAR, an in-house Laboratory journal that is designed and edited by the students themselves, which is part of their Practical’s and has weightage. In second semester students are producing Radio documentaries. In third semester theya rev producing different genre of TV programmes. And in Fourth semester they are producving TV documentaries, and New Media Technologies which has weightage.

134. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

To ensure that the programmes objectives are met, routinized Sessional tests are undertaken. And the results are shared with the students. But this interaction is not limited to evaluations only. Students are updated about their academic deficiencies and academically weak students are offered remedial classes at each semester so as to enable them to catch up with the others. Irregular students are counselled and in some cases their parents are informed in case their attendance percentage falls below the required percentage.

135. Highlight the participation of students and faculty in extension activities.

As part of the syllabus, the Students of M.A (MCJ) final year were taken for an educational Tour to New Delhi for a duration 10 days. In 2013 during the said visit students have visited many media houses like ABP News, Lok Sabha TV, IBN 7, Aalami Sahara TV and Urdu Daily Inquilaab, Dainik Jagran, Urdu Roznama Sahara, DAVP, IIMC, MCRC, JMI, Community Radio, Delhi University, UNI etc., and interacted with the famous personalities of the said TV channels/ Media houses like Mr. Saji Zaman, Editor - in – Chief, ABP News, Mr. Rajiv Mishra, CEO, Lok Sabha TV, Mr. Syed Faisal Ali, Group Editor, Sahara Publications and Aalami Sahara TV and Mr Naresh Praveen, Chief Editor, News and Features, IBN 7, and Senior Anchor Ms..... , Mr. Neeraj Vajpayee, Joint Editor Cum General Manager, UNI, Mr. G.Mohanti, Director General, DAVP, Dr. P. Upendra, HR Head, Dainik Jagran Publications, Mr. Abid Anwar, renowned Urdu Columnist, Mr. Mohammad Imran, UNI.

Students had also opportunities to meet and interacted with Union Ministers K. Rahman Khan, Mr. Tarique Anwar, MOS as well as Former Lok Sabha speaker, Mr. P.A. Sangma, Chairman -Press Council of India, Justice Markandey Katju, Mr. Ali Anwar Ansari and Mohammed Adeb, Members of Parliament along with others. Students were also visited India Islamic Cultural Centre, New Delhi and had an opportunity to interact with Mr. Siraj Qureshi, Chairman of IICC. Students also paid homage to Maulana Abul Kalam Azad at his graveyard at Jama Masjid, Delhi. Similar visit was also organized in 2010.

As part of the syllabus, local field visits were organised every year where students were taken to visit reputed media houses of electronic media and print media at Hyderabad to see the functioning of the Studio/ Media offices and interact with famous personalities of the Media houses and their staff.

And students are encouraged to participate in extracurricular activities of the University.

93. Give details of “beyond syllabus scholarly activities” of the department.

With the intention to give students opportunities beyond the mere academics, the department organizes regular film shows as part of extra-curricular activities. This opportunity allows them exposure beyond the popular Bombay cinema and familiarizes the students with the rich tradition of Parallel Cinema, Indian regional cinema, and acclaimed documentaries. Visits are organized to enable the students to familiarise the students with the working of various mediums such as TV and Radio. The faculty also encourages the students to regularly write letters to the Editors, Columns, Special reports. Etc.

Besides, the Department also facilitates the students to participate in Quiz shows, nuked naataks, online websites that require uploading of video content and work as volunteers in special cultural programmes like Kader Ali Baig Theatre Festival at Hyderabad. Students have their articles published regularly in local dailies. Some of

the Documentaries made by the students as part of their practical were broadcast on DD Urdu. Special issues are also published and students regularly contribute to these publications.

94. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.
95. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

The Department ceaselessly aims to provide a mix of theory and practical to allow the students to incorporate academic insights into professional efficiency. With this in view, the department provides opportunities to the students to acquire skills in making documentaries, edit their own news journal, record their radio programmes etc

96. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strength: 1. Infrastructure. 2. Resource Persons 3. Academic-Industry Interface 4. Placement 5. Industry Exposure

Weaknesses: 1. Shrinking Hostel capacity. 2. Availability of books in Urdu 3. Limited Entrance exam centres. 4. Availability of rooms for future courses. 5. Maintenance of Electronic infrastructure

Opportunities: 1. Expanding Urdu speaking population. 2 Demand for software catering to this Urdu speaking population 3. Status as the only institution that provides Urdu as medium of instruction. 4. Growing demand for bilingual/trilingual/Multilingual media professionals. 5. Expanding Urdu networks of TV channels and newspapers.

Challenges: 1. Meeting the demands of the expanding Urdu speaking population spread across a wide geographical area. 2. Availability of Resource material in Urdu. 3. Poor economic background of students. 4. Catering to a large catchment area. 5. Absence of Technical support

97. Future plans of the department.

The Department intends to introduce the 5 years integrated course in Electronic Media for which syllabus has been prepared and approved by the Board of Studies and School Board. The Department also proposes to launch Diploma course in Non-Linear Editing, Script Writing and Cinematography. The Department also looks forward to

relaunch the Diploma course in Graphics & Animation from the new Academic year that was discontinued.

Evaluative Report of the Department of Political Science and Public Administration

101. Name of the Department **Political Science & Public Administration**
102. Year of establishment **2006**
103. Is the Department part of a School/Faculty of the university? √ √
104. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.) **PG, M.Phil, Ph.D in Public Administration and PG Political Science, Integrated BA courses Political Science & Public Administration.**
105. Interdisciplinary programmes and departments involved
106. Courses in collaboration with other universities, industries, foreign institutions, etc.
107. Details of programmes discontinued, if any, with reasons
108. Examination System: Annual/Semester/Trimester/Choice Based Credit System
Semester
109. Participation of the department in the courses offered by other departments
110. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	01	
Associate Professors	02	02	
Asst. Professors	05	05	

Others

--

--

27. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No of Ph.D/ M.Phil students guided for the last 4 Years
Dr. Kaneez Zehra	M.A, M.Phil, Ph.D	Associate Professor & HOD	Personnel Management, E-governance, Women Studies, Police Administration	25 Years	M.Phil – 04 Ph.D - 01
Prof. S.M. Rahmatullah	M.A, Ph.D	Professor	Personnel Management, Human Resource Management, Administrative Theory, Local Governance, Indian Administration and Office Management	32Years	M.Phil – 09 Ph.D - 05
Dr. Abdul Quayum	M.Phil, Ph.D	Associate Professor	International Relations, West Asia, Public Policy, Research Methodology	30 Years	M.Phil – 08 Ph.D - 02
Dr. Dastagirabasha Chabnur	M.A, M.Phil, Ph.D in Political Science	Asst. Professor	International Relations, Domestic Politics and Foreign Policy	8 Years	M.Phil - 01
Dr. Syed Najiullah	M.A, Ph.D	Asst. Professor	Indian Political Process, Public Policy and Studies on Minorities	14 Years	M.Phil – 06 Ph.D - 02
Dr. Ishtiyaq Ahmad	M.A, M.Phil Ph.D	Asst. Professor	Public Administration, Refeegee Studies, Migrants and Stateless persons	13 Years	M.Phil - 02
Dr. Md. Khurshid Alam	M.A, Ph.D	Asst. Professor	Political Theory,	Joined on 15th October 2014	

			Human Rights, Minority Rights, Indian Political System and State Politics	in MANUU	
Mrs. Shabana Farheen	M.A University of Mysore (Karnataka)	Asst. Professor	International Relations, Political Theories	Joined on 20 th October 2014 in MANUU	

75. List of senior Visiting Fellows, adjunct faculty, emeritus professors **Prof. M.A. Kishore for One Year**

76. Percentage of classes taken by temporary faculty – programme-wise information

77. Programme-wise **Student Teacher Ratio**

(2013-14) MA Pub.Adm & MA Pol.Sci = **10:1**

(2014-15) MA Pub.Adm & MA Pol.Sci = **8:1**

(2013-14) M.Phil Pub.Adm = **2:01**, (2014-15) M.Phil Pub.Adm = **2:01**

(2013-14) Ph.D Pub Adm = **2:01**, (2014-15) Ph.D Pub.Adm = **2:01**

78. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual **01 LDC**

79. Research thrust areas as recognized by major funding agencies

80. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Major Research Project on Representation of Minorities in Panchayat Raj Institutions of Kurnool Distirct in Andhra Pradesh by UGC – Dr. Syed Najiullah

81. Inter-institutional collaborative projects and associated grants received

a) National collaboration

b) International collaboration

39. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

Major Research Project (MRP) of UGC

40. Research facility / centre with

- state recognition

- national recognition
 - international recognition
81. Special research laboratories sponsored by / created by industry or corporate bodies
82. Publications: **List enclosed (Annexure – I)**
- * Number of papers published in peer reviewed journals (national / international)
 - * Monographs
 - * Chapters in Books *
 - Edited Books
 - * Books with ISBN with details of publishers
 - * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
 - * Citation Index – range / average *
 - SNIP
 - * SJR
 - * Impact Factor – range / average *
 - h-index
83. Details of patents and income generated
84. Areas of consultancy and income generated
85. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad
86. Faculty serving in
- 1) National committees
 - 2) International committees
 - 3) Editorial Boards
 - 4) any other (please specify)
37. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).
- Dr. Kaneez Zehra, Associate Professor**
1. Completed Orientation Training Programme at Academic Staff College
 2. Participated in the three days UGC Sponsored Professional Development Programme on “Workshop for Research Supervisors” **27-29 Sep, 2013.**
 3. Participated in Capacity Building of Women Managers in Higher Education organised by Dept. of Management, sponsored by UGC 3 – 7 Dec, 2013. (SAM Workshop).
- Dr. Dastagirabasha Chabnur, Assistant Professor**
1. Participated in the three days UGC Sponsored Professional Development Programme on “Workshop for Research Supervisors” **27-29 Sep, 2013.**

Dr. Syed Najiullah, Assistant Professor

1. Participated in the three days UGC Sponsored Professional Development Programme on “Workshop for Research Supervisors” **27-29 Sep, 2013.**

Dr. Isthiaq Ahmad, Assistant Professor

1. Participated in the three days UGC Sponsored Professional Development Programme on “Workshop for Research Supervisors” **27-29 Sep, 2013.**

78. Student projects

- percentage of students who have done in-house projects including inter-departmental projects
- percentage of students doing projects in collaboration with other universities / industry / institute

79. Awards / recognitions received at the national and international level by

- **Faculty**

Year	Names of the Awardees	Title of the Award	International/National/State
2009-10	----	----	----
2010-11	Dr. Abdul Quayum	Award for the Book Research Methodology in Urdu by Urdu Academy, Govt. of A.P.	State
2011-12	Dr. Abdul Quayum	Life Time Achievement Award for Education and Training by Urdu Academy, Govt. of A.P.	State
2012-13	Dr. Abdul Quayum	Silver Plate as First Prize for Best Paper	National
2012-13	Dr. Isthiaq Ahmed	1. Bharat Joythi Award. 2. Best Citizen of India	National

Doctoral / post doctoral fellows

- Students

80. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

1. Organised a First National Seminar on **Impact & Implications of Union Budget 2009 - 2010 on Common Man – funding by MANUU on 18th July, 2009.**
2. Organised a Second National Seminar on **Democratic Decentralization in Urban India for Good Governance and Sustainable Development – Partially Sponsored by ICSSR on 25th & 26th March, 2013.**

81. Code of ethics for research followed by the departments

82. Student profile programme-wise:

Name of the Programme (refer to question no.4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
MA Pub.Adm (2009-2011)	50	09	17		
(2010-2012)	31	12	7	41%	42%
(2011-2013)	13	06	07	33%	71%
MA Political Science started in the year 2012 (2012-2014) batch					
MA Pol.Sci	18	10	08	80%	50%
M.Phil Pub.Adm (2009-2010)	06	02	04		
(2010-2011)	08	04	04		
(2011-2012)	08	04	04		
(2012-2013)	07	03	02		
Ph.D Pub.Adm (2009-2010)	02	02	-----		
(2010-2011)	Nil	Nil	NIL		
(2011-2012)	03	01	02		
(2012-2013)	05	01	04		

33.	Diversity of students				
	Name of the Programme (refer to question no.4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
	MA Pub Adm (2009-2011)	-----	96%	4%	-----
	(2010-2012)	-----	96%	4%	-----
	(2011-2013)	-----	85%	15%	-----

59. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

01 Student completed both NET and SET.

60. Student progression

Student progression	Percentage against enrolled
UG to PG	-----
PG to M.Phil.	24.3%
PG to Ph.D.	2.4% (Direct)
Ph.D. to Post-Doctoral	-----
Employed	
<input type="checkbox"/> Campus selection	-----
<input type="checkbox"/> Other than campus recruitment	Private Sector
Entrepreneurs	

36. Diversity of staff

Percentage of faculty who are graduates	
of the Same university	-----
from other universities within the State	04
from universities from other States	04
from universities outside the country	-----

59. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period **01 awarded Ph.D September 2014.(New faculty)**

60. Present details of departmental infrastructural facilities with regard to

- a) Library -- **Yes**
- b) Internet facilities for staff and students --- **Yes**
- c) Total number of class rooms **04**

- kk) Class rooms with ICT facility-- **No**
- ll) Students' laboratories -- **(Yes Compute Lab)**
- mm) Research laboratories -- **No**

136. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university -- **16 (Ph.D)**
- b) from other institutions/universities -- **NIL**

137. Number of post graduate students getting financial assistance from the university.

Monthly Scholarship for 20months @ Rs.1000/- per Student.

I Year - MA Pub.Adm – 05, MA Pol.Sci – 13

II Year – MA Pub.Adm – 03, MA Pol.Sci - 10

138. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

MA Political Science in 2012 curriculum was designed and approved by the BOS

Evaluative Report of Department of Social Work

111. Name of the Department: **Department of Social Work**

112. Year of establishment: **2006**

113. Is the Department part of a School/Faculty of the university? **Yes- School of Arts and Social Sciences**

114. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.)

