ACADEMIC AND ADMINISTRATIVE AUDIT COMMITTEE REPORT

1st to 3rd November 2022

Maulana Azad National Urdu University
Gachibowli, Hyderabad, 500032

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ACADEMIC AND ADMINISTRATIVE AUDIT COMMITTEE MEMBERS

  Chairperson	**Prof. V Venkaiah**
  Member	**Prof. M Lakshmipathi Rao**
  Member	**Prof. V Rhymend Uthariaraj**
  Member	**Prof. Ghanta Ramesh**

Academic and Administrative Audit Committee Report

1st to 3rd November, 2022

Section I: General information of the University

1	Name of the Institution	Maulana Azad National Urdu University
2.	Year of Establishment	1998
3.	Status of recognition of various statutory regulatory authorities (SRA)	a. UGC b. NCTE c. AICTE d. AIU e. UGC-DEB
4.	Schools	1. School of Arts and Social Sciences 2. School of Commerce and Business Management 3. School of Education and Training 4. School of Languages, Linguistics and Indology 5. School of Mass Communication & Journalism 6. School of Sciences 7. School of Technology
5.	Departments/Centers	1. Department of Arabic 2. Department of Computer Science and Information Technology 3. Department of Economics 4. Department of Education & Training 5. Department of English 6. Department of Hindi 7. Department of History 8. Department of Islamic Studies 9. Department of Management & Commerce 10. Department of Mass Communication & Journalism 11. Department of Mathematics 12. Department of Persian and Central Asian Studies 13. Department of Political Science 14. Department of Public Administration 15. Department of Social Work 16. Department of Sociology 17. Department of Translation 18. Department of Urdu 19. Department of Women Education 20. Centre for Information Technology 21. UGC Human Resource Development Centre

		22. Center for Professional Development of Urdu Medium Teachers	
		23. Centre for Urdu Culture Studies	
		24. Center for Women Studies	
		25. Internal Quality Assurance Cell	
		26. Instructional Media Center	
		27. H.K.Sherwani Centre for Deccan Studies	
		28. Center for the Study of Social Exclusion and Inclusive Policy (CSSEIP)	
6.	**Programmes offered**	Regular Mode	Distance Mode
		UG - 10 PG - 21 Research - PhD.	UG - 5 PG - 6
7.	**Total number of teachers**	Regular Mode	Distance Mode
		258	42
8.	**Total number of support staff**	Male-329 + Female- 66 = Total- 395	
9.	**Total number of students**	Regular Mode	Distance Mode
		2897	39705
10.	**Other academic support facilities**	1. Center for Professional Development of Urdu Medium Teachers 2. Instructional Media Centre 3. Directorate of Translation and Publications 4. Centre for Information Technology 5. UGC Human Resource Development Centre	
11.	**Three Major features of the institution**	1. Only University offering multi-disciplinary Programmes in Urdu medium with a main focus on Arts, Humanities and Social Sciences. 2. Catering to the Urdu speaking marginalized populations through its 32 campuses spread across 20 states of India through face to face as well as distance mode programs 3. Curriculum across programs designed in line with the special needs of the students enrolled in the University by providing courses for ability enhancement, skills enhancement along with domain/subject specific knowledge and skills provision enabling student empowerment. 4.Locally relevant outreach activities with relevance and utility to uplift the local populations inculcating social commitment and values among the students – Fulfilling the Institutional Social Responsibility (ISR)	
12.	**Date of visit of the committee**	1-3 November , 2022	

The quantitative analysis of each of the criterion along with the presentations made by the Director, IQAC and Deans/HOD's of respective departments/schools are validated and reported. The critical analysis of the strengths and weaknesses of the University in each of the Criterion along with the recommendations of the committee on the overall performance and the processes adopted by the institution for quality teaching learning are provided in the report below.

Section II: Criterion Wise Analysis

Criterion 1: Curricular Aspects

Maulana Azad National Urdu University (MANUU) was accredited by NAAC with 3.09 CGPA, grade "A" in the second cycle. The institution has initiated a formulated curriculum development process and has reviewed and revised the curriculum based on the feedback obtained by the stakeholders. The institution has introduced the CBCS pattern in all its programmes. But the outcomes and assessment process based on the OBE pattern are yet to be harvested. Integration of crosscutting issues like gender, human values and environment sustainability into the curriculum are visible across programs.

The curriculum review and revision is a continuous process initiated by the departments based on structured feed-back from the various stakeholders. The process is properly recorded/minuted and approved by the appropriate bodies of the university i.e. the Board of Studies, Academic Council and the Board of Management. To enhance the skill development of the students new courses - open electives/value added courses have been introduced. However the enrichment of curricular aspects through the provision of value added courses have to be rationalized in all the departments. The introduction of internships field projects/ research projects both at the UG and PG levels have enhanced the learning of the students by providing the right kind of exposure. The Curriculum has specific courses offered for ability enhancement, skills enhancement and domain specific advanced courses catering to the learner specific needs. Through this approach the motivational levels of the students are kept intact as they are not segregated based on their learning abilities. Also the approach gives a competitive environment to the students making them responsible for their learning. Apart from the Credit courses every student is mandated to complete at least two non credit/non audited courses of their choice which encourages the students to be an active learner and also improve their skills in areas of their interest. Curriculum also is interdisciplinary in nature and focuses on skills enhancement and Sociocultural aspects ensuring students' progression to employability and/or higher education. For example in school of languages all programs have courses on translation (science, social aspects, cultural aspects, etc.) and literature and works on Women, Children, Dalit, etc. which are aimed at building research aptitude among the students.

As the institution is planning for implementing the NEP 2020 , the curriculum should have distinct focus along with the POs, PSOs, COs, etc. clearly specified with appropriate link to the curricular, co-curricular and extra-curricular activities of the institution.

Criterion 2: Teaching –Learning and Evaluation

The student profiles reflect the diversity of student population who come from varied socioeconomic, religious, ethnic and educational backgrounds. Through various schemes of the institution it could attract large number of students from socioeconomically disadvantaged sections of the society.

The institution also provides several scholarships through various schemes and motivates students. A merit based and transparent admission process has been adopted with appropriate reservation policies to ensure equitable and inclusive education.

The institution needs a well-structured mechanism for accessing the learning levels of the students and mentoring slow and advanced learners and their progression. The institute practices student centric teaching learning methods for which ICT facilities are used in the departments. Counseling sessions are organized to help the students to overcome both personal and academic issues.

Structured curriculum with well defined POs, PSOs and COs is the basic need of the OBE based education offered by the university. Attainment of COs, POs, PSOs need to be derived and analyzed. The effort of the examination system is laudable. An integrated ERP is in place. The university also provides horizontal and vertical mobility of students by wayof providing non-credit courses and includes the same in the grade-sheets. However, the committee suggested that the attainment mapping should be preferred at the internal assessment level and more orientation to the faculty in this regard is required to internalize the process. The examination system may develop a process of credit equivalence and assessment procedures for courses taken online through MOOCs or other platforms. The institution has initiated the process of developing SLM/Digital SLM for various courses and made available in the LMS platform. The complete automation of the examination system on an end to end basis is in place. Almost all the major activities are IT enabled and in-house developed. A digital valuation system is introduced for ODE mode learners.

DDE is well established and developed the SLM materials in Urdu fully using in-house faculty and obtained ISBN number for all SLM materials. A well defined mechanism to provide academic counseling support to Distance mode Learners is in place. Formative assessment procedures are developed and followed.

Criterion 3: Research, Innovations and Extension

The university promotes basic research activities in all departments. The institute has shown improvement in terms of patents and publications in UGC care journals and Scopus and Web of Science indexed journals compared with previous cycle of NAAC accreditation. The Training of faculty members in development of e-resources and e-content in Urdu is an immediate need. The extension and outreach activities of the institution have a visible impact on the holistic development of the students. The university has a strong local connect with the society by contributing to various developmental activities in the nearby villages/community. The institutional social responsibility may be more systematized with appropriate record keeping and publications brought out on these aspects as well. The university may develop its own model of outreach with clearly laid out objectives and outcomes so as to ensure continuity and sustainability of the initiatives. This will also help

the institution in securing awards and appropriate recognition to the institutions and itsfaculty.

The university may use the central facilities such as the HRDC, Teacher Training Centre and other established centers more optimally for student and teacher training and enhance the technology with high end equipment for the researchers. With a mine of resources and materials in Urdu and Central Asian languages an incubation centre for creation and transfer of knowledge is to be developed on a priority basis. Consultancy services on focused areas need to be addressed.

A world class Media is established to carter to the needs academics and outreach activities.

Criterion 4: Infrastructure and Learning Resources

The green and clean campus provides a conducive environment for teaching and learning. The classrooms, the laboratories, computing labs, the studio and the media labs, the WiFi connectivity of the campus, the auditorium and seminar halls support quality teaching and learning processes on the campus. The e-contents posted on the institutional LMS encourages students for self-learning. The institutional website is updated frequently. State of art security solutions are implemented in the campus through wired and wireless network.

The institution has infrastructure for sports, cultural activities and facility for yoga and meditation both in the campus and in Hostels. The campus is self sustained with facilities like canteen, ATMs, Shopping Complex, Guest House, Health Centre with Ambulance and resident doctors etc. All the buildings have the tactiled pathways for the disabled. Appropriate facility for the disabled such as toilets, ramps, lifts etc. are aptly provided. Hostels for students are well maintained. The eco-friendly infrastructure is well maintained without disturbing the natural ecosystem. A System for in-housed maintenance cell with technical personnel is available. Established procedures are being followed for the maintenance of infrastructure.

Criterion 5: Student Support and Progression

The university has an elected Student Council and well established student support mechanism enabling their progression to higher education and/or employability. The institution also has provided several freeships and scholarships to the students. The unique feature of the institution in support of progression of the students to higher education is reflected in the initiative of providing free of cost registration and fee concession to female students during the first semester.

The average pass percentage of the students is 95%. There is a grievance redressal mechanism to ensure a safe and secured environment for students. Strong compliance to anti-ragging, sexual harassment norms etc. have been enforced. The university observes various important days of relevance and organizes cultural events/fests to showcase the talents of students and also develop national integration. The alumni of the university has contributed to the institution but being a young University, at the institutional level more co-ordinated efforts are required for proactively engaging and involving the prominent alumni in various activities of the university.

Criterion : 6 Governance, Leadership and Management

The University has a well-structured Vision and Mission Statements and accordingly organizes its academic and administrative activities. The University performs in line with the UGC regulations in conferring the degrees.

The institutional strategic plan needs to be developed and deployed. The perspective plan of the institution need to be reviewed with reference to the NEP 2020 and the institution plans the reforms in this direction especially in incorporating the curricular, co-curricular and extra-curricular activities in the assessment outcomes. An effective and efficient functioning of the institutional bodies in administrative set up, appointments, and service rules, procedures and policies are visible. Institution regularly conducts internal and external financial audits. IQAC is contributing significantly for institutionalizing the quality assurance strategies and processes. However IQAC should work towards securing top 10 NIRF ranking and participation in various international rankings and accreditation so as to increase its visibility. The institution explores 360 degree feedback mechanisms on teaching-learning processes which will include feed-back of students on teachers.

Criterion 7: Institutional Values and Best Practices

The green practices are adopted by the university. The institution offers equal opportunities for all the faculty, staff and students and measures initiated for gender equity are commendable. The Institution has a functioning ICC. Efficient water management strategies and waste management methods are followed. The student orientation and induction programme is conducted on regular basis to sensitize the students on code of conduct, ethical practices, rights and duties, etc. Festivals across languages, States, religions are organized for providing an inclusive environment. Cultural meets are conducted to develop tolerance and ensure harmony towards cultural, regional, linguistic, communal and other diversities. Senses of social responsibilities are inculcated in students through the functioning of various clubs and chapters. The institution celebrates national and international commemorative days and thereby promotes patriotic fervor among all stakeholders. Several best practices are reported at the departmental level. However these are yet to be analyzed and reported for institutionalization and internalization. The two institutional best practices: "Transparency in University Examination Evaluation system" and "Dissemination of Academic Knowledge content through social media and digital platforms" which were fully internalized and institutionalized are presented. Providing wider access to people of pursuing programmes of higher education and training in Urdu medium through regular and distance mode. Focus on women education is highly appreciated. Hence it fully justifies to be the 'Institutional Distinctiveness'.

Section III: Overall Analysis

Strengths:

1. Residential campus with good infrastructure.
2. The only specialized National University dedicated to promotion of knowledge in Urdu medium.
3. Providing education to the remotest of places across the country catering to the needs of housewives, employees and disadvantaged communities.
4. Focus on women education.
5. Integration of the local needs and indigenous practices in the curriculum and focus areas of Research.
6. Value added courses offered to enhance the skills, employability and updating of the knowledge base of the students preparing them for the changing future.
7. Technology infusion with state of the art infrastructure, equipment and the know how to enhance teaching learning and research.

Weakness:

1. Entrepreneurial and incubation support to improve the number of startups.
2. Insufficient number of hostels.
3. Limited admission of international students.
4. Lack of sufficient technical/science knowledge material in Urdu.
5. Non implementation of OBE in its true spirit.

Opportunities:

1. Introduction of blended education by encouraging students to opt for courses through SWAYAM/MOOCs, etc.
2. Promoting entrepreneurship and startups by strengthening the incubation centre.
3. Facilitating collaborations with other institutions to enhance and increase research activities.
4. Undertaking consultancy utilizing the facilities available at Instructional Media Center and other specialized centers.
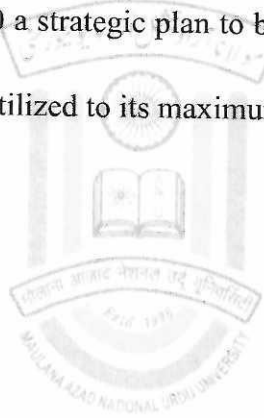
Challenges:

1. To compete with other institutions which provide higher education in English Medium.
2. Attracting research funding from external agencies.
3. Emerging as a multi-disciplinary University.
4. Providing training for placements to overcome the barrier of medium of Instruction.

Recommendations

1. Implementation of OBE in all programmes.
2. Establishing a system to asses the learning levels of the students at different stages of their studies.
3. Preparation of e-Content for CSE/IT and Science programme in Urdu.
4. To initiate blended learning as a part of all programmes to enhance learning levels.
5. Placements to be enhanced by supporting the training activities.
6. More inter-departmental co-ordination for quality research.
7. The value added courses may have a focused approach with an objective of skill enhancement and exposure to the latest development.
8. More efforts by Dean, Research and Consultancy to encourage/motivate the young faculty to attract external research fund and consultancy.
9. Keeping in view NEP 2020 a strategic plan to be prepared in consultation with all the stake holders.
10. Potential of Alumni to be utilized to its maximum.

(Prof. V.Venkaiah)

(Prof. M. Lakshmipathi Rao)

(Prof. V Rhymend Uthariaraj)

(Prof. Ghanta Ramesh)