

PEER TEAM REPORT
ON
**INSTITUTIONAL ASSESSMENT &
ACCREDITATION**
(2nd Cycle)

OF
**MAULANA AZAD NATIONAL URDU UNIVERSITY
GACHIBOWLI, HYDERABAD-500032, TELANGANA**

Dates of Visit:
4th - 6th April 2016



National Assessment and Accreditation Council
An Autonomous Institution of the University Grants Commission
P. Box No.1075, Nagarbhavi
Bangalore – 560072 INDIA

PEER TEAM REPORT ON ACCREDITATION (2ND CYCLE) OF MAULANA AZAD NATIONAL URDU UNIVERSITY GACHIBOWLI, HYDERABAD-500032, TELANGANA	
Section I: GENERAL	Information
1.1 Name & Address of Institution:	PROFILE OF MAULANA AZAD NATIONAL URDU UNIVERSITY, Place: Gachibowli, Hyderabad Pin: 500 032 State: Telangana
1.2 Year of Establishment:	1998
1.3 Current Academic Activities at the Institution (Numbers):	UG, PG, M.Phil./Ph.D.
<ul style="list-style-type: none"> Faculties / Schools: 	7 Schools (Languages, Linguistics and Indology; Arts and Social Sciences; Sciences; Education and Training; Commerce and Business Management; Journalism and Mass Communication; Computer Science and Information Technology)
<ul style="list-style-type: none"> Departments / Centres: 	24 Departments 03 Polytechnics 03 Industrial Training Institutes 01 Para-medical 08 Colleges of Teacher Education
<ul style="list-style-type: none"> Courses offered: 	83
<ul style="list-style-type: none"> Permanent Faculty Members: 	304
<ul style="list-style-type: none"> Permanent Support Staff: 	Administrative: 320; Technical: 54
<ul style="list-style-type: none"> Students: Students current strength (Regular) 	6199 (Students from distance education mode not included)
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"> 1. A distinct institution for higher education set up by the act of parliament for promotion and development of Urdu language 2. The Institution set up to impart education and training in science, vocational and technical subjects through the Urdu medium 3. Institution with wider access for people desirous to join mainstream higher education and training in Urdu medium through Campus and Distance mode
1.5 Dates of visit of the Peer Team	4 th – 6 th April, 2016

(A detailed visit schedule may be included as Annexure)	
1.6 Composition of the Peer Team which Undertook the on-site visit:	Dr. G.N Qazi Vice Chancellor Jamia Hamdard University, Hamdard Nagar, New Delhi-110062, M: 09910095435 E-mail: gngazi@jamiahamdard.ac.in
Chairperson	
Member	Prof. Satinder Singh (Former Pro-Vice Chancellor, Guru Nanak Dev University, Amritsar), Res: House No. 174, Preet Vihar, P.O. Rauon Silk Mills, Amritsar – 143104, Punjab M:09814525760, E-mail: satinder29@yahoo.co.in
Member	Prof. Yoginder Verma Pro Vice Chancellor, Central University of Himachal Pradesh Dharmashala Distt. Kangra 176215, Himachal Pradesh M: 09418031346, E-mail: ysverma@gmail.com
Member	Prof. Sudhir Gavhane Head, Department of Journalism and Mass Communication, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad -431004, Maharashtra M:09096950035, E-mail: profgsudhir@gmail.com
Member	Prof. Jacob John Kattakayam Emeritus Professor Department of Sociology, University of Kerala Karyavattom, Trivandrum 695581 M:09447711122, E-mail: jjkattakayam@yahoo.com
Member	Prof. Atal Chaudhuri Department of Computer Science and Engineering Jadavpur University, Kolkata 700032 M: 09830182762 Email: atalc23@gmail.com
Member	Prof. Girijesh Kumar UGC- Emeritus Fellow in Education M.J.P. Rohilkhand University 58 Madhubani, Civil Lines, Muradabad UP 244001 M: 09897025121, E-mail: girijesh110@gmail.com
NAAC Co-ordinating Officer:	Dr. M.S. Shyamasundar Adviser National Assessment and Accreditation Council (NAAC), Bangalore-560 072. Tel: 09845137945, E-mail: shyam_naac@yahoo.co.in