1 Ph.D.

2 Master of Social Work (MSW)

115. Interdisciplinary programmes and departments involved

116. Courses in collaboration with other universities, industries, foreign institutions, etc.

117. Details of programmes discontinued, if any, with reasons

118. Examination System: Annual/Semester/Trimester/Choice Based Credit System:
Semester

119. Participation of the department in the courses offered by other departments

120. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	01	01
Associate Professors	02	01	01
Asst. Professors	03	02	02
Others (Senior Consultant/Professor)	---	---	01

28. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Prof. H.Y. Siddiqui	Ph.D. (Social Work) MSW	Senior Consultant/ Professor	<ul style="list-style-type: none"> • Social Work Education • Social Development 	40 Years	
Dr. Mohd Shahid	Ph.D. (Social Work) MSW	Professor and Head	<ul style="list-style-type: none"> • Social Work Education • Reproductive Health • Participatory Research • Minorities 	12 Years	Ph.D.: 03 M.Phil.:
Dr. Md Shahid Raza	Ph.D. (Social Work) MSW	Associate Professor	<ul style="list-style-type: none"> • Group Work • Social Development • Women and Micro Finance 	09 Years	Ph.D.: 01
Mr. Md Israr Alam	(NET- Social Work) MSW MBA	Assistant Professor	<ul style="list-style-type: none"> • Self Help and Livelihood • Project Management 	03 Years	
Dr. Md Aftab Alam	Ph.D. (Social Work) MSW	Assistant Professor	<ul style="list-style-type: none"> • Community Work • School Social Work 	04 Years	

82. List of senior Visiting Fellows, adjunct faculty, emeritus professors

83. Percentage of classes taken by temporary faculty – programme-wise information

84. Programme-wise Student Teacher Ratio:

14.1 **Ph.D. 01:01**

14.2 **Master of Social Work: 12:01**

85. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual:

15.1 Sanctioned: **Nil**

15.2 Filled:

15.3 Actual: **02 (Contractual) :01- Administrative and 01- Attendant**

86. Research thrust areas as recognized by major funding agencies: **Departmental Research Focus: Minorities with special reference to gender issues with emphasis on practice based/intervention research (vide BOS dated 26.08.2013).**
87. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
88. Inter-institutional collaborative projects and associated grants received
- a) National collaboration b) International collaboration
41. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.
42. Research facility / centre with
- state recognition
 - national recognition
 - international recognition:

87. Special research laboratories sponsored by / created by industry or corporate bodies

88. Publications:

* Number of papers published in peer reviewed journals (national / international): **05**

* Monographs:

* Chapters in Books: **04**

* Edited Books:

* Books with ISBN with details of publishers: **01**

Muslim Women and Micro-Finance-A Power Relation Frame work, Lucknow:
New Royal Book Company, 2014 ISBN 978-93-83138-29-6

* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Citation Index – range / average *

SNIP

* SJR

* Impact Factor – range / average *

h-index

89. Details of patents and income generated

90. Areas of consultancy and income generated

91. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

92. Faculty serving in

m) National committees b) International committees c) Editorial Boards d) any other (please specify)-:

- **Advisory Board:** National Association of Professional Social Work in India
- **Examiner/Research Expert:** to Delhi University, TISS, University of Himachal Pradesh, Kashmir University, AMU, JMI

38. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

- UGC Academic Staff College- Orientation Programme: 02 (**Attended**)
- UGC Academic Staff College- Refresher Programme: 01 (**Attended**)
- UGC Academic Staff College- Refresher Programme on **Sociology & Social Work:** 01 (**Coordinated**) *Theme- Contemporary Indian Society and Challenges of Social Science Research*
- UGC Sponsored Professional Development Programme - Workshop for Research Supervision: 01 (**Attended**)
- National Workshop on Field Work in Social Work Education, Dept. of Social Work Education, Jamia Millia Islamia, New Delhi: 01 (**Attended**)
- Workshop on Changing Cultures, communities and Urban Spaces, TISS

Hyderabad 01 (Attended)

83. Student projects
- Percentage of students who have done in-house projects including inter-departmental projects: **100 % Compulsory Concurrent Fieldwork in different governmental and Non governmental agencies, organizations, NGOs, etc. in Hyderabad**
 - Percentage of students doing projects in collaboration with other universities / industry / institute: **100 % Compulsory Block Placement in different National and International Agencies and NGOs**
84. Awards / recognitions received at the national and international level by
- Faculty: **02 Faculty members awarded Ph.D.**
 - Doctoral / post doctoral fellows:
 - Students: **01 Student awarded UGC NET**
85. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.
86. Code of ethics for research followed by the departments:
87. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
Ph.D. (2014)	21	02	00		
Master of Social Work					
2009-11	84	31	00	100	
2010-12	150	28	03	100	100
2011-13	128	31	00	100	
2012-14	123	18	02	100	50 (One Student Dropped)
2013-15	137	21	05		
2014-16	71	21	00		
Total	693	150	10		
Grand Total	714	152	10		

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
Ph.D. (2014)	---	---	02	---

Master of Social Work		00	05	28	---
	2009-11	00	02	28	
	2010-12	01	01	30	
	2011-13	00	00	20	
	2012-14	02	02	22	
	2013-15	00	00	02	
	2014-16	03	10	130	
Total					
Grand Total	03	10	138		---

61. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

UGC NET- 01

62. Student progression

Student progression	Percentage against enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<input type="checkbox"/> Campus selection	05 %
<input type="checkbox"/> Other than campus recruitment	95%
Entrepreneurs	

63. Diversity of staff

Percentage of faculty who are graduates	
of the same university	----
from other universities within the State	----
from universities from other States from	05
universities outside the country	----

61. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: **02 Ph.D.**
62. Present details of departmental infrastructural facilities with regard to
- a) Library
 - b) Internet facilities for staff and students: WiFi and Cabled internet facility to all the teaching, non teaching and students.
 - c) Total number of class rooms: **02**
 - nn) Class rooms with ICT facility
 - oo) Students' laboratories
 - pp) Research laboratories
139. List of doctoral, post-doctoral students and Research Associates
- a) from the host institution/university
 - b) from other institutions/universities
140. Number of post graduate students getting financial assistance from the university: **42** (University Scholarship @ Rs. 1000 for 20 months for all PG students having minimum of 75% attendance/month)
141. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology:
New Programme introduced: Ph.D. (Social Work) 2014- started after series of Departmental Consultative Meetings and Board of Studies.
New Programme to be introduced: PG Diploma in Social Work (Rural Interventions) after due consultation with pass out students, market assessment and BOS dated 26.08.2014
142. Does the department obtain feedback from
- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?
Yes- Monthly Departmental Meetings for review and action in teaching classes and field work practicum viz. Concurrent Field Work, Field work Supervision, Individual Conferences, Seminar Presentations and Skill Lab
 - b. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?
Yes-
The Department of Social Work has evolved a system of regular interaction and sharing between the students and the department. It provides a sound platform to the students to put forward their views and concerns and are properly handled by

the department for the cause of the students' welfare and development. For this **Student Advisory Team** is constituted consisting of one faculty and 02 students' representative from first and final year regarding students' academic issues and concerns. Joint meeting with students' are held at regular intervals. Student Advisor (Faculty In charge) is appointed for each academic session through departmental meeting.

- c. Alumni and employers on the programmes offered and how does the department utilize the feedback? **Annual NGO-Meet with agencies and NGOs where students are placed for their concurrent fieldwork to strengthen the quality of fieldwork training and learning process.**

143. List the distinguished alumni of the department (maximum 10)

S.No	Name of the alumni	Batch	Designation	Organization
1.	Md Parvez Alam	2009-11	Project Coordinator	SAFA India Society, Hyderabad
2.	Md Nasiruddin	2009-11	Social Work Counsellor	Govt. Hospital, Jeddah, Saudi Arabia
3.	Khwaja Moinuddin	2009-11	Project Coordinator	Nandi Foundation, Hyderabad
4.	Abid Ali	2010-12	Project Coordinator	DSACS, New Delhi
5.	Mohd. Noori	2010-12	Project Officer	Aman Biradri Foundation, New Delhi
6.	Mufakkir Abbas	2011-13	Project Coordinator	CASP- Plan India, New Delhi
7.	Vakeel Ahmad	2011-13	Social Work Counsellor	AIMS, New Delhi
8.	Mohd Shadab Ali	2011-13	GRC Coordinator	Basic Foundation, New Delhi
9.	Mohd Asjad	2011-13	Gandhi Fellow	Piramal foundation
10.	Sakir Alam	2012-14	Project Coordinator	PRAYAS, New Delhi

144. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

- One Week Orientation Programme in the beginning of each academic Year
- Extension/Guest lectures by Resource Persons from TISS, Dept. of Social

Work, DU, Jamia Millia Islamia, CDS, NIRD and other various esteemed institutions and organisations.

- c) NGO-MEET cum Mela
- d) Exposure visits and Study tour to premier academic institutions and NGOs
- e) Innovative Academic Intervention including Skill Lab and theme based ToTs

145. List the teaching methods adopted by the faculty for different programmes.

Lectures, Visual Narratives (Documentary Screening and Video Clips), Case Study, Group Discussion, Use of Participatory techniques, PPT Presentation, etc.

146. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

Annual Calendar is developed for academic activities and monthly review meetings are held to monitor the progress with proper recording (Minutes of the meeting).

147. Highlight the participation of students and faculty in extension activities.

- a) Organising and celebrating various days like World Cancer Day, World Social Work Day, Women's Day
- b) Organizing Blood Donation Camps
- c) Organising various awareness programme for education, health, gender issues in community
- d) Organising immunization camps in the community
- e) NGO Mela
- f) Active Participation in NSS

98. Give details of “beyond syllabus scholarly activities” of the department.

1. Innovative Academic Interventions:

a. Skill Lab introduced and institutionalised: The Department of Social Work has introduced and institutionalised skill lab as major innovation with a view to develop knowledge, skill and attitude (KSA) among the social work students. Accordingly the department has incorporated skill lab as part of the curriculum [vide Master of Social Work (Course Structure, Rules, Regulations and Paper Contents) Revision dated 26.08.2013]. To help students acquire specific KSA for professional practice and value orientation, fortnightly skill lab is organised as regular time table based activity. At present, Department emphasises on four core social work skills i.e. Communication, Sensitivity, Analytical and Technical Skills and in process of developing Skill Lab Manual.

b. Collective Research Initiative: for research writing and publication of faculty members.

c. Field work Seminar presentation fully coordinated by the students themselves as chairperson, recordier are appointed for the conduct of each session and faculty members participate as resource persons.

2. Theme based ToTs: Document Mapping, PRA Exercises, Village Study Workshops, etc.

99. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

100. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

101. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strength ↔	Weakness	Opportunity ←	Challenges →
<ul style="list-style-type: none"> Urdu as a medium of Instruction leading to higher comprehension among students. Well designed, market & students’ need based and practically implemented academic components (teaching methods, 	<ul style="list-style-type: none"> Limited teaching faculty Limited infrastructure facility 	<ul style="list-style-type: none"> Develop quality indigenous social work literature in Urdu language Students with difficult life trajectories and accordingly to engage them with most marginalised section of the society and develop 	<ul style="list-style-type: none"> Below expectation admission applications and enrolment. Lack of Social Work

Strength ←→	Weakness	Opportunity ←→	Challenges
<p>Concurrent Fieldwork, Fieldwork supervision, ICs, Fieldwork Presentation, skill lab etc)</p> <ul style="list-style-type: none"> • Innovative academic initiative including Skill Lab, ToTs • Average students' attendance rate of 95 % through transparent system of monthly display of attendance across teachers and classes • Transparent evaluation system • Faculty members having sound experience from both academic and field • Sound, updated and systematic database of the academic and administrative information • Online record of students (Group mail account, CVs, Placement details, etc.) of all batches and regular communication & sharing with the passed out students 		<p>them to practice progressive human values.</p> <ul style="list-style-type: none"> • Research focus of the department: Conduct quality research focusing minorities with special reference to gender issues with emphasis on practice based/intervention research. • Providing professional education to Urdu knowing marginalised groups. • Developing Skill Manual • Developing Fieldwork Manual 	<p>Literature in Urdu Language.</p>

102. Future plans of the department.

- Developing social work literature in Urdu language
- Developing Skill Lab Manual in Urdu and English language
- Developing fieldwork Manual in Urdu and English language
- Longitudinal study on skill lab interventions of the department
- Advancing towards research and collaborative projects with special reference to the research focus of the department
- Promoting and sustaining collaboration with fieldwork agencies and organisations

for better fieldwork placement

- Promoting practice based intervention research

Evaluative Report of the Department of Islamic Studies

121. Name of the Department ***“Department of Islamic Studies”***
122. Year of establishment **2012**
123. Is the Department part of a School/Faculty of the university? **Yes**
124. Names of programmes offered (UG, PG, M.Phil., Ph.D., ~~Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.~~)
125. Interdisciplinary programmes and departments involved **No**
126. Courses in collaboration with other universities, industries, foreign institutions, etc. **No**
127. Details of programmes discontinued, if any, with reasons **No**
128. Examination System: ~~Annual/Semester/Trimester/Choice Based Credit System~~
129. Participation of the department in the courses offered by other departments:
Department offers “Islamic Studies” as a core paper and “Islamiyat” as a Compulsory Add on paper in Five Year Integrated UG PG Program.
130. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	-----	-----
Associate Professors	1	1	-----
Asst. Professors	2	-----	-----
Others			<i>4 Guest Faculties</i>

29. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Dr. Mohd. Fahim Akhtar	M.A., PhD	Associate Professor	Islamic Jurisprudence, Islamic Sciences, Women's Rights in Islam.	8+	-----
Dr. Md. Irfan Ahmed	M.A., PhD	Guest faculty	Islamic History and culture.	5½	-----
Dr. Waris Mateen Mazhari	M.A., PhD	Guest faculty	Islamic Thought, Inter faith relations, Reform in Indian Madrasas.	1½	-----
Mr. Syed Abdur Rasheed	M.A., NET	Guest faculty	Tafseer, Terminology of Hadith & Biographical Evaluation in Hadith	Current Semester (2014)	-----
Mr. Syed Azmatullah	M.A., SLET	Guest faculty	Quran, Arabic Language.	1½	-----

89. List of senior Visiting Fellows, adjunct faculty, emeritus professors *Nil*

90. Percentage of classes taken by temporary faculty – programme-wise information
50 % per guest faculty in PG program (two out of eight papers in two semesters).
100% per faculty in UG Core/Add on paper

91. Programme-wise Student Teacher Ratio
(22:5) 4.5% in PG program, 12:1 in UG core paper,
43:1 and 50:1 in two sections of Add on paper respectively.

92. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual **1 ½**

93. Research thrust areas as recognized by major funding agencies *Nil*

	147 pages	Publishers and Distributors, Delhi. 81-85362-39-4
5.	Ikhtelaf, Asbaab, Aadab, 102 pages	Qazi Publishers and Distributors, Delhi. 81-85362-41-6
6.	Hadise Nabwi aur Ilmun Nafs, 382 pages	Qazi Publishers and Distributors, Delhi. 81-85362-31-9
7.	Aurat Ahde Risalat Mein, 475 pages	Qazi Publishers and Distributors, Delhi. 978-81-85362-65-6
8.	Quran Aur Ilmun Nafs, 460 pages	Qazi Publishers and Distributors, Delhi 81-85362-61-0
9.	Ijtehad Aur Taqleed, 87 pages	MMI Publishers, Delhi 81-8088-329-3
10.	Hindustani Madaris ka Talimi Nizam Aur us men Islah ki Zaroorat- Ek Jayzah	GM Publications, New Delhi 8188869-35-x
11.	Baratni Hindustan men Aqidat per Mabni Islam Aur Siyasat	GM Publications, New Delhi 8188869-34-1
12.	Bihar men Muslim Muashrat, Mazhabi Aur Samaji Tanazur	MR Publication, New Delhi 978-93-83282-53-1

* Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Citation Index – range / average *

SNIP

* SJR

* Impact Factor – range / average *

h-index

95. Details of patents and income generated

96. Areas of consultancy and income generated

97. Faculty selected ~~nationally~~ / internationally to visit other ~~laboratories~~ / institutions / ~~industries in India and~~ abroad **2**

98. Faculty serving in

n) ~~National committees~~ b) ~~International committees~~ c) Editorial Boards d) any other (please specify) **3**

39. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

01 UGC, ASC Orientation Program

02 UGC, ASC Refresher Program

88. Student projects

- percentage of students who have done in-house projects including inter-departmental projects **Nil**
- percentage of students doing projects in collaboration with other universities / industry / institute **Nil**

89. ~~Awards~~ / recognitions received at the national ~~and international~~ level by

- Faculty **1**
- Doctoral / post doctoral fellows
- Students

90. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

91. Code of ethics for research followed by the departments

92. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
PG 2012-13	36	17	3	4	1
PG 2013-14	37	17	3		
PG 2014-15	24	08	1		

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries

<i>PG</i>	10.2	59.1	30.6	<i>Nil</i>

64. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

1 (NET)

65. Student progression

Student progression	Percentage against enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
<input type="checkbox"/> Campus selection	
<input type="checkbox"/> Other than campus recruitment	<i>1</i>
Entrepreneurs	

36. Diversity of staff

Percentage of faculty who are graduates of	
the same university	<i>Nil</i>
from other universities within the State	<i>1</i>
from universities from other States	<i>4</i>
from universities outside the country	<i>1</i>

63. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period *2 PhD*

64. Present details of departmental infrastructural facilities with regard to

a) Library *Nil*

b) Internet facilities for staff and students *For Staff*

qq) Total number of class rooms *2*

- rr) Class rooms with ICT facility *Nil*
- ss) Students' laboratories *Nil*
- tt) Research laboratories *Nil*

148. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university *Nil*
- b) from other institutions/universities *Nil*

149. Number of post graduate students getting financial assistance from the university.

16 Students (with 75% attendance)

150. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology. *No*

151. Does the department obtain feedback from

- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? *Yes,*
In the light of feedback the curriculum has been revised, and different types of internal assessment have been adopted for the enhancement of teaching-learning – evaluation.
- b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? *Yes,*
Discussed it in the faculty meetings and used it to enhance the teaching quality.
- c. alumni and employers on the programmes offered and how does the department utilize the feedback? *No*

152. List the distinguished alumni of the department (maximum 10) *NA*

153. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

Two extension lectures, 1st by Prof. Ibrahim Musa and 2nd by Prof. Bruce B. Lawrence, both from Duke University, North Carolina, America.

154. List the teaching methods adopted by the faculty for different programmes.

Lecture and interactive methods.

155. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

By close monitoring on the learning level of the students in their presentations and written test of subjective type and MCQs.

156. Highlight the participation of students and faculty in extension activities.

- *Participation of faculty members in several seminars on national and international levels.*
- *Active engagement of faculty members in writing research papers.*
- *Participation of students in different academic and cultural programs and competitions of the university.*
- *The students & faculty members were involved in conducting extension lecture programs of the Department.*

103. Give details of “beyond syllabus scholarly activities” of the department.

- *Conducted extension lecture programs on departmental level.*
- *Conducted internal assessment test of MCQ type.*
- *Trained students on research methodology.*
- *Trained students on writing skill.*
- *Conducted extra classes for Proficiency in English for students.*
- *Trained students for UGC NET test.*

104. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details. **No**

105. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

- *Highlighting the moderate aspects of Islam to students.*
- *Highlighting the aspects of rich composite culture of Indian society.*
- *Making students aware about values for Multi cultural societies.*

106. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strength:

- *Department has well qualified and experienced faculty members.*
- *Since most of the students enrolled are graduates of renowned Indian Madarsas, they have good potential in themselves.*
- *The syllabus is up-to date and has been prepared keeping in view the modern requirements of the Indian society, and it contains all significant subjects of Islamic Studies.*
- *Department gets all kinds of support from authorities of the university.*
- *The spirit of team work prevails in the department which provides a positive and creative atmosphere for planning and implementing of innovative ideas in the department.*

Weakness:

- *Department in recent time doesn't have permanent teaching faculty members (except HoD).*
- *Department lacks departmental library including digital library.*
- *Since the department is new, the central library of MANUU doesn't have sufficient collection of source books related to Islamic Studies.*
- *Department doesn't enjoy hi-tech facilities in its class rooms which will surely enhance the quality of teaching-learning process.*

Opportunities:

- *The Department could be turned into a Centre of Excellence for quality research in different fields of Islamic Studies.*
- *Keeping in mind the Madarsa background of its students, the Department can produce graduates with deep knowledge of Islam representing as a good role model in a plural society.*
- *The Department can promote value and moral based education.*
- *The Department can benefit and promote inter disciplinary exchange programs with the students of other departments of the university.*
- *The Department can work on introducing a bridge course for Madarsa students for their access to main stream higher education.*

Challenges:

- *Most of the students of the department have very little knowledge of English language, which is a drawback for their intellectual growth and employment.*
- *This is Urdu University, and non Madarsa background students are generally weak in Urdu writing skill, so extra attention is required for their language correction.*
- *Providing hostel facility for all students is a big challenge, which some time affects their attendance. Most of the students come from financially weak family backgrounds and could not afford the outside accommodation.*

107. Future plans of the department.

- *The Department plans to start M. Phil and Ph. D programs in Islamic Studies from the next academic year.*
- *The Department aims to train students in English and Urdu language writing skill.*
- *The Department plans to conduct multi-typed academic activities for the students to enhance their learning level.*
- *The Department plans to establish within the department a digital library containing important and rare source books and research materials.*
- *The Department plans to establish a strong academic contact with other similar departments in the country and abroad for different exchange programs for students and faculty members.*

Evaluative Report of the Department of Computer Science and Information Technology

131. Name of the Department : Computer Science & Information Technology
132. Year of establishment : October 2006
133. Is the Department part of a School/Faculty of the university? :Yes
134. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.) : B.Tech (CSE), Integ. M.Tech (CSE), MCA, Ph.D (CSE)
135. Interdisciplinary programmes and departments involved : M.Sc (Mathematics), B.Sc (Mathematics, Computer Science, Chemistry, Physics)
136. Courses in collaboration with other universities, industries, foreign institutions, etc. : NA
137. Details of programmes discontinued, if any, with reasons: PGDIT to promote master degree program.
138. Examination System: Annual/Semester/Trimester/Choice Based Credit System: Semester
139. Participation of the department in the courses offered by other departments : Yes (B.Sc and M.Sc).
140. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	1	
Associate Professors	2	1	
Asst. Professors	4+9	13	
		291	

Others

30. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil./MTech. students guided for the last 4 years
Prof. Abdul Wahid	Ph.D	Professor, Head of the Department	Theory of Computation, Compiler Design	14+	36
Dr. Pradeep Kumar	Ph.D	Associate Professor	Software Reliability Engineering, Soft Computing	11+	25
Mrs T. Arundhathi	M.Tech(CSE),NET	Assistant Professor	Object Oriented technologies, Data base management concepts, Data Mining.	10+	
Mr. Bonthu Kotaiah	M.C.A, M.Phil, NET	Assistant Professor	Software Engineering, Neural Networks, Fuzzy Systems	3	
Dr.Khaleel Ahmad	Ph.D	Assistant Professor	Information Security, Cryptography, Cloud Computing	2	4
Mrs.Khaleda Afroaz	M.Tech.(CSE), NET	Assistant Professor	Data Structures, Computer Networks	2+	
Dr. Syed Mohd Shoaib	Ph.D(Physics)	Assistant Professor	Biophysics, Biomaterials/Material Science	6+	
Dr. Alimuddin	Ph.D(Chemistry)	Assistant Professor	In Organic Chemistry, Analytical Chemistry	7+	
Mr. A. Talha Siddiqui	M.Tech	Assistant Professor	Information Security, Cryptography, Mobile Computing	2+	
Mr. Mohd. Omar	M.Tech	Assistant Professor	Software Engineering, Software Testing and Quality Assurance	7+	

Mrs. Afra Fathima.	M.Tech	Assistant Professor	Computer Networks Network Security Operating Systems	7+	
Mr. Mohd. Rafeeq	M.Tech(Mechanical)	Assistant Professor	Engineering Mechanics Engineering Graphics Basic Electrical Engg.	2	
Dr. Muqeeem Ahmed	Ph.D	Assistant Professor	Semantic Web Applications, DBMS	3+	
Mr. Mohammad Islam	M.Tech	Assistant Professor	Artificial Intelligence, Distributed System	7+	3
Mr. Jameel Ahamed	M.Tech.	Assistant Professor	Computer Networks. Data Communication.	1+	

96. List of senior Visiting Fellows, adjunct faculty, emeritus professors :

- a. Professor Abul Hasan Siddiqui, Formerly PVC, AMU, Aligarh.
- b. Professor P.R.K Murthy, Retd. Professor, HCU, Hyderabad.

97. Percentage of classes taken by temporary faculty – programme-wise information : MCA-20%, B.Tech-M.Tech (Integrated Program)-10%

98. Programme-wise Student Teacher Ratio

Program	Student-Teacher Ratio
B.Tech-M.Tech	1:11
MCA	1:9

99. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual :

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	1	1	0	2

Technical Staff	2	1	0	4
-----------------	---	---	---	---

100. Research thrust areas as recognized by major funding agencies: Some of major research areas include Web Based Engineering, Software Testing, Information Security, Opportunistic Network security.

101. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

A proposal for minor and major project has been submitted to UGC. The present status is under review.

Details regarding major project on Secure Routing in Opportunistic Network using Mix-Net : 1

	Completed	Ongoing	Sanctioned	Submitted to UGC
Number				1
Outlay in Rs. Lakhs				20 Lakhs

Details regarding minor project on Information Security Assurance Awareness Toolkit (iSAAT): 3

	Completed	Ongoing	Sanctioned	Submitted to UGC
Number				3
Outlay in Rs. Lakhs				3*5=15 Lakhs

102. Inter-institutional collaborative projects and associated grants received

a) National collaboration: NIL b) International collaboration: NIL

45. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received : NIL (Have submitted and waiting for approval)

46. Research facility / centre with

- state recognition
- national recognition
- international recognition

99. Special research laboratories sponsored by / created by industry or corporate bodies : NA

100. Publications:

Details on research publications

	International	National	Others
Peer Review Journals	25	5	5
Non-Peer Review Journals	0	0	0
e-Journals	0	0	0
Conference proceedings	20	4	0

Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

Research funds sanctioned and received from various funding agencies, industry and other organisations **NIL**

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)				
Total				

* Number of papers published in peer reviewed journals (national / international) : 35

- * Monographs
- * Chapters in Books : 5
- * Edited Books :
- * Books with ISBN with details of publishers : 1
- * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) :
- * Citation Index – range / average
- * SNIP
- * SJR
- * Impact Factor – range / average: 0-2
- * h-index

101. Details of patents and income generated : NIL

102. Areas of consultancy and income generated : NIL

103. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad :-
a) Professor Abdul Wahid

104. Faculty serving in

- o) National committees = 02
- p) International committees = 05
- q) Editorial Boards =5
- r) IBM Rational Rose Workshop

105. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs). :

- a) Organised one day workshop on Information Security Education Awareness (ISEA).
- b) Conducted one day seminar on career guidance
- c) Organised one day workshop on Software Development Methodologies.
- d) Organised one week FDP on rational rose software with collaboration of IBM.

106. Student projects

- percentage of students who have done in-house projects including inter-departmental projects : 95%
- percentage of students doing projects in collaboration with other universities / industry / institute : 5%

107. Awards / recognitions received at the national and international level by

- Faculty
 - a) Young Scientist Award at National Level: Dr. Syed Mohd Shoaib
 - b) AKGEC-Best Faculty Award for various courses : Prof Abdul Wahid
 - c) ABES-Director's award for significant contributions: Dr. Pradeep Kumar
- Doctoral / post doctoral fellows
- Students

108. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

- a) Workshop was funded by C-DAC Hyderabad where more than 200 students participated and attended the event.
- b) Rational Suite Architect (RSA) was funded by IBM Hyderabad where more than 20 faculty and 50 students participated and attended the event

109. Code of ethics for research followed by the departments :

The faculty and staff of Department of CS&IT at MANUU acknowledge the tremendous impact of science and technology on society. Furthermore, we pledge to strive to the utmost in order to win the confidence and respect of society, setting goals for the achievement of safety and peace for all humankind, improving its health and welfare, and conserving the global environment.

