INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
MAULANA AZAD NATIONAL URDU UNIVERSITY
U-0023

Hyderabad
500032

(Draft)

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

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Section I:GENERAL INFORMATION

1.Name & Address of the institution:	MAULANA AZAD NATIONAL URDU UNIVERSITY Hyderabad Telangana 500032
2.Year of Establishment	1998
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	7
Departments/Centres:	28
Programmes/Course offered:	31
Permanent Faculty Members:	300
Permanent Support Staff:	395
Students:	2897
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Unique multi-disciplinary dual mode University offering Programmes in Urdu medium with focus on Arts, Humanities and Social Sciences. 2. The University is fulfilling its Mandate of catering to the Urdu speaking marginalized populations through its 32 campuses spread across 20 states of India 3. Curriculum across programs designed in line with the special needs of the students enrolled with provision for courses in ability enhancement and skills enhancement. 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) in line with NEP 2020, the evaluation process involves assessment of of Curricular, co-curricular and extracurricular components.(sports/ NCC credited components of non-CGPA)
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 13-12-2022 Visit Date To : 15-12-2022

6.Composition of Peer Team which undertook the on site visit:

	Name	Designation & Organisation Name
Chairperson	DR. MD AFSHAR ALAM	Vice Chancellor,JAMIA HAMDARD
Member Co-ordinator:	DR. VIJAY DEV SINGH	FormerProfessor,University of Jammu
Member:	DR. DINESH KUMAR CHOUBEY	Professor,Northeastern Hill University Shillong
Member:	DR. RESIA BEEGAM S	Professor,UNIVERSITY OF

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Section I:GENERAL INFORMATION

		KERALA
Member:	DR. SUBRAMANIAM NANDAKUMAR	Dean,Periyar University
Member:	DR. MOHD SAMI AKHTER	Professor,Aligarh Muslim University
Member:	DR. RAJENDER SINGH YADAV	FormerProfessor.KURUKSHETRA UNIVERSITY KURUKSHETRA
NAAC Co - ordinator:	Dr. Pratibha Singh	

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Section II:CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QlM	**Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	**Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**
1.4	Feedback System

Qualitative analysis of Criterion 1

Maulana Azad National Urdu University (MANUU) is currently being assessed for 3rd 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 on a regular basis. The University has implemented the CBCS pattern in all its programmes. The outcomes and assessment process based on the OBE system have been successfully initiated and reviewed periodically.The curriculum reflects integration of crosscutting issues like gender, human values and environment sustainability.

There is a formal structured feedback mechanism in place. The curriculum is reviewed and revised on a continuous basis . It is initiated by the departments based on structured feed-back from the various stakeholders. The process is minuted and approved by the appropriate bodies of the university i.e. the Board of Studies, Academic Council and the Executive Council.In line with the National Education Policy 2020 (NEP) requirements, University has started skill development programmes in Fashion Designing, Interior Designing, Fine Arts, etc.

During the assessment period , in order 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 need to be rationalized across departments. The provision for internships/ field projects/ research projects both at the UG and PG levels, enhanced the learning of the students by providing the right kind of exposure. The Curriculum has specific courses offered for ability enhancement, skills nhancement and domain specific advanced courses catering to the learner specific needs. Through this approach the motivational levels of the students are kept intact. This approach also created a competitive environment to the students thereby 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.) providing employable skills and courses on literature and 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

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should have distinct focus appropriately aligning the POs, PSOs, COs, etc.

The Distance Education Programs are approved by UGC-DEB and are designed in line with DEB regulations. Thus the ODL programs offered are same as those offered on the campus and adopts the same curriculum and evaluation pattern.

	Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QIM) in Criterion2)
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	**The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners**
2.3	Teaching- Learning Process
2.3.1 QIM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**
2.3.2 QIM	**Teachers use ICT enabled tools including online resources for effective teaching and learning process.**
2.3.4 QIM	*Development of Self - Learning Material (SLM) at DDE* *Process followed for development of Self - Learning Material by DDE*
2.3.6 QIM	*Mechanism to provide academic counselling support at DDE* *A mechanism is in place at DDE to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills*
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	**IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**
2.5.5 QIM	*Formative Assessment procedures at DDE* *Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE*
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	**The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents**
2.6.2 QIM	**Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution**
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The University offers programs with Urdu as medium of instruction. Most of the students enrolled in the university are from marginalized and disadvantaged sections of the society. The student profiles reflect the pan-Indian picture with diversity of student population who come from varied socioeconomic, religious, ethnic, geographical and educational backgrounds as per government recommendation.

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Because of the various schemes available at the University, it could attract large number of students from socioeconomically disadvantaged sections of the society.The University provides several scholarships through various schemes carried out by Dean student welfare office amount of 36.5 lakhs has been disbursed among the merit cum means for this period and motivate students. A merit based and transparent admission process has been adopted with appropriate reservation policies to ensure equitable and inclusive education.The University practices student centric teaching learning methods for which appropriate ICT facilities are provided in the departments. There is a structured mechanism for accessing the learning levels of the students and mentoring slow and advanced learners and monitor their progression.