SECTION II: CRITERIA-WISE ANALYSIS

Key Aspects	Observations (Strengths and/or Weakness) on key-aspects
2.1. Curricular Aspects	
2.1.1. Curricular Design, Planning and Development	<ul style="list-style-type: none"> For curriculum design and revision the University adopts model curriculum approved by UGC/AICTE/NCTE/NCVT. Curriculum is improved through deliberations at the Departmental Committees and Board of Studies. The skill-oriented programs relevant to the regional needs be developed in a wider perspective in future.
2.1.2. Academic Flexibility	<ul style="list-style-type: none"> Semester system has been implemented and efforts are being made to introduce CBCS at PG level. Student project work in Mass Communication, Management and Women Education ensures career training and community orientation. Communication skills, personality development and proficiency of English and IT are given special impetus.
2.1.3. Curriculum enrichment	<ul style="list-style-type: none"> Enrichment component in various courses is being provided through Urdu medium. The University has introduced components of value-added courses as a part of their curriculum in most of the Departments. Remedial Coaching Centre for Minorities (RCCM) is actively involved in career guidance and psychological counselling.
2.1.4. Feedback system	<ul style="list-style-type: none"> The University has a mechanism in place to obtain feedback from students on a three point scale. Feedback from other stakeholders required to be obtained. Formal analysis and utilisation of feedback is yet to be undertaken.

2.2. Teaching – Learning and Evaluation	
2.2.1. Student Enrolment and Profile	<ul style="list-style-type: none"> • Admission for Education, Management, CSIT, M.Phil and PhD done through entrance test. • Reservation policy of the state and central government is adhered to. • Demand ratio for all the course vary between 1 and 3.58.
2.2.2. Catering to Student Diversity	<ul style="list-style-type: none"> • Orientation and Induction programs are organized for all the students. • Students from various states are admitted. • Remedial coaching is provided but advanced learners to be looked into more seriously.
2.2.3. Teaching-Learning Process	<ul style="list-style-type: none"> • University strictly follows academic calendar. • Predominantly lecture method of teaching followed. • Student centric teaching methods such as case studies, and group interactions are in practice in some courses. • Use of ICT initiated in some departments.
2.2.4 Teacher Quality	<ul style="list-style-type: none"> • 188 teachers out of 304 are Ph.D holders. • Good number of teachers have attended Faculty Improvement Programmes, Refresher Courses and National /International Seminars. • One teacher selected as Fulbright Scholar.
2.2.5 Evaluation process and reforms	<ul style="list-style-type: none"> • The University has a centralised examination and evaluation process under the supervision of controller of examination. • Examinations are conducted as per schedule and results are declared in time. • University has adopted recommendations made by UGC and revised regulations for M.Phil. and Ph.D. programs • Effective mechanism for redressal of grievances pertaining to examination exists.
2.2.6. Students Performance and Learning Outcome	<ul style="list-style-type: none"> • The progress of UG/PG students is monitored. • The University's teaching, learning and assessment strategies are structured. • A systematic learning outcome measurement procedure is yet to be developed.

2.3. Research, Consultancy and Extension

2.3.1 Promotion of Research	<ul style="list-style-type: none">• The University has constituted Central Research Committee comprising of distinguished academicians of repute under the chairmanship of the Vice Chancellor.• A limited number of faculty members are actively engaged in research projects• University has set-up three dedicated research centres with good potential for research
2.3.2. Resource Mobilization for Research	<ul style="list-style-type: none">• Allocation of resources for research appear to be limited.• National projects from ICSSR and UGC funding put in place.• Only one Department obtained assistance under UGC-SAP.
2.3.3. Research Facilities	<ul style="list-style-type: none">• University has good research facilities but are to be optimally utilised.• Research culture to be strengthened. residential facilities for research scholars in place.
2.3.4 Research and Publications output	<ul style="list-style-type: none">• The faculty has published few research papers, 110 book chapters and a good number of books particularly in languages and social sciences.• Limited number of faculty is on the Editorial Boards of journals.• Research publications needed in reputed journals.
2.3.5 Consultancy	<ul style="list-style-type: none">• Almost no consultancy project has been taken up.• Placement cell of the University needs to be strengthened.• Areas of consultancy need to be identified for future course of action in this sphere.