To this end, the Department has established a Code of Ethics governing all research, education and other academic activities, create and implement an ethics education program, promote the development of the ethics of all faculty, staff and students, and improve the environment for academic activities, thereby making great contributions to

the society.

110. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
B.Tech-M.Tech (CSE)	450	50	NIL	-	-
Lateral B.Tech-M.Tech (CSE)	49	7	3		
MCA	90	29	01	100%	100%
Ph.D	76	01	01	-	-

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
B.Tech-M.Tech	16.6%	0%	100%	0
MCA	0%	0%	100%	0
Ph.D	0%	0%	100%	0

66. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise. :
NIL

67. Student progression

Student progression	Percentage against enrolled
UG to PG	NIL
PG to M.Phil.	NIL
PG to Ph.D.	NIL
Ph.D. to Post-Doctoral	NIL
Employed	
<input type="checkbox"/> Campus selection	25%
<input type="checkbox"/> Other than campus recruitment	75%
Entrepreneurs	NIL

68. Diversity of staff

Percentage of faculty who are graduates	
of the same university	NIL
from other universities within the State	11
from universities from other States from	08
universities outside the country	NIL

65. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period : NIL

66. Present details of departmental infrastructural facilities with regard to

- a) Library : Departmental Library exist with varied collection of books.
- b) Internet facilities for staff and students : 24X7 Wi-Fi enabled Campus with 1 GBPS.
- c) Total number of class rooms : 05
- uu) Class rooms with ICT facility : 02
- vv) Students' laboratories : 03
- ww) Research laboratories : **01**

157. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university : NIL
- b) from other institutions/universities : 03

158. Number of post graduate students getting financial assistance from the university. :

- 83 MCA students and 02 PhD students.

159. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology. Yes

- a) In the meeting of faculty members, a proposal was made in order to promote Integrated B.Tech-M.Tech programme in department of CS & IT.
- b) The proposal was discussed at breadth and length in the meeting with Board of Studies.
- c) Further the proposal was discussed and deliberated in the School Board meeting.
- d) Finally the proposal was approved by the Academic Council and incorporated in the academic programmes.

160. Does the department obtain feedback from

- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? Yes
 - To enhance the teaching learning process through quality circle meeting by taking proper feedback of the corresponding theory and Lab courses.
- b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? Yes
 - To improve the quality of teaching learning process, both quantitative and qualitative measure is applied.
- c. alumni and employers on the programmes offered and how does the department utilize the feedback? Yes
 - With the help of alumni association the students are provided with proper technical and other necessary training and placement benefits.

161. List the distinguished alumni of the department:-

One PGDIT student namely Smd Riyaz Uddin has been appointed as Lecturer in Al-Jouf University, Kingdom of Saudi Arabia.

162. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

- a) By introducing personality development programmes enhancing soft and technical skills through institute-industry interaction initiatives.
- b) By mentoring, special lectures and guiding the students.

163. List the teaching methods adopted by the faculty for different programmes:

- a) Interactive teaching and learning using LCD projectors.
- b) Introduce Web based learning.
- c) Centralized System of Evaluation of Answer Scripts.

164. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored:

- Through meetings and random checks by Dean, HOD and established committees.

165. Highlight the participation of students and faculty in extension activities.

- a) Seminar
- b) Workshops

c) FDP's

108. Give details of “beyond syllabus scholarly activities” of the department.

- The faculty introduce value addition contents for the corresponding theory and lab courses.
- The HOD's and the established committee monitor and access the value addition activities.

109. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details. NO

110. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

- Through research and development activities
- Introducing value addition courses.
- Conducting In-house and industrial training activities.

111. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department :

Strengths:

- The core competence of the department is its adequate learned faculty members.
- Sufficient number of laboratories and technical help.

Weakness:

- To provide the training for diverse students with different backgrounds.

Opportunities and Challenges:

- To provide employable skilled manpower as per the local needs and the global standard.

112. Future plans of the department.

- a. To promote Research and Development activities by developing various multi-disciplinary research groups such as Web Software Engineering, Software Testing, Soft Computing, Information Security and Semantic Web.
- b. To Introduce Web based learning through online courses.

- c. To provide wider access to people desirous of pursuing professional programmes to inculcate entrepreneurial skills through Regular mode in the department of Computer Science & Information Technology.
- d. To setup an **Industry Institute Interaction Cell (IIC)** to facilitate the Campus placement.
- e. To organise workshops, symposiums, seminars, faculty development programs and conferences in the department to promote computer science based interdisciplinary research.

Evaluative Report of the Department of Mathematics

141. Name of the Department : **MATHEMATICS**
142. Year of establishment: **2011**
143. Is the Department part of a School/Faculty of the university?:
YES – SCHOOL OF SCIENCES
144. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.):
UG, PG (since 2011) & Integrated Masters (since 2014).
145. Interdisciplinary programmes and departments involved: **YES**
UG & PG with department of Computer Science & Information Technology
UG with Department of Physics
146. Courses in collaboration with other universities, industries, foreign institutions, etc.:
NIL
147. Details of programmes discontinued, if any, with reasons
NIL
148. Examination System: Annual/**Semester**/Trimester/Choice Based Credit System
SEMESTER SYSTEM
149. Participation of the department in the courses offered by other departments
Teaching at the Polytechnic: **YES (Faculty of Mathematics is teaching at Polytechnic College, MANUU, Hyderabad)**
150. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	1	
Associate Professors	1		
Asst. Professors	2	1	
Others(Guest Faculty)	3	(2 Professors, 1 Asst. Prof. on additional responsibility from DDE, MANUU)	

31. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Syed Najamul Hasan	M.Phil. Ph.D.	Professor	Clifford Algebras Celestial Mechanics Dynamical Astronomy	21	2 (awarded PhDs) 1 (PhD submitted) 5 (PhD work in progress)
Afroz	M.Phil Ph.D.	Assistant Professor	Wavelets & its Applications	5	-
Guest Faculty					
Khaja Moinuddin	M.Phil. Ph.D.(submitted)	Assistant Professor (on additional responsibility from DDE, MANUU)	Algebra, Analysis Fluid Mechanics	23	
6.2.11 Ahmed Waheedullah	MPhil PhD	Professor (Guest Faculty)	Mathematical Modelling of Biological systems	34	2 (PhD submitted)
Shabbir Ahmed	PhD	Professor (Guest Faculty)	Topology	30	
Syed Waseem Raja	M.Phil. Ph.D.(submitted)	Asst. Professor (Guest Faculty)	Fluid Mechanics	16	

103. List of senior Visiting Fellows, adjunct faculty, emeritus professors

- **Prof. Sitaramaya, visiting professor from University of Hyderabad**
- **Prof. Pattabhiramacharyulu N. Ch., visiting professor from NIT, Warangal.**

104. Percentage of classes taken by temporary faculty – programme-wise information
50% in PG

105. Programme-wise Student Teacher Ratio
B.Sc. 3:1

M.Sc. 3:1

106. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual: **NIL**

107. Research thrust areas as recognized by major funding agencies: **NIL**

108. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Principal Investigator: S.N. Hasan

Entitled: "Ionospheric aspects of Meteors by using MST Radar"

(on going project at Dept. Of Astronomy, Osmania University, Hyderabad)

Funding agency: DST (project no: SR/S4/AS-85/2012)

109. Inter-institutional collaborative projects and associated grants received

a) National collaboration: **NIL**

b) International collaboration: **NIL**

47. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.: **NIL**

48. Research facility / centre with: **NIL**

- state recognition
- national recognition
- international recognition

111. Special research laboratories sponsored by / created by industry or corporate bodies

112. Publications:

Details on research publications

	International	National	Others
Peer Review Journals	17	9	
Non-Peer Review Journals			
e-Journals			
Conference proceedings		5	

Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

* Number of papers published in peer reviewed journals (national / international) : **17 International +9 National = 26**

- * Monographs
- * Chapters in Books :
- * Edited Books :

- * Books with ISBN with details of publishers:
- * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) :
- * Citation Index – range / average :
- * SNIP
- * SJR
- * Impact Factor – range / average:
- * h-index

113. Details of patents and income generated: **NIL**

114. Areas of consultancy and income generated: **NIL**

115. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

Prof S N Hasan visited National Research Institute of Astronomy & Geophysics (NRIAG), Egypt on Collaborative Program in January 2014.

116. Faculty serving in

- s) National committees b) International committees c) Editorial Boards d) any other (please specify)

S N Hasan:

- **Life Member of the Astronomical Society of India (ASI)**
- **Member Scientific Organizing Committee of the ASI. (2006-2008)**
- **Executive Council Member of Astronomical Society of India (2006- 2009).**
- **Member Scientific Organizing Committee for the International Earth Science Olympiad to be held in Mysore, September 2013.**

Afroz

- **Life Member Indian Society of Industrial & Applied Mathematics.**

Khaja Moinuddin

- **Life Member, Andhra Pradesh State Mathematical Society.**

40. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

(i) S N Hasan:

- **Resource Person for Orientation & Refresher Programs organised by the UGC-Academic Staff College, Osmania University, Hyderabad since 2009-to date.**
- **Resource Person for training Teachers & Students for Astronomy Olympiad and Earth Science Olympiad.**
- **Mentor in the INSPIRE INTERNSHIP SUMMER CAMP, from 6-10 June 2011, Pt Ravishankarshukla University, Raipur.**

(ii) **Khaja Moinuddin**

6.1.2 **Attended a Refresher Course in Basic Sciences Research Methodology at**

6.1.3 **Academic Staff College, Osmania University , Hyderabad**

6.1.4 **from 18/11/2013-07/12/2013.**

93. Student projects

- percentage of students who have done in-house projects including inter-departmental projects: UG students: **100%**
- percentage of students doing projects in collaboration with other universities / industry / institute: **NIL**

94. Awards / recognitions received at the national and international level by: **NIL**

- Faculty
- Doctoral / post doctoral fellows
- Students

95. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.: **NIL**

96. Code of ethics for research followed by the departments

The masters students are sensitised on issues such as academic freedom, sharing of resources, plagiarism and the intellectual property rights so that when they join for the PhD program they are aware of their freedom, responsibility and the ethics they need to follow in their research and academic careers.

97. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
UG					
PG	20 (2011)	6	4	100%	100%
	16 (2012)	5	3	100%	100%
	23 (2013)	7	3	50% SemII	66% SemII
	22 (2014)	9	2	-	-

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
UG	NIL	23%	77%	NIL

PG	NIL	33%	67%	NIL
----	-----	-----	-----	-----

69. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.: **NIL**
(The Department of Mathematics is only 3 years old)

70. Student progression (The Department of Mathematics is only 3 years old)

Student progression	Percentage against enrolled
UG to PG	NIL*
PG to M.Phil.	NIL*
PG to Ph.D.	NIL*
Ph.D. to Post-Doctoral	NIL*
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	NIL*
Entrepreneurs	NIL*

* The Department of Mathematics is only 3 years old

71. Diversity of staff

Percentage of faculty who are UG/PG/PhD	
of the same university	NIL
from other universities within the State	UG- 66.7%, PG- 66.7%
from universities from other States from	UG- 33.3%, PG- 33.3%
universities outside the country	Ph.D. 33.3%

67. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period: **2 submitted Ph.D. (awaiting results)**

68. Present details of departmental infrastructural facilities with regard to

- a) Library: **Central Library**
- b) Internet facilities for staff and students: **YES**
- c) Total number of class rooms: **3**
- xx) Class rooms with ICT facility: **YES**
- yy) Students' laboratories: **Computer Laboratory**

zz) Research laboratories: **NIL**

166. List of doctoral, post-doctoral students and Research Associates: **NIL**

- a) from the host institution/university
- b) from other institutions/universities

167. Number of post graduate students getting financial assistance from the university : **100%**

168. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

169. Does the department obtain feedback from

- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? **YES**

Regular meetings are held by the DEAN, School of Science with the Heads of the departments and the faculty of sciences. Feedback is taken and on the basis of feedback the examination & evaluation and the course is restructured. New add-on courses are being introduced to help the students improve their communication skills and soft skills.

- b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? **YES**

Regular feedback is taken from students and measures are taken to modify teaching methodology to meet their requirements.

- c. alumni and employers on the programmes offered and how does the department utilize the feedback? University

The Department of Mathematics is only 3 years old – hence no alumni yet.

170. List the distinguished alumni of the department (maximum 10)

The Department of Mathematics is only 3 years old - no alumni yet.

171. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

Special lectures & seminars are frequently organised for student benefit.

172. List the teaching methods adopted by the faculty for different programmes.

Audio-visual aids, computer facilities and resources from internet are used to supplement class-room activity. Regular tutorials are conducted both at UG and PG level to address difficulties and problems of the students.

173. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

By having regular faculty meetings and students teacher meetings and having regular class tests and seminars the outcome of the program objectives are monitored.

174. Highlight the participation of students and faculty in extension activities.
Regular participation in

- d) Seminar**
- e) Conferences**
- f) Workshops**
- g) Out-reach activities**

113. Give details of “beyond syllabus scholarly activities” of the department.

Through departmental seminars and extension lectures by guest faculty the students are given a broader and deeper perspective to learning mathematics & science and the relevance of scientific research to society.

114. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details. **NO**

115. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

- **Dr. S N Hasan’s work on generating new class of periodic solutions for the three body problem finds applications in planning orbits for artificial satellites around the Earth or Earth-Moon system and his work on Mass segregation in star clusters has importance in understanding the processes of star formation and evolution.**
- **Dr. Afroz’s work finds applications in developing ECG systems**
- **Mr. Khaja Moinuddin’s works gives a deeper understanding of viscous flows which can be applied to both physical and biological systems.**

116. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths:

- (i) A diverse group of students coming from different parts of India viz. Kashmir, West Bengal, Uttar-Pradesh, Chattisgarh, Jharkand, Bihar, Karnataka, Andhra Pradesh & Telangana.**
- (ii) Faculty with varied & diverse research interest – viz. Wavelet & its applications, Algebra, Analysis, Fluid Mechanics, Celestial Mechanics & Dynamical Astronomy.**
- (iii) Good infrastructure**
- (iv) Faculty interested and actively involved in adopting innovative teaching methodology.**
- (v) 95% students live on campus making it possible to involve them in curricular and extra-curricular activities beyond teaching hours.**

Weaknesses:

- (i) It’s a very young department, hence presently it does not have established alumni & the support it can get from its alumni.**

- (ii) Most students come from humble background hence need a lot of support and counselling to help them define their career goals.
- (iii) The department does not presently have a department library, the students and the faculty need to depend on the Central Library Facility.
- (iv) The department being very young the laboratories need to be strengthened and in the process of developing them.
- (v) Placements activities such as career counselling, training in communication and soft skills need to be strengthened. Academia-Industry interface needs to be developed and we are in a process in doing so.