Based on set qualitative parameters, University has recognized Madarasas whose courses are given equivalence for admission to various University programmes.University offers a bridge course for students joining from Madarasa background.While encouraging education in the mother tongue which is mainly Urdu, University curriculum provides the students an opportunity to have multilingual skills as each student has to undergo a basic proficiency course in Urdu, English, regional and Central Asian languages.

The efforts of the examination system is laudable. An integrated ERP is in place. The university also provides horizontal and vertical mobility of students by way of providing non-credit courses and include the same in the grade-sheets. 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 at the internal assessment level. 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 has developed 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 also introduced for ODL students.

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 counselling support to Distance mode Learners is in place. Formative assessment procedures are developed and followed. The Instructional Media Centre of the University has also developed several video lessons which are used by both conventional as well as ODL teaching and learning process.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QlM	**The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QlM	**Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.**
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QlM	**Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.**
3.6	Extension Activities
3.6.1 QlM	**Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.**
3.7	Collaboration

Qualitative analysis of Criterion 3

The university promotes basic and advanced research activities in all departments and encourages active student participation in research. The University has 13 patents to its credit with 7 being awarded during the assessment period. Despite being a University with focus on liberal arts and humanities and Urdu as medium of instruction the faculty are actively engaged in research and publications as visible from the publications in UGC care journals, Scopus and Web of Science indexed journals. There has been a considerable improvement in comparison with previous cycle of NAAC accreditation. The University has invested in training of faculty members in development of e-resources and e-content in Urdu. The All India Council for Technical Education (AICTE) has currently assigned a project worth one crore to the University for translation of technical education materials to URDU.The University's effort in training teachers for catering to Urdu medium schools across the country is a laudable service.

The extension and outreach activities of the University take unique approach and has a visible impact on the holistic development of the students. Contributing to various developmental activities in the nearby villages/community, the university has a strong local connect with the society . The institutional social responsibility (ISR) need to be more systematized with appropriate publications brought out on these aspects as well. The university however need to put in more efforts to showcase its activities by appropriate publicity and applying for various awards and rewards. The university outreach model has clearly laid out objectives and outcomes and ensures continuity and sustainability of the initiatives by consistently working on them. To build Good Citizenship and for holistic development of students, every student has to mandatorily take up a two credit Non-CGPA course either in Sports or NSS.The University has an MoU with the Cricket Association of Hyderabad to build a stadium and training facility for Cricket.

The university optimally uses the central facilities such as the HRDC, Teacher Training Centre and other established centers both for student and teacher training . The University has put in all possible efforts to enhance the technology base and provide with high end equipment for the researchers. With a mine of

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resources and materials in Urdu and Central Asian languages an incubation centre for creation and transfer of knowledge is being developed on a priority basis. Consultancy services on focused areas especially those related material development in Urdu, translation and teacher training etc. have yeilded considerable recognition.The institutions 'efforts to ensure students' placement and progression to Higher Education through various activities organizsed by the Training and Placement Cell is visible from the Alumni profile of the University.

A world class Media is established to carter to the needs academics and outreach activities. The H.K.Sherwani Centre for Deccan Studies, is the only one of the kind in the country and has contributed to several referred works in highly specialized areas.Several scholars from India and abroad visit the centre for research activities and guidance.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.**
4.1.2 QlM	**The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)**
4.1.3 QlM	**Availability of general campus facilities and overall ambience**
4.1.7 QlM	*Academic counselling sessions held at DDE* *Regular conduct of academic counselling sessions (for theory and practical courses) at DDE during the preceding academic year*
4.2	Library as a Learning Resource
4.2.1 QlM	**Library is automated using Integrated Library Management System (ILMS) and has digitisation facility**
4.3	IT Infrastructure
4.3.2 QlM	**Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility**
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	**There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.**

Qualitative analysis of Criterion 4

The green and clean campus retains the ambience of the Deccan through the rocks dispersed across the campus and the architectural uniqueness. The campus life 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 indoor and outdoor Games and sports facilities and central library available in 24*7 with facilities of reading room, cultural activities and facility for yoga and meditation both

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in the campus and in Separate boys and Girls 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 tactile d 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-house maintenance cell with technical personnel is available. Established procedures are being followed for the maintenance of infrastructure.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QIM) in Criterion5)	
5.1	Student Support
5.1.5 QIM	*Activities undertaken by DDE for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at DDE*
5.1.6 QIM	*The status and process of online admission including payment of fees at DDE*
5.1.7 QIM	*Strategy followed by DDE for dispatch of study material to learners*
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	**Presence of Student Council and its activities for institutional development and student welfare.**
5.4	Alumni Engagement
5.4.1 QIM	**The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

Qualitative analysis of Criterion 5

The university has an elected Student Union 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 and lateral entry schemes adopted at the University.

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. The curriculum gives equal importance to both domain knowledge, skills development and entrepreneurship. The effort of the institution on empowering the students both in terms of social and economic aspects is laudable.

The University Placement cell organises several programs to support the students for employment, entrepreneurship and for appearing in various competitive examinations. The job melas organised for Physically challenged and for Urdu speaking students is unique and good practice .

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	Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)
6.1	Institutional Vision and Leadership
6.1.1 QlM	**The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**
6.1.2 QlM	**The effective leadership is reflected in various institutional practices such as decentralization and participative management.**
6.2	Strategy Development and Deployment
6.2.1 QlM	**The institutional Strategic plan is effectively deployed.**
6.2.2 QlM	**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institutional strategies for mobilisation of funds and the optimal utilisation of resources**
6.4.4 QlM	**Institution conducts internal and external financial audits regularly**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.**
6.5.3 QlM	**Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).**

Qualitative analysis of Criterion 6

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 need to be revisited in view of the reforms in education both National and Global levels. The perspective plan of the University also need as to be reviewed with reference to the NEP 2020 and the University may plan the reforms in this direction especially in terms of 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 in the office of the Registrar ,Finance and Controller office. All the offices strictly follow the norms of UGC,CCS rules and MOE .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 100 NIRF ranking and participation in various international rankings and accreditation so as to increase its visibility. The institution 360 degree feedback mechanisms on teaching-learning processes which include feed-back of students on teachers is an appreciable effort.

The faculty members are encouraged to re-skill and up skill themselves by participating in various faculty Development Programms including those offered by MANU HRDC. There are several welfare measures for

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both teaching and non-teaching staff of the University. The well equipped health centre along with identified referral hospitals caters to the health and well being of students , teachers and non-teaching members of the University.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Measures initiated by the Institution for the promotion of gender equity during the last five years.**
7.1.3 QlM	**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)** • **Solid waste management** • **Liquid waste management** • **Biomedical waste management** • **E-waste management** • **Waste recycling system** • **Hazardous chemicals and radioactive waste management**
7.1.8 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**
7.1.9 QlM	**Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**
7.1.11 QlM	**Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7

University is conscious of the environment and adopts several green practices including preserving the natural ecosystem and biodiversity. 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. Sense 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 and 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

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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 based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Overall Analysis

Strength:

1. Residential campus with good infrastructure.
2. The only specialized National University dedicated to promotion of knowledge in Urdu medium in india.
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 with US consulate, 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.
8. The campus is highly Green,clean and hygine with campus wide network

Weaknesses:

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. Be a humanity and social science focused University offering programme in Urdu medium of instruction implementation of OBE in its true sprit is challenging.

Opportunities:

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

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 as per NEP 2020

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4. Proving training for placements to overcome the barrier of medium of Instruction.

Section IV:Recommendations for Quality Enhancement of the Institution
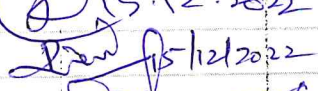(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- 1. Strengthening implementation of OBE in all programmes.

- Under the new leadership vice chancellor has taken lots of new initiatives for the welfare of teaching, non-teaching and student.

- 3. Preparation of e-Content for CSE/IT and Science programme in Urdu more smart classes in the both Campuses

- 4. To initiate blended learning as a part of all programmes to enhance learning levels.

- 5. Placements to be enhanced by increasing the training activities and identifying appropriate agencies to visit the campus.

- 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. Full time appointment of training and placement officer and Finance officer.

- 9. More efforts to be put by the University to support young faculty to attract external research fund and consultancy like DST DBT Serb DST FIST etc.

- 10. Keeping in view NEP 2020 a strategic plan to be prepared in consultation with all the stake holders.

- 11. Potential of Alumni to be utilized to its maximum.

- 12.The University should developed its own infrastructure facility including boys and girls hostels in the satellite campus.

I have gone through the observations of the Peer Team as mentioned in this report

15.12.2022

Signature of the Head of the Institution

15.10.2022

Prof. Syed Ainul Hasan
Vice-Chancellor
Maulana Azad National Urdu University
Gachibowli, Hyderabad-500032 **Seal of the Institution**

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Sl.No	Name		Signature with date
1	MD AFSHAR ALAM	Chairperson	*[signature]* 15.12.22
2	VIJAY DEV SINGH	Member Co - ordinator	*[signature]* 15/12/22
3	DINESH KUMAR CHOUBEY	Member	*[signature]* 15.12.2022
4	RESIA BEEGAM S	Member	*[signature]* 15.12.2022
5	SUBRAMANIAM NANDAKUMAR	Member	*[signature]* 15/12/2022
6	MOHD SAMI AKHTER	Member	*[signature]*
7	RAJENDER SINGH YADAV	Member	*[signature]*
8	Dr. Pratibha Singh	NAAC Co - ordinator	

Place   Hyderabad

Date   15.12.22

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