2.3.6 Extension Activities and Institutional Social Responsibilities	<ul style="list-style-type: none"> • Some departments actively engaged in extension activities. • Institutional social responsibility is reflected in the establishment of schools and junior colleges for the benefit of the Urdu knowing disadvantaged section. • NSS also engaged in undertaking some extension activities.
2.3.7 Collaborations	<ul style="list-style-type: none"> • National and international collaborations process need to strengthened. • Inter-departmental collaboration within the University also needs to be strengthened. • Collaborations and linkages with national and international level institutions are yet to be developed.
2.4. Infrastructure and Learning Resources	
2.4.1 Physical Facilities	<ul style="list-style-type: none"> • The University is spread over 200 acres of area with sufficient built up area for each school. • Different size of auditoria, video conferencing and good media centre with state-of -the-art studio exist . • Five hostels cater to the needs of boys and girls separately. • An open air theatre has recently been built. • University Health Centre with good medicare facility.
2.4.2 Library as a Learning Resource	<ul style="list-style-type: none"> • The area of the library is of 3300 sq. meters which a capacity of 400 users. • Library is connected through INFLIBNET consortium but actual access and usage seems very limited due to Urdu language. • University has a resource of over 55331 books, 149 journals, and 26 e-journals.
2.4.3 IT Infrastructure	<ul style="list-style-type: none"> • Internet speed upgraded from 44 Mbps to 1GBPS with the support of NKN. • Wi-Fi enabled campus with WiMAX backbone. • Adequate ICT equipment in classrooms provided. • University computer centre organizes short term training programs and FDP's for teaching staff, non-teaching staff and students.

2.4.4 Maintenance of Infrastructure/ Campus Facilities	<ul style="list-style-type: none"> • A well-maintained eco-friendly campus • Engineering section takes care of all construction and campus development. • AMC needs to be in place for maintenance of systems and peripheral gadgets.
2.5. Student Support and Progression	
2.5.1. Student Mentoring and Support	<ul style="list-style-type: none"> • Student mentoring system exists. • Equivalence Committee helps in overcoming the shortfalls faced by <i>Madrasa</i> students in bringing them to the mainstream of higher education. • Remedial coaching centre for minorities is planned extensively and caters for the needs of the students in a major way.
2.5.2. Student Progression	<ul style="list-style-type: none"> • M.Phil. and Ph.D. courses saw a steady increase in enrolment. • The Ph.D. thesis submissions adequately reflect the number of students getting enrolled. • Enrolment in UG, PG programs and certificate and diploma courses shows marginal increasing trend during the assessment period.
2.5.3. Student Participation and Activities	<ul style="list-style-type: none"> • Wall magazine is being run by students since the past two years. • Student participation in various intra and inter University sports and cultural events is limited. • NCC to be introduced
2.6. Governance and Leadership	
2.6.1 Institutional Vision and Leadership	<ul style="list-style-type: none"> • Vision and mission of University are clear. • University has Academic and Administrative structure in place with all required statutory/decision making bodies in place. • Decentralised administration.
2.6.2. Strategy Development and Deployment	<ul style="list-style-type: none"> • University has functional grievance redressal cell. • University has recognized the active role of students union, teachers' association and non-teaching staff union. • Annual reports are published on a regular basis. • IQAC needs to be reconstituted as per NAAC guideline to play an active role in quality enhancement of the University.

2.6.3. Faculty Empowerment Strategies	<ul style="list-style-type: none"> • Teachers attend orientation / refresher courses and capacity building workshops. • Faculty members are encouraged to apply for research grants from various funding agencies. • International exposure for faculty members needs impetus
2.6.4. Financial management and resource mobilization	<ul style="list-style-type: none"> • University properly maintains its accounts and has regular audit. • Resource mobilisation be managed in a systematic manner. • A corpus fund has only been envisaged and not created. • Resource generation through self financing courses be explored.
2.6.5. Internal Quality Assurance System	<ul style="list-style-type: none"> • A number of quality measure protocols have been prepared but not yet implemented. • Administrative and Academic Audit needs to be conducted regularly. • IQAC prepares AQAR.
2.7. Innovation and Best Practices	
2.7.1. Environment Consciousness	<ul style="list-style-type: none"> • Clean and well maintained campus. • Solar energy is tapped and utilized in Hostels and Guest House. • Systematic Rain water harvesting system be planned.
2.7.2. Innovations	<ul style="list-style-type: none"> • Sherwani Centre for Deccan Studies has been established in sensitising students about Deccan heritage and conservation of culture . • Centre for Urdu language. literature and culture is established' • Well developed translation studies department.
2.7.3. Best Practices	<ul style="list-style-type: none"> • Health Insurance of Students for all students. • Creation and publication of knowledge in Urdu language. • Digitization and preservation of rare books and manuscripts of Urdu, Persian and Arabic. • Day child care centre is in the campus. • Revenue generation through selling publications