Opportunities and Challenges:

Students come from varied backgrounds therefore the challenge for the department is to integrate them into a homogeneous group, improve their communication skills and soft skills and make them employable by National & International standards.

117. Future plans of the department.

The Department of Mathematics is a young department. The permanent faculty though very small comes from varied backgrounds and have divers research interests – viz Wavelet & its applications, Algebra, Analysis, Fluid Mechanics, Celestial Mechanics & Dynamical Astronomy. Students in the department come from different parts of the country ranging from Kashmir, West Bengal, Uttar-Pradesh, Chattisgarh, Jharkand, Bihar, Karnataka, Andhra Pradesh & Telangana. This makes the teaching and learning environment very rich. The aim of the department is to sharpen students' rational and mathematical skills, expose them to the varied possibilities of application of mathematics to different branches of science, engineering and industry. The department plans to develop a strong computer centre and train students in simulations and application of information technology in varied disciplines. The students will be trained such that they are encouraged to take up research activity and also make them employable by national and international standards. The faculty will be involved in getting funds from various national and industrial sources. The department also plans to develop collaborative and student exchange programs with Universities & Institutes at National & International level.

Evaluative Report of the Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP)

151. Name of the Department : **Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP)**

152. Year of establishment : 2007

153. Is the Department part of a School/Faculty of the university? **YES, Social Sciences**

154. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.): **M.Phil and Ph.D.**

155. Interdisciplinary programmes and departments involved: **YES**

156. Courses in collaboration with other universities, industries, foreign institutions, etc.

157. Details of programmes discontinued, if any, with reasons

158. Examination System: Annual/Semester/Trimester/Choice Based Credit System : **Semester**

159. Participation of the department in the courses offered by other departments

160. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	1	
Associate Professors	2	2	
Asst. Professors	3	3	
Others			

32. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Prof. Kancha Ilaiah	M.A., M.Phil., Ph.D.	Professor-cum-Director	Indian Socio-Political System, Political Thought, Indian and Western Comparative Religions	35	
Dr. P. H. Mohammad	M.A., M.Phil., Ph.D.	Associate Professor-cum-Deputy Director,	Exclusion of socially excluded groups, religious minorities, Education among Muslims, Tribal development, Social Change, and Entrepreneurship, Traditional Occupations .		
Dr. Farida Siddiqui	M.A., Ph.D.	Associate Professor-cum-Deputy Director,	Exclusion and Inclusion of Muslims, Women Empowerment, Poverty, Health and Education, Micro Finance, Islamic Banking, Public Sector Banking and Regional Disparities.		

Dr. A. Nageswara Rao	M.A., M.Phil., Ph.D.	Assistant Professor-cum-Assistant Director	Social Exclusion and Inclusion of Marginalized Groups i.e. Dalits, Tribals, Muslims, Women and Other Backward Castes in India in general and special focus on Dalits, Muslims, Women, Children in the state of Andhra Pradesh		
Mr. K. M. Ziyauddin	M.A., M.Phil. (Ph.D)	Assistant Professor-cum-Assistant Director,	Exclusion of Muslims, & Dalits; Sociology of health & Illness; Comparative health system.		
Dr. S. Abdul Thaha	M.A., M.Phil. Ph.D.	Assistant Professor-cum-Assistant Director,	Exclusion of religious minorities from historical perspective; mapping the political, social and economic dynamics of Muslims and tribal communities; social justice and affirmative action; poverty; impact of climate change on excluded communities; globalisation vs. marginalised groups and inclusive growth.	7	4

110. List of senior Visiting Fellows, adjunct faculty, emeritus professors

111. Percentage of classes taken by temporary faculty – programme-wise information

112. Programme-wise Student Teacher Ratio : 1:2

113. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

	Administrative Staff	Technical Staff	Research Staff
Actual position	3	2	2
Filled position	3	2	2

114. Research thrust areas as recognized by major funding agencies

115. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

	Year wise	Number	Name of the project	Name of the funding agency	Total grant received
	Other agencies - national and international (specify)				
Minor projects	2009	1	Sharia based Micro finance an inclusive approach for excluded Muslims: A case of Hyderabad	UGC	80000/-
	2009	1	Empowering the excluded through inclusion in decentralised governance: A study with special referenc to Scheduled Castes in Andhra Pradesh	UGC	117000/-
Major projects	2009	1	Social Exclusion of Traditional Occupational Groups in Modernization - A Study into Suicide Deaths of Weavers in Andhra Pradesh with Focus on Weavers in Sircilla”.	UGC	471200/-
	2010	1	Litercay and education among the Muslim minority in Andhra Pradesh.	ICSSR	313900/-
	2014	1	South Indian Muslims:Present and Future	ICSSR	Communicated Proposed- 70 Lakhs
	2013	1	Financial Exclusion of Excluded Muslim women through Riba free micro-finance in Andhra Pradesh	ICSSR	15 Lakhs
	2010	1	A study on Poverty and social exclusion among Muslims in Andhra Pradesh.	UGC	462200/-
	2012	1	Exploring the Exclusionary Perspective of Muslim Community and their	ICSSR	750350/-

			Health Conditions: A Case of Selected Pockets of Andhra Pradesh		
--	--	--	---	--	--

116. Inter-institutional collaborative projects and associated grants received

a) National collaboration

b) International collaboration

49. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

	Year wise	Number	Name of the project	Name of the funding agency	Total grant received
	2010	1	Literacy and education among the Muslim minority in Andhra Pradesh.	ICSSR	313900/-
	2014	1	South Indian Muslims: Present and Future	ICSSR	Communicated Proposed- 70 Lakhs
	2013	1	Financial Exclusion of Excluded Muslim women through Riba free micro-finance in Andhra Pradesh	ICSSR	15 Lakhs
	2010	1	A study on Poverty and social exclusion among Muslims in Andhra Pradesh.	UGC	462200/-
	2012	1	Exploring the Exclusionary Perspective of Muslim Community and their Health Conditions: A Case of Selected Pockets of Andhra Pradesh	ICSSR	750350/-

50. Research facility / centre with

- state recognition
- national recognition
- international recognition

117. Special research laboratories sponsored by / created by industry or corporate bodies

118. Publications:

- * Number of papers published in peer reviewed journals (national / international)- **42**
- * Monographs - **1**
- * Chapters in Books- 6
- * Edited Books - 4
- * Books with ISBN with details of publishers - **11**
- * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- * Citation Index – range / average *
- SNIP
- * SJR
- * Impact Factor – range / average *
- h-index

119. Details of patents and income generated

120. Areas of consultancy and income generated

121. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

122. Faculty serving in

- t) National committees b) International committees c) Editorial Boards d) any other (please specify)

Sl. No.	Name	Committee
1	Prof. Kancha Ilaiah	Member of the Governing Council of the Indian Council of Social Science Research, New Delhi, for a period of 3 years., Member of Governing Council and Executive Committee of National Mission of Sarva Shiksha Abhiyan (SSA).
2	Dr. P. H. Mohammad	Member - CESI (Comparative Education Society of India) - Advisory Committee - Board of Studies.
3	Dr. Farida Siddiqui	Associate Fellow, Institute of Islamic banking and insurance (IIBI), London, UK, Member of Editorial board of Journal of Social Exclusion and Inclusion Studies.
4	Dr. A. Nageswara Rao	-
5	Mr. K. M. Ziyauddin	Member of Editorial board of Journal of Social Exclusion and Inclusion Studies.
6	Dr. S. Abdul Thaha	-

41. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

Sl. No.	Name	Programme
1	Dr. A. Nageswara Rao	Refresher Course, Orientation Programme
2	Dr. S. Abdul Thaha	Orientation Programme

98. Student projects

- percentage of students who have done in-house projects including inter-departmental projects
- percentage of students doing projects in collaboration with other universities / industry / institute

99. Awards / recognitions received at the national and international level by

- Faculty
- Doctoral / post doctoral fellows
- Students

100. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

- Conducted an ICSSR Sponsored National Seminar, as Seminar Convener, on Communal Violence, Persecutions and Social Exclusion of Muslims and Christians in India, at CSSEIP, MANUU, Hyderabad, on March 20-21, 2014.
- Conducted One day workshop on " Muslim children's Issues and Right to Education" at CSSEIP, MANUU, Hyderabad, on 11th February 2014.
- Organised a programme on Dr. B. R. Ambedkar's 124th birthday celebration at CSSEIP, MANUU, Hyderabad, on 2 May 2014.
- Organized One day State Level Seminar on "Socio-Economic Inclusion of Muslim Women through Livelihood Activities with Special Reference to Andhra Pradesh" collaboration with SAFA Society, Hyderabad, at CSSEIP, MANUU, Hyderabad, on 19th September 2013.
- Three days International Conference, "*Status of Muslim Women in Indian Sub-Continent, March 6-8, 2013, partially funded by ICSSR.*

In the Inaugral Session of the Conference Prof Zoya Hasan from JNU delivered the Keynote Address. She stated that the socio-political mobilisation had picked up in India too, particularly after the rape incident took place in Delhi in December 2012. The Chief Guest at the conference was Uzma Naheed, member, Muslim Personal Law Board, said that there was no scope for change or improvement in Islamic laws. In the

Valedictory Session of the international Conference, Union Minister for Minority Affairs Mr K.Rahman Khan was the Chief Guest who addressing the gathering said that Education is the only means to transform and shape the lives of Muslim women and his government's top priority was to bring changes among Muslim women through education.

- One day Seminar on “Ambedkar, Islam and Equality” organised on 13th April, 2011; Asaduddin Owaisi (MP, Hyderabad), Dr. Kathi Padma Rao, President, Dalit Mahasabha, AP and Dr. Y.B. Satyanarayana, Centre for Dalit Studies, Hyderabad, Sri. Kaki Madhava Rao, IAS and Prof. Kancha Ilaiah, Director, CSSEIP were the speakers.
- The Centre has organized a Round Table Meeting of Muslim Political Leaders for Increasing the Share of Muslims in the Annual Budget of Andhra Pradesh 2012-13 at Madina Education Centre, Nampally, Hyderabad on 19th January 2012
- Centre has organized a Two Day National Seminar on “Reservation for Muslims in India: A Step Towards Inclusive Development” On 19-20th March, 2012. Prof. Faizan Mustafa (VC, NALSAR, Hyderabad) Keynote Speaker and Chief Guest Dr. P. S. Krishnan (IAS. Rtd) , Prof. Zoya Hassan (JNU) delivering valedictory session as the Chief Guest of Seminar
- “Addressing the Problems of Minorities and Other Excluded Groups: Reflections on Policy and Research” by Prof. Sukhadeo Thorat, Chairman, ICSSR and former Chairman of UGC, on 3rd November 2011.
- CSSEIP in collaboration with the Young Lives India has organized a ‘One Day Seminar’ on “Childhood Poverty in the context of Social Exclusion” on 23-07-2009.
- CSSEIP organized a three days National Conference on “Exclusionary Perspectives for Muslims & Marginalized groups” from 22-24 Feb. 2010. Dr. Amirullah Khan, Research Director & Dean of Bangalore Management Academy, Bangalore, was invited as the Chief Guest in the Inaugural Session. The eminent Sociologist Prof. T.K Oommen has given the Keynote Address. Prof. Imtiaz Ahmed, Prof. Mohammad Shabir, Prof. Anant Giri, Prof. Abhijit Das Gupta, & Prof. Noor Mohammad were among the prominent scholars who participated in the Conference as the recourse persons.

101. Code of ethics for research followed by the departments

102. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female

MPhil	19	6	3		
PhD	19	7	1		

33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MPhil	74	18	8	
PhD	95	5		

72. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

NET-4

73. Student progression

Student progression	Percentage against enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	
Entrepreneurs	

74. Diversity of staff

Percentage of faculty who are graduates	
of the same university	-
from other universities within the State	66%
from universities from other States from	33%
universities outside the country	-

69. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period

Ph.D- 1

70. Present details of departmental infrastructural facilities with regard to

- a) Library- Available with
- b) Internet facilities for staff and students – Available
- c) Total number of class rooms - one

aaa) Class rooms with ICT facility: -

bbb) Students' laboratories: -

ccc) Research laboratories: -

175. List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university -

b) from other institutions/universities -

176. Number of post graduate students getting financial assistance from the university -

177. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology. -

178. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

c. alumni and employers on the programmes offered and how does the department utilize the feedback? -

179. List the distinguished alumni of the department (maximum 10)

180. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

The centre is regularly organising the special lectures and seminars by inviting the eminent scholars and distinguished personalities. CSSEIP is running a special lecture series in which the resource persons speak about significant issues pertaining to Muslim minority which ends with the discussion among students. This lecture series is really enriching the academic level of our students.

181. List the teaching methods adopted by the faculty for different programmes.

182. How does the department ensure that programme objectives are constantly met and

learning outcomes are monitored?

183. Highlight the participation of students and faculty in extension activities.

118. Give details of “beyond syllabus scholarly activities” of the department.

119. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details. -

120. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

The research scholars of CSSEIP are producing very significant work by their research. They are coming with the empirical data and important findings which will be useful in framing the policies and programmes.

121. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

122. Future plans of the department.

Likely to institute and introduce two chairs namely on Dr. B. R. Ambedkar and Mother Theresa.

Evaluative Report of the MANUU Satellite Campus, Lucknow

161. Name of the Department **MANUU- Satellite Campus Lucknow**

162. Year of establishment **2009**

163. Is the Department part of a School/Faculty of the university? **Yes**

164. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.) **PG**

165. Interdisciplinary programmes and departments involved- **Arabic, English, Persian & Urdu**

166. Courses in collaboration with other universities, industries, foreign institutions, etc. **N/A**

167. Details of programmes discontinued, if any, with reasons **N/A**

168. Examination System: **Annual/Semester/Trimester/Choice Based Credit System-Semester System**

169. Participation of the department in the courses offered by other departments N/A

170. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor		-	
Associate Professors		01	
Asst. Professors	11		
Others		05	

33. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 Years
Dr. Waseem Begum	M.A,M.Phil Ph.D	Associate Professor	Research's Critical Analysis.	9+	N/A
Dr. Huma Yaqub	M.A,Ph.D	Assistant Professor	Post colonial literature Indian writing in English Indian literature in translation	10.Years	N/A
Dr.Abu Omair	M.Phil, Ph.D	Assistant Professor	Modern Poetry	2and half Years	N/A
Dr. Mujahid-ul-Islam	Ph.D	Assistant Professor	Comparative literature	Two Years Six Months	N/A
Dr. S. Mohd. Fayez	M Phil, Ph.D	Assistant Professor	Applied Literature ELT	3,Years	N/A
Dr.Zishan Haider	M.A, Ph.D	Assistant Professor	Modern j Persian Poetry	Two Years Five Months	N/A
Noor Fatima	M.A, Ph.D	Assistant Professor	Iqbaliyat & Poetry	2,Years	N/A
Dr.Nikhata Fatima	M.A, History M.A, Persian Ph.D, Persian	Assistant Professor	Indo Persian Literature	4 Years five months	N/A
Dr.Sarfaraz Ahmad Khan	Ph.D	Assistant Professor	Classical &Modern Persian	2,Years	N/A
Dr.Ishrat Naheed	M.A, Ph.D	Assistant Professor	Classical Literature	Two Years Five Months	N/A
Sayeed Bin Makhshin	M.A, M.Phil	Assistant Professor	Translation Modern Arabic	Two Years Six Months	N/A

117. List of senior Visiting Fellows, adjunct faculty, emeritus professors N/A

118. Percentage of classes taken by temporary faculty – programme-wise information N/A

119. Programme-wise Student Teacher Ratio

120. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual **05 Actual**
121. Research thrust areas as recognized by major funding agencies
Socio & Cultural Background in Indian Perspectives
122. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.
Feminine Sensibility in Urdu Poetry after Independence Funded by UGC Rs. 3,30,000/-
123. Inter-institutional collaborative projects and associated grants received **N/A**
- a) National collaboration b) International collaboration
51. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. **N/A**
52. Research facility / centre with **N/A**
- state recognition
 - national recognition
 - international recognition

123. Special research laboratories sponsored by / created by industry or corporate bodies
N/A

124. Publications:

S.No	Name of Faculty	Dept.	No. Of paper published N/IN	Monographs	Chapters in Book	Edited Books	Books with ISBN No.
1	Dr. Waseem Begum	Urdu	12+04	01	12	02	1. Azadi K bad Urdu Ghazal 978-81-8223 Edu. Pub. House 2. Azadi Ke bad Urdu Shairiy Men Taanisi Hisab 978-81-8223 Edu. Pub. House
2.	Dr. Abu Omair	Urdu	10+0	0	0	01	0
3.	Dr. Mujahid- Ul- Islam	Urdu	0	0	0	0	0
4.	Dr. Noor Fatima	Urdu	13+0	0	1	2	0
5.	Dr. Ishrat Nahid	Urdu	5+0	0	2	0	0
6.	Dr. Sarfaraz Ahmad Khan	Persian	8+0	0	0	2	0
7.	Dr. Zishan Haider	Persian	0	0	0	0	0
8.	Dr. Nikhat Fatema	Persian	5+0	0	0	0	0
9.	Dr. Huma Yaqub	English	5+0	0	1	0	0
10.	Dr. S. Mohd. Fayez	English	5+0	0	0	0	0
11.	Mr. Syeed Bin Makhashin	Arabic	5+0	0	1	1	0
12.	Dr. Sumama Faisal	Arabic					

* Number of papers published in peer reviewed journals (national / international)

* Monographs

* Chapters in Books *

Edited Books

* Books with ISBN with details of publishers

* Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Citation Index – range / average *

SNIP

* SJR

* Impact Factor – range / average *

h-index

125. Details of patents and income generated

126. Areas of consultancy and income generated
127. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad
128. Faculty serving in
 - u) National committees b) International committees c) Editorial Boards d) any other (please specify)
42. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

103. Student projects

- percentage of students who have done in-house projects including inter-departmental projects
- percentage of students doing projects in collaboration with other universities / industry / institute

104. Awards / recognitions received at the national and international level by

- Faculty
- Doctoral / post doctoral fellows
- Students

105. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

Asmita Programme organize by Dr. Waseem Begum 31.08.2014 funded by Sahitya Akademi, N. Delhi

106. Code of ethics for research followed by the departments

107. Student profile programme-wise:

P.G. Urdu

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
M.A. (Urdu) 2010-11	53	06	11	66.67%	72.72%
M.A. (Urdu) 2011-12	26	08	05	75%	60%
M.A. (Urdu) 2012-13	49	08	09	75%	88.88%
M.A. (Urdu) 2013-14	67	13	07	69.29%	57.14%
P.G. Arabic					
M.A. (Arabic) 2010-11	18	09	03	44%	100%
M.A. (Arabic) 2011-12	04	01	00	00	00
M.A. (Arabic) 2012-13	04	03	00	00	00

M.A. (Arabic) 2013-14	06	01	01	00	100%
-----------------------	----	----	----	----	------

P.G. Persian					
M.A. (Persian) 2010-11	31	08	02	25%	100%
M.A. (Persian) 2011-12	16	06	01	33.33%	100%
M.A. (Persian) 2012-13	14	10	02	40%	00
M.A. (Persian) 2013-14	29	17	03	58.82%	33.33%
P.G. English					
M.A. (English) 2010-11	26	01	09	100%	55.56%
M.A. (English) 2011-12	00	00	00	00	00
M.A. (English) 2012-13	27	03	12	33.3%	50%
M.A. (English) 2013-14	24	03	10	100%	40%

108. Diversity of students

P.G. Urdu

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
M.A. (Urdu) 2010-11	0	94%	6%	<i>Nil</i>
M.A. (Urdu) 2011-12	0	100%	0	<i>Nil</i>
M.A. (Urdu) 2012-13	0	100%	0	<i>Nil</i>
M.A. (Urdu) 2013-14	5%	90%	5%	<i>Nil</i>

P.G. Arabic				
M.A. (Arabic) 2010-11	0	75%	25%	<i>Nil</i>
M.A. (Arabic) 2011-12	0	100%	0	<i>Nil</i>
M.A. (Arabic) 2012-13	0	66.67%	33.33%	<i>Nil</i>
M.A. (Arabic) 2013-14	0	100%	0	<i>Nil</i>
P.G. Persian				
M.A. (Persian) 2010-11	0	100%	0	<i>Nil</i>
M.A. (Persian) 2011-12	0	100%	0	<i>Nil</i>
M.A. (Persian) 2012-13	0	100%	0	<i>Nil</i>
M.A. (Persian) 2013-14	0	100%	0	<i>Nil</i>
P.G. English				
M.A. (English) 2010-11	0	100%	0	<i>Nil</i>
M.A. (English) 2011-12	0	0	0	<i>Nil</i>
M.A. (English) 2012-13	0	100%	0	<i>Nil</i>
M.A. (English) 2013-14	0	93%	7%	<i>Nil</i>

75. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

76. Student progression

Student progression	Percentage against enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	
Entrepreneurs	

36. Diversity of staff

Percentage of faculty who are graduates of	
the same university	
from other universities within the State from	
universities from other States from	
universities outside the country	

71. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period

72. Present details of departmental infrastructural facilities with regard to

- a) Library **Yes**
- b) Internet facilities for staff and students **Yes**
- c) Total number of class rooms 14

ddd) Class rooms with ICT facility

eee) Students' laboratories

fff) Research laboratories

184. List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university

b) from other institutions/universities

185. Number of post graduate students getting financial assistance from the university.
Monthly scholarship @ Rs. 1,000/- per month each student

186. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

187. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

c. alumni and employers on the programmes offered and how does the department utilize the feedback?

188. List the distinguished alumni of the department (maximum 10)

189. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

190. List the teaching methods adopted by the faculty for different programmes.

191. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

192. Highlight the participation of students and faculty in extension activities.

123. Give details of “beyond syllabus scholarly activities” of the department.
124. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.
125. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.
126. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.
127. Future plans of the department.

Evaluative Report of the Centre for Deccan Studies

171. Name of the Department
H.K. Sherwani Centre for Deccan Studies
172. Year of establishment
2012
173. Is the Department part of a School/Faculty of the university?
No, the Centre is not part of any School
174. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.)
N.A.
175. Interdisciplinary programmes and departments involved
The Centre undertakes interdisciplinary research projects
176. Courses in collaboration with other universities, industries, foreign institutions, etc.
N.A.
177. Details of programmes discontinued, if any, with reasons
N.A.
178. Examination System: Annual/Semester/Trimester/Choice Based Credit System
N.A.
179. Participation of the department in the courses offered by other departments
N.A.

180. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	1	--
Associate Professors	--	--	--
Asst. Professors	2	2	--
Others	--	--	--

34. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Prof. Salma Ahmed Farooqui	M.Phil; Ph.D	Professor / Director	Medieval Indian History & History of Deccan	13	--
A. Subash	M.A.; Pursuing Ph.D	Assistant Professor	History of Modern India & History of Modern Andhra	7	--
Abdul Majid	M.A.; Pursuing Ph.D	Assistant Professor	Medieval Indian History	--	--

124. List of senior Visiting Fellows, adjunct faculty, emeritus professors

--

125. Percentage of classes taken by temporary faculty – programme-wise information

--

126. Programme-wise Student Teacher Ratio

--

127. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

--

128. Research thrust areas as recognized by major funding agencies

1. Cartography of the Deccan (World Bank)
2. World Heritage in Deccan (ICHR)

129. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

--

130. Inter-institutional collaborative projects and associated grants received

- a) National collaboration -- b) International collaboration --

53. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.;

total grants received.

--

54. Research facility / centre with

- state recognition
- national recognition ✓
- international recognition

129. Special research laboratories sponsored by / created by industry or corporate bodies

--

130. Publications:

Prof. Salma Ahmed Farooqui

* Number of papers published in peer reviewed journals (national / international):

- Article titled **Deccan Studies-An Emerging Trend in the Indian Higher Education System** in the Special Issue of Association of Indian Universities (AIU) Newsletter released on 16th February 2014 on the Inaugural Day of the World Book Fair at Pragati Maidan, New Delhi. (ISSN: 0566-2257)
- Article titled **Equality on All Fronts** in the Broadsheet published by Anveshi, December 2013. (ISSN: 2278-3423)
- Research paper **Diverse Social Groups under the Asaf Jahis** published by Nehru Memorial Museum and Library in the NMML Occasional Paper Series, New Delhi, December 2013. (ISBN: 81-87614-87-0)
- Research paper **Power of Fortification: Daulatabad Fort** published in **Studies in Indian History Festschrift to Prof. Adapa Satyanarayana** ed. by K. Arjun Rao, published at New Delhi, August 2013. (ISBN: 978-81-89131-66-1)
- Article **Fiscal Infrastructure of Golconda** published by INTACH Heritage Annual 2013 Ed. by Anuradha Reddy and Sajjad Shahid, Hyderabad, April 2013.
- Book review of Bilquis Jehan Khan's **A Song of Hyderabad** published by Oxford University Press in **Journal of Deccan Studies** in Vol X No.1, January-June 2012 issue. (ISSN: 0973-2292)
- Research paper at the national seminar THOT (Tourism and Hospitality: Opportunities and Trends) titled **The Growth of Hyderabad as an Urban Tourism Hub** at YSR NITHM, Hyderabad on 3rd-4th December 2010.
- Keynote address titled **Dakhni Culture-A Symbol of Multiculturalism** presented at the Andhra Pradesh History Congress at Kurnool on 4th-5th January 2009 published as conference proceedings.
- Research paper titled **Education – A Road to Modernity or Jahiliya?** Published in the journal *Islam and the Modern Age* Vol XXXVIII No. 3, Zakir Hussain Foundation Series, Jamia Millia Islamia, August 2007. (ISSN: 0021-1826)
- Article titled **The Development of Wahhabism as a Political Ideology in Saudi Arabia** in a book edited by Prof.A Murali and Prof.R.L.Hangloo titled *New Themes in History* published by Black & White Imprint, New Delhi, January 2007. (ISBN: 81-89320-15-7)

- Article titled **Sketches of Golconda** published in the Special Issue of Teaching South Asia published by the University of Dakota in 2006. (ISSN: 1529-8558)
- Research paper titled **Towards a Stylistics in Historical Writing** published in the ICFAI Journal of English Studies in June 2006. (ISSN: 0973-3728)

* Monographs

--

* Chapters in Books

Book Title: Late Medieval Andhra Pradesh (Vol V) edited by R. Soma Reddy (Comprehensive History and Culture of Andhra Pradesh Volume IV & V) (ISBN: 978-93-82381-38-9)

- The Bahmanis of Gulbarga and Bidar
- Mughal Rule in the Deccan
- Polity in Andhra under Bahmanis, Adil Shahis, Qutb Shahis
- Agrarian Conditions under Qutb Shahi Rule
- Islam and its Various Streams in the Deccan
- Dakhni Culture

* Edited Books

--

* Books with ISBN with details of publishers

- Book titled '**History of India (600-1500)**' for universities in West Bengal published by Pearson Education released in July 2012. (Peer Reviewed) (ISBN: 978-81-317-8997-1)
- Book titled '**History of India (1500-1800)**' for universities in West Bengal published by Pearson Education released in July 2012. (Peer Reviewed) (ISBN: 978-81-317-8926-1)
- Book titled '**History of India (600-1500)**' for universities in Odisha published by Pearson Education released in July 2012. (Peer Reviewed) (ISBN: 978-81-317-8931-5)
- Book titled '**History of India (1500-1800)**' for universities in Odisha published by Pearson Education released in July 2012. (Peer Reviewed) (ISBN: 978-81-317-8932-2)
- Book titled '**A Comprehensive History of Medieval India**' published by Pearson Education released in March 2011. (Peer Reviewed) (ISBN: 978-81-317-3202-1)
- Book titled '**Multicultural Dimensions of Medieval Deccan**' published by Sundeep Prakashan, New Delhi in December 2008. (ISBN: 8175741937)
- Book titled '**Islam and the Mughal State**' published by Sundeep Prakashan, New Delhi, 2005. (ISBN: 817574158-9)

* Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Citation Index – range / average

--

* SNIP

--

* SJR

--

* Impact Factor – range / average

A Comprehensive History of Medieval India published by Pearson Education released in March 2011. (Peer Reviewed)

1.	Wikipedia	Madurai
2.	Wikipedia	Kaithal
3.	Wikipedia	Panchadasi
4.	Wikipedia	Tirunelveli
5.	Wikipedia	Tarikh-i-Yamini
6.	Wikipedia	Maloji Bhonsale
7.	Wikipedia	Cis-Sutlej States
8.	Wikipedia	Dost Mohammad Khan
9.	Wikipedia	Shivaji
10.	Wikipedia	Muhammad II of Khwarezm
11.	Wikipedia	Mahadaji Shinde
12.	Wikipedia	Nawabs of Bengal and Murshidabad
13.	Wikipedia	Khilji dynasty
14.	Wikipedia	Alauddin Khilji
15.	Wikipedia	Sikh Empire
16.	Wikipedia	Maratha Empire

* h-index

--

131. Details of patents and income generated

--

132. Areas of consultancy and income generated

--

133. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

Prof. Salma Ahmed Farooqui:

1. Selected by Indian Institute of Advanced Studies (IIAS), Shimla to deliver a lecture on **Understanding Sexuality through Historical Time: A Case Study of Mughal Paintings** between 16th -18th September 2014.
2. Selected to deliver a lecture on **Reconstructing Valour of Women from Ancient to Modern Times** at the Kalyani University, West Bengal on 10th April 2014.
3. Recipient of Fulbright-Nehru International Education Administrators Seminar awarded by United States-India Educational Foundation (USIEF), New Delhi and Council for International Exchange of Scholars (CIES), Washington D.C. for 2 weeks (18th October-3rd November 2013) to study the US Higher Education System. The program was sponsored jointly by the Govt of India and the U.S. Department of State and included visit to many American universities and colleges at Chicago, Lincoln, Omaha and Washington D.C.
4. Selected to deliver a lecture on **Creating Structures of Dominance: A Case Study of the Religio-Cultural Processes of the Qutb Shahis** at the Sixth Biennial Convention of **Association for the Study of Persianate Societies (ASPS)** held at Sarajevo, Bosnia Herzegovina from 1st-6th September 2013.
5. Selected to deliver a lecture on **Diverse Social Classes under the Asaf Jahis** in the workshop on **Rethinking Deccan History: Religion & Culture in remaking and fashioning regional identities** at the Nehru Memorial Museum and Library, New Delhi on 15th-16th March 2013.

6. Selected to deliver a lecture on **American Culture – Museums, Films & Dance, Cuisine** at the **All India American Studies Workshop** held on September 20th-21st, 2012 organized by UNESCO Chair for Peace, Malaviya Centre for Peace Research, Banaras Hindu University & Public Affairs Section, US Embassy, New Delhi.
 7. Selected to deliver a lecture on **Moral and Amoral Aspects of Mughal Visual Art** at the international interdisciplinary conference **Meaning, Morality and Culture** held at the Leeward Community College, University of Hawaii, USA on 23rd-24th June 2012.
 8. Invited to **Chair the session on Education of Minorities** at the International CESI Conference at University of Hyderabad on 18th November 2011.
 9. Selected to deliver a lecture on **Americaness in America** at the International Alumni Conference 2011 on **American National Identity in the Age of Globalization** hosted by the New York University at their offshore campus at La Pietra in Florence, Italy on 18th-19th March 2011.
 10. Selected for the **Study of the United States Institutes (SUSI) Program on Religious Pluralism and Public Presence 2010** hosted by the **Department of Religious Studies at the University of California, Santa Barbara**. It was sponsored by the U.S. Department of State and made her travel to Santa Barbara, Los Angeles, Salt Lake City, Atlanta and Washington D.C. and interact with academia of American universities.
 11. Selected to deliver a lecture on **Challenges to Religious Pluralism in the Indian Context** at the symposium on **Religious Pluralism in Global Perspective** at the University of California, Santa Barbara, USA on 19th July 2010.
134. Faculty serving in
- v) National committees b) International committees c) Editorial Boards d) any other (please specify)
- International Committees:**
1. Member of Standing Selection Committee (SSC) of Association for the Study of Persianate Societies (ASPS) to select the recipient for the award of a Travel cum Research Grant titled ASPS/MANUU VISITING SCHOLAR FELLOWSHIP.
- National Committees:**
1. Nominated as Advisory Committee member by ICSSR in 2013 for the sponsored study '**Recovering Multiple Archives of Resistance in Andhra Pradesh: Anti Caste Intellectual Traditions, Adivasi Oral Traditions and Deccani Intellectual Traditions**' conducted by Dr.K.Y.Ratnam, Centre for Ambedkar Studies, University of Hyderabad.
 2. Nominated as Advisory Committee member of **Centre for Women's Studies** in Kalyani University, West Bengal in 2014.
- Editorial Boards:**
1. Member Editorial Board of **Journal for Deccan Studies**, an international level peer reviewed journal published by Centre for Deccan Studies, Hyderabad.
- Others**
1. Nominated by the Andhra Pradesh State Wakf Tribunal to guide and lead the CFA works at the Qutb Shahi Tombs – Order No.Rc.No.S3/142/2007, dated 11.09.2012 issued by Director, Department of Archaeology and Museums, Gunfoundry, Hyderabad.
43. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

Orientation Programme on Open & Distance Learning	MANUU, Hyderabad	2nd to 9th February 2007	MANUU
Workshop cum Training	MANUU,	10th to 14th	Instructional Media

Programme on Scriptwriting for Audio-Video Programmes	Hyderabad	September 2007	Centre (IMC), MANUU
Workshop cum Training Programme on Good Governance in ODL System	MANUU, Hyderabad	27th to 31st January 2012	Commonwealth Educational Media Centre for Asia (CEMCA) & MANUU

109. Student projects

- percentage of students who have done in-house projects including inter-departmental projects
-
- percentage of students doing projects in collaboration with other universities / industry / institute
-

110. Awards / recognitions received at the national and international level by

Faculty:

Prof. Salma Ahmed Farooqui

1. Recipient of **Fulbright-Nehru International Education Administrators Seminar** awarded by United States-India Educational Foundation (USIEF), New Delhi and Council for International Exchange of Scholars (CIES), Washington D.C. for 2 weeks (18th October-3rd November 2013) to study the US Higher Education System. The program was sponsored jointly by the Govt of India and the U.S. Department of State and included visit to many American universities and colleges at Chicago, Lincoln, Omaha and Washington D.C.
2. Nominated to participate in a **summer institute on Religious Pluralism and Public Presence 2010** for 6 weeks (19th June-2nd August 2010) hosted by the Department of Religious Studies, University of California, Santa Barbara, USA. The Study of the United States Institute (SUSI) program was sponsored by the U.S. Department of State. The programme included a study tour to Santa Barbara, Los Angeles, Salt Lake City, Atlanta, and Washington, D.C.
3. Awarded **senior research fellowship** by the K.K.Birla Academy, Division of Historical Research, New Delhi for 2 years post doctoral study.
4. Recipient of the award of the **UGC-JRF** upgraded to **SRF** for M.Phil and Ph.D (1992-1996).
5. Awarded the **University Gold Medal** by the President of India, Dr. Shankar Dayal Sharma in 1993 for standing first in all four semesters of the M.A. course in History at the University of Hyderabad.

Doctoral / post doctoral fellows --

Students --

111. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

1. The Fifth Biennial Convention for the Association for the Study of Persianate Societies (ASPS)

headquartered in New York was organised from 4th-8th January 2012 at the Maulana Azad National Urdu University. The Convention was a joint partnership between the ASPS, MANUU and Indian Council for Cultural Relations (ICCR), with the support of the Iran Heritage Foundation and the Roshan Foundation for Persian Studies at the University of Maryland, USA. Spread over 4 days and 22 sessions, the Convention gains special significance as it was a conglomeration of over eighty international scholars from reputed universities of Afghanistan, Canada, England, France, Germany, Iran, Kuwait, Pakistan, Russia, Tajikistan, Armenia, Georgia, the United States of America and Uzbekistan with every delegate either presenting a paper or chairing a session. Some of the best universities of the world such as University of California Los Angeles, University of California Irvine, Boston University, New York University, Ohio State University, University of Minnesota, University of Pennsylvania, Emory University, Columbia University, London School of Economics, University of Illinois, University of Exeter, University of Heidelberg, Cambridge University, London University, School of Oriental and African Studies, London and others were represented through their faculty on this platform.

2. The Centre’s activities started with the celebrated writer **William Dalrymple’s** inaugural lecture on the important topic of **Syncretic Civilization of the Deccan** held on 11th September 2012.
3. A second event was organized on **Deccani Miniature Paintings** on 27th November 2012 in which the internationally renowned artist **Jatin Das** gave a lecture on the said theme.
4. The Centre then invited **Prof. Rudi Matthee**, Munroe Professor of History from the University of Delaware, USA who delivered a lecture on **Historical Connections: Iran and the Deccan** on 9th January 2013.
5. The H.K.Sherwani Centre for Deccan Studies in association with Spic Macay and the Australia-India Council also organized a talk by **John Zubrzycki**, a critically acclaimed writer journalist presently the world commentary editor at the Australian newspaper in Sydney on **the Last Nizam** on 1st February 2013.

112. Code of ethics for research followed by the departments

The Centre completed a major research study titled **A Cartographic Profile of the Deccan** which has put together 135 maps and nautical charts produced by map-makers, hydrographers and foreign travellers some as old as 900 years and some as young as only a 100 years in 10 different languages - Portuguese, Dutch, French, English, German, Italian, Latin, Catalan, Chinese and Arabic. Janab Najeeb Jung, Lt. Governor of Delhi released the book in English and Urdu versions on 20th September 2013 at Hyderabad.

The Centre in the research publication acknowledged the contribution of the World Bank in lending the resources which were analysed meticulously for the preparation of individual description of the maps.

113. Student profile programme-wise: N.A.

Name of the Programme (refer to question no. 4)	Applications received	Selected	Pass percentage

		Male	Female	Male	Female

114. Diversity of students: N.A.

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries

77. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

N.A.

78. Student progression:

N.A.

Student progression	Percentage against enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	
Entrepreneurs	

79. Diversity of staff

Percentage of faculty who are graduates
--

of the same University	--
from other universities within the state	2
from universities from other states	1
from universities outside the country	--

80. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period

N.A.

81. Present details of departmental infrastructural facilities with regard to

d) Library: YES

e) Internet facilities for staff and students: YES

f) Total number of class rooms: N.A.

ggg) Class rooms with ICT facility: N.A.

hhh) Students' laboratories: N.A.

iii) Research laboratories: N.A.

193. List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university

b) from other institutions/universities

Dr. Karen Ruffle from Dept. of Religious Studies, University of Toronto has been selected as Research Associate for a six month term at the Centre

194. Number of post graduate students getting financial assistance from the university.

N.A.

195. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

Before the formal opening of the Centre on 11th September 2012, an intense session of deliberations was held with persons of eminence who came from different sections of research, teaching, expertise and scholarship on the Deccan to discuss the proposed aims and objectives of the Centre. From that debate emerged the future plans of the Centre. Thereafter, an Advisory Committee was constituted which discussed at length these objectives and related matters.

196. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

c. alumni and employers on the programmes offered and how does the department utilize the feedback?

197. List the distinguished alumni of the department (maximum 10)

N.A.

198. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

N.A.

199. List the teaching methods adopted by the faculty for different programmes.

N.A.

200. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

N.A.

201. Highlight the participation of students and faculty in extension activities.

The Centre keeping upto its mandate organised extension mandate for students and faculty as mentioned below:

1. A play **Quli Dilon ka Shahzaada** on formation of Hyderabad by the famous Qadir Ali Baig Foundation on 13th February 2014.
2. An important awareness meeting on restoration of Qutb Shahi Tombs in which **Ratish Nanda, Project Director of Aga Khan Trust for Culture** gave a presentation of the ongoing works on 3rd June 2014.

128. Give details of “beyond syllabus scholarly activities” of the department.

--

129. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

In its nascent life the Centre has caught the attention of experts all over the country and aboard with its activities. What will really make a difference in the study of the Deccan are the innovative projects and hard work of the people involved with the Centre. The Centre remains committed to the endeavour of showcasing the bigger and lesser known facts of the Deccan in plentitude and with regular frequency.

130. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

The Centre completed a major research study titled *A Cartographic Profile of the Deccan* which has put together 135 maps and nautical charts produced by map-makers, hydrographers and foreign travellers some as old as 900 years and some as young as only a 100 years in 10 different languages - Portuguese, Dutch, French, English, German, Italian, Latin, Catalan, Chinese and Arabic. The book gains significance and has generated lot of interest since there is no historical

atlas of the Deccan till date.

131. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strengths

1. Committed faculty with focus on research
2. The Centre has shown a significant progress since its establishment two years ago
3. The Centre has built up national and international network in the last two years

Weakness

4. The Centre needs clerical staff and Research Assistants

Challenges

5. The Centre has kept a challenging goal for itself of producing finest research publications on unexamined areas of Deccan

132. Future plans of the department.

The H.K.Sherwani Centre for Deccan Studies has ambitious plans for the future which include: Lectures, Panel Discussions, Conferences and Seminars, Exhibitions and Festivals, Book Reading & Theatre Sessions, Research Projects, Collection of rare private/public literary records, Training Programmes in source languages, Digitization of rare, unavailable sources, making short films on different aspects of Deccan. The Centre for Deccan Studies plans to bring out a refereed bi-annual interdisciplinary journal which will exclusively publish articles on the Deccan. In order to showcase the Deccan, the Centre from time to time also plans to publish monographs, books, anthologies, historical atlases of the region, and out of print works of important authors who have worked on the Deccan. Only when one feels close to the soil does the attachment for a region develop. So, in order to give a tangible form to this emotion, the Centre wishes to provide a place to artisans, craftsmen and potters on regular intervals to show their artistic techniques and familiarize people with Deccani arts and crafts.

**EVALUATIVE REPORT OF THE CENTRE FOR PROFESSIONAL DEVELOPMENT
OF URDU MEDIUM TEACHERS**

181. Name of the Department:

Centre for Professional Development of Urdu Medium Teachers

182. Year of establishment:

2006

183. Is the Department part of a School/Faculty of the university?

No, the Centre is not part of any School/Faculty

184. Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.)

Orientation Programmes for Urdu/Urdu Medium School Teachers and Madrasa Teachers

185. Interdisciplinary programmes and departments involved:

N.A

186. Courses in collaboration with other universities, industries, foreign institutions, etc.

N.A.

187. Details of programmes discontinued, if any, with reasons

N.A.

188. Examination System: Annual/Semester/Trimester/Choice Based Credit System

N.A.

189. Participation of the department in the courses offered by other departments

N.A.

190. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor/Director	1	--	--
Associate Prof./ Dy. Director	1	1	--
Asst. Professors	1	1	--
Others	--	--	--



35. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Dr. Khwaja M Shahid	L.L.B., M.A., Ph.D.	Director I/c. From 30 th September 2014			
Prof. S M Mazheruddin Farooqui	M.A., M.Ed., Ph.D. (Edn.)	Professor/ Director Up to 30 th Sep. 2014	Education and Training	44	
Dr. Mohammad Shujath Ali	M.A., M.Phil., Ph.D. (in Urdu literature)	Associate Professor/ Dy. Director	Urdu Literature, Electronic and Print Media	18	
Mr. Misbahul Anzar	M.A., M.Phil. M.Ed.	Assistant Professor	Teacher Education, Minority Education	07	

131. List of senior Visiting Fellows, adjunct faculty, emeritus professors

N.A

132. Percentage of classes taken by temporary faculty – programme-wise information

N.A.

133. Programme-wise Student Teacher Ratio

N.A.

134. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

S. No.	Name of the Post	Sanctioned	Filled
1	Assistant Director	1	1
2	Translator	1	1
3	Section Officer	1	1
4	Professional Assistant	1	1
5	Assistant	1	1
6	U.D.C.	1	1
7	L.D.C.	1	1
8	Office Attendant	2	2

135. Research thrust areas as recognized by major funding agencies

N.A.

136. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

N.A.

137. Inter-institutional collaborative projects and associated grants received

a) National collaboration: N.A. b) International collaboration: N.A.

55. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

N.A.

56. Research facility / centre with

- state recognition
- national recognition
- international recognition

135. Special research laboratories sponsored by / created by industry or corporate bodies

N.A.

136. Publications:

N.A.

137. Details of patents and income generated

N.A.

138. Areas of consultancy and income generated

N.A.

139. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

N.A.

140. Faculty serving in

- a) National committees b) International committees c) Editorial Boards d) any other (please specify)

Dr. Mohd. Shujath Ali, Associate Professor/Deputy Director has written one unit of the SIM for P.G. Programme M.A. Urdu (2011-12) of Dr. B.R. Ambedkar Open University, Hyderabad.

141. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs).

Mr. Misbahul Anzar, Assistant Professor attended the 94th orientation programme at UGC-ASC, JMI, New Delhi (from 18-10-2010 to 16-11-2010)

142. Student projects

- Percentage of students who have done in-house projects including interdepartmental projects
- Percentage of students doing projects in collaboration with other universities/industry/institute

143. Awards / recognitions received at the national and international level by

- Faculty

Dr. Mohd. Shujath Ali, Associate Professor/Deputy Director received A.P. Urdu Academy's award 1st Prize for 2014 for the book "Maulana Azad ka Tassawur - e – Qaumiyat" edited by him.

- Doctoral / post doctoral fellows
- Students

144. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

From January 2010 till to date the Centre conducted the following orientation programmes for Urdu, Urdu Medium School Teacher and Madrasa Teacher

S. No.	Title	Duration	No. of Participants
1.	Orientation Programme for Madrasa teachers conducted at Akalkuwa, MS.	10 day 12 th to 21 st Jan. 2010	60
2.	Orientation Programme for Madrasa Teachers conducted at Madarsa-e-Arabia Babul-Uloom, Deshaepet Road, Warangal	5 day 16 th to 20 th May 2010	50
3.	Orientation Programme for Urdu Medium Teachers conducted at Shaheen Independent P.U. College, Bidar	5day 13 th to 17 th July 2010	50
4.	Orientation Programme for Urdu Medium Teachers conducted at Reshmi Al-Meelad Urdu High School, Keshwapur, Hubli	5 day 21 st to 25 th September 2010	50
5.	Orientation cum training on Testing and Evaluation for Urdu medium teachers in collaboration with RFU 9.B, National Testing Service-India, Central Institute of Indian Languages, Mysore conducted at CPDUMT Auditorium, MANUU	3 days 07 th to 09 th December 2010	32

S.	Title	Duration	No. of
----	-------	----------	--------

No.			Participants
6.	Orientation Programme for Urdu Medium Teachers conducted at Kannur, KERALA	5 day 15 th to 19 th December 2010	47
7.	Orientation Programme for Urdu Medium Teachers conducted at Khasarcode, KERALA	5 day 16 th to 20 th December 2010	33
8.	Orientation Programme for Urdu Medium Teachers conducted at Mahbubnagar	5 day 04 th to 08 th February 2011	63
9.	Orientation Programme for Madrasa Teachers conducted at Shaheennagar, Hyderabad	5 day 11 th to 15 th April 2011	65
10.	Orientation Programme for Urdu Teachers of Maharashtra conducted at CPDUMT, MANUU, Hyderabad	7 day 03 rd to 09 th May 2011	60
11.	Orientation Programme for Maharashtra Teachers conducted at CPDUMT, MANUU, Hyderabad	7 day 12 th to 18 th May 2011	51
12.	Orientation Programme for Urdu Teachers of Maharashtra conducted at CPDUMT, MANUU, Hyderabad	5 day 19 th to 23 rd July 2011	49
13.	Orientation Programme for Urdu Teachers of Maharashtra conducted at CPDUMT, MANUU, Hyderabad	5 day 25 th to 29 th July 2011	36
14.	Orientation Programme for Urdu Teachers of Kerala conducted at CPDUMT, MANUU, Hyderabad	7 day 12 th to 18 th Sept. 2011	54
15.	Orientation Programme for Urdu Teachers of Kerala conducted at CPDUMT, MANUU, Hyderabad	7 day 27 th to 31 st March 2012	22
16.	Orientation Programme for Urdu Teachers of Palakkad conducted at Sishshak Sadan, Palakkad, Kerala	5 day 01 st to 05 th August 2012	44
17.	Orientation Programme for Urdu Teachers of Kerala conducted at Municipal Guest House, Vazhuthacaud, Thiruvananthapuram, Kerala	5 day 08 th to 12 th October 2012	26
18.	Orientation Programme for Senior Secondary Urdu Teachers of Kerala at CPDUMT Auditorium, MANUU Campus.	5 day 29 th Nov. to 03 rd Dec. 2012	33

S. No.	Title	Duration	No. of Participants
19.	Orientation Programme for Urdu Medium Teachers at Govt. DIET, Srinagar, Nanded, M.S.	5 day 08 th to 12 th January 2013	56
20.	Orientation Programme for Urdu Medium Primary & Upper Primary School Teachers at Dr. Zakir Hussain	5 day 03 rd to 07 th	62

	High School and Junior College, Parbhani, M.S.	February 2013	
21.	Orientation Programme for Urdu Medium Primary & Upper Primary School Teachers at Iqra Primary School, Kat Kat Gate, Aurangabad, M.S.	5 day 04 th to 08 th February 2013	45
22.	Orientation Programme for Urdu Teachers of Kerala at Samastha Auditorium, Kalpetta, Wayanad, KERALA	5 day 13 th to 17 th March 2013	47
23.	Orientation Programme for Urdu Teachers of Kerala at Scout House Thrissur, KERALA	5 day 20 th to 24 th March 2013	53
24.	Orientation Programme for Urdu teachers of Bidar at Shaheen Independent P.U. College, Bidar	5 day 19 th to 23 rd November 2013	43
25.	Orientation Programme for Madrasa teachers of Kadappa at Jamiatus Slihat Lilbanat, Kadappa	5 day 07 th to 11 th December 2013	41
26.	Orientation Programme for Urdu teachers of Kerala at Malayali Sabha NSS UPS Thevally, Kollam, Kerala	5 day 19 th to 23 rd February 2014	39
27.	Orientation Programme for Urdu teachers of Kerala at GTTI Malappuram, Kerala	5 day 5 th to 9 th April 2014	37
28.	Orientation Programme for Madresa Teachers at Madresa Sultania, Cuttack, Odisha	5 day from 17 th to 21 st June 2014	31
29.	Orientation Programme for Urdu Teachers, at Secondary Urdu Training School, Shaikh Bazar, Cuttack, Odisha	5 day from 06 th to 10 th Sept. 2014	30
30.	Orientation Programme for Madrasa Teachers at Madarsa Sultania, Buxi Bazaar, Cuttack, Odisha	5 day from 07 th to 11 th Sept. 2014	30
Total teacher trained			1339

145. Code of ethics for research followed by the departments
N.A.

146. Student profile programme-wise: N.A.

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female

147. Diversity of students: N.A.

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries

82. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

N.A.

83. Student progression: N.A.

Student progression	Percentage against enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <input type="checkbox"/> Campus selection <input type="checkbox"/> Other than campus recruitment	
Entrepreneurs	

84. Diversity of staff

Percentage of faculty who are graduates
--

of the same University	
from other universities within the state	50 %
from universities from other states	50 %
from universities outside the country	

85. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period

N.A.

86. Present details of departmental infrastructural facilities with regard to

g) Library: **YES**

h) Internet facilities for staff and students: **YES**

i) Total number of class rooms: **N.A.**

jjj) Class rooms with ICT facility: **N.A.**

kkk) Students' laboratories: **N.A.**

lll) Research laboratories: **N.A.**

202. List of doctoral, post-doctoral students and Research Associates: **N.A.**

a) from the host institution/university

b) from other institutions/universities

203. Number of post graduate students getting financial assistance from the university.

N.A.

204. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

N.A.

205. Does the department obtain feedback from: **N.A.**

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

c. alumni and employers on the programmes offered and how does the department utilize the feedback?

206. List the distinguished alumni of the department (maximum 10)

N.A.

207. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

N.A.

208. List the teaching methods adopted by the faculty for different programmes.

N.A.

209. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?

N.A.

210. Highlight the participation of students and faculty in extension activities.

Dr. Mohd. Shujath Ali, Associate Professor/Deputy Director presented the following papers in National, International Conferences/Seminars

- Paper entitled “Deccani Masnaviyon Mein Tehzebi Anasir” in the two day international Seminar entitled “Dimensions of Deccani Language & Literature” organised by the Department of Urdu, Osmania University, Hyderabad on 2nd and 3rd March 2010
- Paper entitled “Urdu kal aur Aaj” in the one-day International Seminar on “Journey of Urdu” organised by Department of Urdu, Satavahana University, Karimnagar, A.P. held on 10th March, 2010
- Paper entitled “Urdu Shaeri aur Hubbul Watani” in the two-day national Seminar “Urdu Poetry: Different Generes” organised by Department of Urdu, Satavahana University, Karimnagar, A.P. held on 8th and 9th December 2010
- Paper entitled “Various form of Islamic Art Music” in the three-day International Seminar on “Islamic Culture & Art” organized by Centre for Urdu Language, Literature and Culture, MANUU in collaboration with Muslim Educational Social and Cultural Organization, Hyd. And Institute of Objective Studies, New Delhi on 30th, 31th December 2011 and 1st January 2012.
- Paper entitled “Sinfi Tashadud aur Huquq-e-Insani” in the two-day National Seminar on “Women’s Human Rights – Feminist Discourse” organized by the Department of Women Education, MANUU and ICSSR on 8th and 9th March 2012
- Paper entitled “Barre Sagheer Hindustan main Muslim Khawateen aur Urdu Adab” in International Conference on “Status of Muslim Women in India sub-Continent” organized by Centre for the Study of Social Exclusion and Inclusive Policy, MANUU in collaboration with ICSSR, New Delhi from 6th to 8th March 2013.

133. Give details of “beyond syllabus scholarly activities” of the department.

N.A.

134. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.

N.A.

135. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

Developed and provided skills, knowledge among 1339 Urdu teachers since January, 2010.

136. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Excellent infrastructure and support of academic and non-academic staff, shortage of finances, huge opportunity to train a large number of available Urdu teachers. The challenge is to make training/orientation demand driven.

137. Future plans of the department.

Approached UGC for funding to

1. Organize Orientation Programmes

2. Organize Conferences/Seminars

3. Publish Journal/Books

Part – V**Action Taken on the recommendations of the previous Peer Team Visit of NAAC**

5.1. Draft submitted for correction and to be finalized.

5.2. IQAC Quality Measures for the year 2014-15

The IQAC of the University projected following parameters towards quality enhancement: -

- ✓ *To focus on Research Projects;*
- ✓ *To ensure fair, competent and transparent administration;*
- ✓ *Preservation and promotion of Urdu Language and Culture;*
- ✓ *To provide employment oriented programmes;*
- ✓ *To provide advance research environment for conduct of research to prepare research professionals;*
- ✓ *To produce e-learning materials;*
- ✓ *Establishment of New Schools and Departments*
- ✓ *Introduction of programmes in science stream;*
- ✓ *To empower Urdu Learners through higher education;*
- ✓ *To serve the weaker sections of the society and bring them into mainstream of education;*
- ✓ *Empowerment of women/Total Quality Management;*

Part – VI**Annexures**