Section III: OVERALL ANALYSIS	Observations
3.1. Institutional Strengths	<ul style="list-style-type: none"> • The only specialized national University dedicated to promotion of knowledge in Urdu medium • Very well organised and developed campus structure • Pan India studentship of Urdu knowing students • Remedial Coaching Centre for Minorities is an important step taken
3.2. Institutional Weaknesses	<ul style="list-style-type: none"> • No major public or private funding source imminent • Demand ratio for all the courses is quite low • Many faculty members are without Ph.D degree and international exposure • Deficient in Research and development • Lack of optimal utilization of resources
3.3. Institutional Opportunities	<ul style="list-style-type: none"> • Strengthening of community based activities in public private partnership • Opening up more strong linkages with NGOs and social sector • Great opportunity to cater to skill set development needs for mainstreaming the students of minority community • Opportunity to develop an international centre for Oriental languages and culture
3.4. Institutional Challenges	<ul style="list-style-type: none"> • Implementation of CBCS in all the programs as mandated by UGC • Creating working relationship with Govt. agencies and regulatory bodies • National and international recognition for the institutional strengths • Internationalisation of education by attracting students and faculty from abroad.

SECTION IV: Recommendations for Quality Enhancement of the Institution
<ul style="list-style-type: none"> • Implement all strategies of internal quality management as a part of best practices of the University • Empower IQAC and ensure its significant contribution as per NAAC guidelines • Focus on all possible efforts for enhancement of research activities across the disciplines

- Create environment for attraction of international students and faculty
- Enhance ICT enabling across the activities of operation and management
- An Institutional Social Responsibility cell or committee should be created to carefully monitor the progress of NSS and help in creating significant outreach programs.
- Establish a unit of NCC
- An incentive scheme should be put in place to encourage publications in reputed journals.
- Consultancy projects and Industrial linkages to be created.
- Forge linkages with national and international bodies and reputed NGOs engaged in community service and enhancement of quality of life in rural India
- Set transparent admission policy by admitting students only through entrance test
- PhD programme be strengthened
- New need based courses like Law, Fine and Performing arts be introduced
- The university, should makes a provision of within its annual budget for research and research related activities
- Up-gradation and enhancement of sports and games activities
- Creation of corpus fund to meet exigencies

I have read the report and agree with the observations of the peer team as mentioned in the report.

**Signature
of the Head of the Institution**

Signature of the peer team members

		Name	Signature with date
1	Chairman	Dr. G.N Qazi	
2	Member	Prof. Satinder Singh	
3	Member	Prof. Yoginder Verma	
4	Member	Prof. Sudhir Gavhane	
5	Member	Prof. Jacob John Kattakayam	
6	Member	Prof. Atal Chaudhuri	
7	Member	Prof. Girijesh Kumar	
	NAAC Officer	Dr. M.S. Shyamasundar	

Date: 6th April 2016

Place: Hyderabad



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Maulana Azad National Urdu University
Place : Gachibowli, Hyderabad, Telangana

Criteria	Weightage (W_i)	Criterion-wise Weighted Grade Point (Cr WGP _i)	Criterion-wise Grade Point Averages (Cr WGP _i / W_i)
I. Curricular Aspects	150	560	3.73
II. Teaching-Learning and Evaluation	200	630	3.15
III. Research, Consultancy and Extension	250	730	2.92
IV. Infrastructure and Learning Resources	100	330	3.30
V. Student Support and Progression	100	300	3.00
VI. Governance, Leadership & Management	100	240	2.40
VII. Innovations and Best Practices	100	300	3.00
Total	$\sum_{i=1}^7 W_i = 1000$	$\sum_{i=1}^7 (Cr WGP_i) = 3090$	

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (Cr WGP_i)}{\sum_{i=1}^7 W_i} = \frac{3090}{1000} = \boxed{3.09}$$

Grade = A



Descriptor = VERY GOOD

Date : May 25, 2016

DP Singh
Director

- This certification is valid for a period of Five years with effect from May 25, 2016
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer