



Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution		MAULANA AZAD NATIONAL URDU UNIVERSITY
Name of the head of the Institution		Syed Ainul Hasan
Designation		Vice Chancellor
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		040-23006601
Mobile no.		9319966833
Registered Email		vc@manuu.edu.in
Alternate Email		vc@manuu.ac.in
Address		Gachibowli, Hyderabad
City/Town		Hyderabad
State/UT		Telangana
Pincode		500032
2. Institutional Status		

University	Central
Type of Institution	Co-education
Location	Urban
Financial Status	central
Name of the IQAC co-ordinator/Director	Professor Syed Mohammed Haseebuddin Quadri
Phone no/Alternate Phone no.	04023006602
Mobile no.	9492197720
Registered Email	dir.iqac@manuu.edu.in
Alternate Email	syedmohammedhaseebuddinquadri@gmail.com

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	_https://manuu.edu.in/sites/default/files/2021-08/AQAR%202018-2019%20Latest.pdf.pdf
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4. Whether Academic Calendar prepared during the year

Yes

if yes, whether it is uploaded in the institutional website:
Weblink :

<https://manuu.edu.in/sites/default/files/2021-08/Academic%20Calendar%20Even%20and%20Odd%20Semester%202019-20.pdf>

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	A	3.23	2009	08-Mar-2009	07-Mar-2014
2	A	3.09	2016	25-May-2016	24-May-2021

6. Date of Establishment of IQAC

18-Jun-2010

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries

IQAC		
Online Parent Feedback	01-May-2020 31	40
Online Parent Feedback	01-Dec-2019 31	1
Online Parent Feedback	01-May-2019 31	36
Online Teacher Feedback	01-May-2020 31	1
Online Teacher Feedback	01-Dec-2019 31	157
Online Teacher Feedback	01-May-2019 31	148
Students' Satisfaction Survey	01-Dec-2019 31	2
Students' Satisfaction Survey	01-May-2020 31	765
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8. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	Nil	Nil	2020 0	0
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

1) Introduction of the Online Teacher Feedback, and the Online Parent Feedback 2) Students Satisfaction Survey 3) Preparation of the 22nd Annual Report of the University (20192020) 4) Preparation for NAAC (IIQA submission)

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
To prepare for NAAC assessment and accreditation to raise the CGPA	The University has applied for 3rd cycle of NAAC accreditation to improve its score. IQAC has been given the task to prepare for the NAAC assessment and accreditation which it started doing. The IQAC formed committees for each criterion under which assessment was to be carried out. The first task was to seek the approval by submitting Institutional Information for Quality Assessment (IIQA). The IQAC submitted it, and had the approval in March 2020 from NAAC. When it started preparing for SSR, unfortunately due to Covid-19, everything got shut down and was under lockdown. The University shall take up the matter once it becomes fully functional.
To carry out Students Satisfaction Survey	IQAC has successfully carried out online SSS
To seek online feedback from Teachers and Parents	IQAC has collected online feedback from the teachers and parents
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14. Whether AQAR was placed before statutory body ?

No

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2020

Date of Submission

19-Jun-2020

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

University has in place an effective Management Information System known as Integrated University Management System (iUMS). This system uses the module iUMS 2.0. The system connects all the teaching departments, schools, colleges, directorates, centres, administrative sections, directorate of admission, examination branch, and so on, all over India through iUMS. The MANUU Centre for Information Technology (CIT) oversees the functionalities of the system. The 20182019 AQAR specifically presents all the modules operational in MANUU from students' course registration to file tracking in the offices. The system has been instrumentally successful in conducting examination during the Covid19 pandemic, in 2020, and there forth. All the end semester examinations were conducted through using iUMS. Since, the University conducted examinations online, from the students, course registration to generation of hall tickets/admit cards to the the sending of the question papers, and invigilation and proctoring have all been carried out through iUMS. For example, the following guidelines for students help understand how the University employed its iUMS effectively: Online examination instructions for students

1. Use Desktop/Laptop/Smart Mobile Phone to appear in the Examination.
2. Ensure sufficient stationary with you, like white A4 size papers, blue/black pen, etc.
3. Make sure uninterrupted power supply and good internet connectivity.
4. Restart your device before start of Examination.
5. Don't use multiple browsers.
6. Connect to your Proctor/Invigilator using Zoom/MS Teams/Meet link shared by the proctor. Make sure you are connected with your proctor for during the Examination.
7. Login to MANUU student portal using your iUMS credentials.
8. Use iUMS dashboard and click on Online Examination Tab.
9. Read the instructions given and click on agree and proceed.
10. An OTP will be sent to your registered Mobile and Email ID (New email created on @manuu.edu.in), enter the OTP to authenticate your presence.
11. Request your

Proctor/Invigilator for Subject PIN, enter the PIN and proceed. 12. Verify the details mentioned about you and your Examination. 13. Download your Question Paper as per schedule time. 14. Start answering using Paper and Pen. 15. Write your Roll No., Page No., and put your Signature on every page before uploading. 16. Maximum No. of pages permitted to upload are 32 for whole Examination. 17. It is advised to upload the written answer as and when you are ready. Don't wait for last minute to upload. 18. You are permitted to communicate for any difficulty/issues with your Proctor/Invigilator during the Examination. 19. Make sure answered pages should be verified and uploaded well within the allotted time duration. 20. After uploading all the pages successfully, Press 'Final Submission' button, and close the Examination. 21. System will automatically consider the final submission, once the allotted duration is finished as per schedule. 22. No access will be given to you after the final submission of the Examination. 23. Your Proctor/Invigilator have the authority to disqualify you from Examinations any point of time, if found indulging with any kind of Unfair means, with prior warnings. These guidelines in video form are accessible at (<https://manuu.edu.in/manuonlineexaminationguidelines>)

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

Name of Programme	Programme Code	Programme Specialization	Date of Revision
BA	BAAR	Arabic	13/01/2020
MA	MAAR	Arabic	13/01/2020
PhD or DPhil	PHAR	Arabic	13/01/2020
BTech	BTCS	Computer Science	16/08/2019
BA	BAEC	Economics	11/02/2020
MA	MAEC	Economics	11/02/2020
PhD or DPhil	PHEC	Economics	11/02/2020
BA	UGEN101AET	English Communication Skills	08/02/2020

MA	MAHS	History	07/12/2019
PhD or DPhil	PHHS	History	07/12/2019
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1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
BVoc	Medical Imaging Technology	01/08/2019	MIT	01/08/2019
BVoc	Medical Laboratory Technology	01/08/2019	MLT	01/08/2019
BA	Economics	11/02/2020	Public Finance, (BAEC503DST)	11/02/2020
BA	Economics	11/02/2020	Environment and Natural Resource Economics (BAEC602DST)	11/02/2020
BA	Economics	11/02/2020	Economic Development and Policy in India (BAEC603DST)	11/02/2020
BA	Urdu	01/08/2019	MIL Urdu -I	01/08/2019
BA	Urdu	01/08/2019	MIL Urdu -II	01/08/2019
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1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
MA	(Economics) Research Methodology (MAEC303CCT)	11/02/2020
BA	MIL, Urdu-II	01/08/2019
BA	MIL, Urdu-I	01/08/2019
BA	Economic Development and Policy in India (BAEC603DST)	11/02/2020
BA	Environment and Natural Resource Economics (BAEC602DST)	11/02/2020
BA	Public Finance, (BAEC503DST)	11/02/2020
BA	Integrated Skills in English-II BIEN401CCT	10/01/2020
BA	Integrated Skills in English-I BIEN201CCT	10/01/2020

BVoc	Medical Laboratory Technology	01/08/2019
BVoc	Medical Imaging Technology	01/08/2019
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the University level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BVoc	Medical Imaging Technology	01/08/2019
BVoc	Medical Laboratory Technology	01/08/2019

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
AAMOZISH-E-URDU	01/08/2019	17
ADVANCE PERSIAN	01/08/2019	56
ARAB CIVILIZATION AND ITS CONTRIBUTIONS	01/08/2019	49
BASIC ARABIC READING AND WRITING	01/08/2019	67
BASIC ARABIC READING AND WRITING	01/08/2019	32
BASIC ARABIC SPEAKING	01/08/2019	1
BASIC STATISTICS	01/08/2019	18
BASICS OF PERSIAN LANGUAGE	01/08/2019	15
BASICS OF TRANSLATION	01/08/2019	23
BIO FERTILIZERS	01/08/2019	26
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BTech	Computer Science	48
MA (Journalism)	Mass Communication and Journalism &	22
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes

Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

MANUU has introduced Online Student Feedback System from the academic year 2018-2019. The online feedback is made dynamic and is introduced semester wise, in order to be constantly monitoring academic progress of the students, updating the curriculum to match the requirements of the market and stakeholders, apprising the teachers about the impression they have on students in respect to their teaching methodology, and personality and so on. The feedback system is dynamic in a sense that the students can provide feedback any time if they wish, however, it is connected to semesters, so that they provide the feedback on each course and on the teacher who taught that course in every semester of their programme in the months in which the teaching is completed before the semester end examinations. Generally, the examinations are held in May and December, hence the students are required to provide the feedback in these months after the completion of their course. IQAC felt that instead of taking feedback in a traditional way, if it is sought online from every student, then the university might be in a position to truly measure the relevance of its curriculum, efficacy of its teaching learning methodology, and inviting new ideas from its primary stakeholders, that is students. Therefore, when the IQAC had been reconstituted in April-May 2018 in accordance with the NAAC guidelines, the matter of feedback was taken up in the first meeting of the reconstituted IQAC itself. The IQAC developed structured online feedback system for all its stakeholders: students, teachers, parents, alumni, and employers. The Centre for Information Technology (CIT), MANUU helped IQAC, MANUU implement the feedback system. All the feedback forms, and the analysis of the online feedbacks are available on MANUUs website. Complete analysis, with the rationale behind the framing of questions, in each feedback form has been discussed, in a note on IQAC webpage. The Online Student Feedback is presented Teacher-wise, Department-wise, School-wise, College-Wise, and over all of the University. Teachers are individually provided the feedback on their iUMS. The Department-wise, School-wise and Over-all University feedback responses and their analyses in pie-charts are displayed on the University website. (<https://manuu.edu.in/University/IQAC/Documents/feedback-analysis>) The Feedback Analysis Page displays Student Feedback on Teaching and Learning, then the category of feedback in terms of Department, School or Overall University. The period of feedback is displayed in the table in terms of Semester Examination for example, Semester Examination, Dec 2019, which means the course, whose examination was held in December 2019.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BTech	Computer Science	83	452	63
BTech	Computer Science (Lateral Entry)	19	93	16
BEEd	Urdu	125	3236	106

	(Different Subjects)			
BCom	Commerce	60	84	38
BA	Languages, Arts and Social Sciences Subjects	188	533	114
BA (Journalism)	Honours	45	76	32
BSc	ZBC	40	155	35
BSc	MPC	40	73	14
BSc	MPCS	40	79	30
BVoc	MLT	40	121	28
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	1053	713	253	253	253

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
253	253	10	53	2	43

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The mentoring system in Maulana Azad National Urdu University (MANUU) has developed gradually. The mentoring commences with the Orientation Programme for the newly admitted students. Initially this had been carried out at the Departmental level, later, this has been organized as University Induction programme. However, the mentoring in the Departments/Colleges still begins on the first day of the class commencement. The mentoring system has been existing in the University in the form of counselling of students, which covers all the students till the completion of their respective programmes. Notwithstanding this, some Departments carry out mentoring in a structured and organized way and some in an informal way. The Department of Education and Training, the Department of Management and Commerce, the Department of Computer Science and Information Technology, and the Teacher Education Colleges of MANUU, carry out the mentoring system in a very structured way. Nevertheless, all the faculty members of every Department counsel their students, about their academic programme and schedule, course requirements, internal and external examination pattern and so on. Mostly, the mentoring is done in respect of administrative issues, academic issues, and social issues. The students are informed by the Heads of the Departments from the day of induction programme till the end of their programme from time to time, about what is required from them. The students are given insight into their academic obligations from attendance to examinations. They are informed about the academic and

administrative systems prevalent in MANUU with respect to course structure of their programme, the Choice Based Credit System (CBCS), the evaluation system, requirement for promotion to the next semester, and so on. In 2016, MANUU has appointed for each Department, Academic Coordinator who is required to counsel all the students of his/her Department about the academic programme, its schedule, in a sense when is the last date for the students to choose any subject and register it as a course in the programme of their study under CBCS etc. The Academic Coordinators help students get their iUMS portal, and coordinate among the students, Directorate of Admissions, Centre for Information Technology (CIT) and Examination Branch. The Heads of the Departments, the Academic Coordinators and the faculty help students choose the courses sometimes through discussions and sometimes through holding special sessions on the subjects/courses. All the members of the faculty are required to receive students anytime during the day outside their class hours for counselling. In this regard, the Department of English has devised a pro forma for mentor and mentee meetings which it called counselling sessions, wherein it divided counselling into educational, stress related and career. Each teacher has been assigned the role of mentor by allocating him/her equal number of students who are pursuing any programme of study in the Department. At the University level, there is a Counsellor/Psychologist who holds sessions Department-wise to counsel the students on various social issues that the students face in different spheres of their University life.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
3722	253	1:15

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
432	353	79	72	222

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	Dr K M Ziyauddin	Assistant Professor	IVLP "Society and Culture", Department of States, United States
2019	Dr. G.V.Ratnakar	Assistant Professor	Arigupudi Purnachandra Rao Foundation Award, Arigupudi Purnachandra Rao Foundation
2019	Dr. Patan Rahim Khan	Assistant Professor	Aarini Vishishta Samman, 2019, Rastriya Aarini Alankaran Samaroh, 2019, Bhopal
2019	Dr. Patan Rahim Khan	Assistant Professor	Mewadev Laurel Award, 2019, Contemporary Literary Society Of Almor: Banda, UP
2019	Dr. Patan Rahim	Assistant	Sahitya Sadhak

	Khan	Professor	Samman, 2019, Uttar Bharateey Sahitya Parashad
2020	Dr. Patan Rahim Khan	Assistant Professor	Kalam Sadhak Samman, 2020, Brazlok Sahitya Kala Samskriti Akadamy, Agra
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BSc	BSLS	6	17/09/2020	27/10/2020
BSc	BSPC	6	17/09/2020	26/10/2020
BA	BAPP	6	17/09/2020	06/11/2020
BCom	BCCM	6	17/09/2020	29/10/2020
BEd	BBED	4	06/10/2020	29/10/2020
MA	MAAR	4	07/10/2020	29/10/2020
MA	MAEC	4	06/10/2020	02/11/2020
MA	MAEN	4	07/10/2020	29/10/2020
MA	MAHN	4	07/10/2020	06/11/2020
MA	MAHS	4	06/10/2020	03/11/2020
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2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
Nil	1453	0

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://manuu.edu.in/sites/default/files/IOAC/POS-PSO-COS.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
MAEN	MA	English	58	53	91
MAEC	MA	Economics	17	17	100
MAAR	MA	Arabic	42	40	95

BLCS	BTech	Computer Science	48	47	98
BBED	BEd	Education	410	403	98
BCCM	BCom	Commerce	18	18	100
BAPP	BA	Social Sciences	37	37	100
BSPS	BSc	MPC	7	7	100
BSPC	BSc	Physical Sciences	11	11	100
BSLS	BSc	Life Sciences	17	16	94
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://manuu.edu.in/sites/default/files/IOAC/Student%20Satisfaction%20Survey%20on%20Teaching%20Learning%20Process.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – Teachers awarded National/International fellowship for advanced studies/ research during the year

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
International	K M Ziyauddin (Department of Sociology)	IVLP "Society and Culture"	10/11/2019	Department of States, United States
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3.1.2 – Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other fellows in the Institution enrolled during the year

Name of Research fellowship	Duration of the fellowship	Funding Agency
NFST	1825	UGC
NFOBC	1825	UGC
MANF	1825	UGC
JRF	1825	UGC
NFSC	1825	UGC
NFPWD	1825	UGC
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3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	1095	ICMR	56.4	17.7

Minor Projects	365	ICSSR	2.5	1
Minor Projects	365	ICSSR	3	1.2
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3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Convention on the Rights of the Child (CRC)	UNICEF MANUU	15/11/2019
Cloud Computing with Amazon Web Services.	CSIT Millat Foundation For Industry Research and Development (MFIRD)	07/03/2020
Welfare Biology and Animal Ethics	Zoology	12/03/2020
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3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	Nil	Nil	Nil	NIL
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3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	Nil	Nil	Nil	NIL	Nil
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3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
Arabic, English, Hindi, Persian, Urdu	30
CSIT	1
Education	5
Journalism Mass Communication	2
Management Studies	4
Translation Studies	6
Women Education	4

3.4.2 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	CSIT	8	0
International	CSIT	13	0

National	Department of Education and Training	13	0
International	Department of Education and Training	4	0
National	English	2	0
National	Hindi	5	0
National	Management and Commerce	6	0
International	Management and Commerce	4	0
National	MCJ	2	0
National	Mathematics	1	0
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3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Arabic	12
CSIT	12
Education and Training	6
English	7
Hindi	4
MCJ	2
Social Work	2
Sociology	4
Urdu	4
Women Education	5
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3.4.4 – Patents published/awarded/applied during the year

Patent Details	Patent status	Patent Number	Date of Award
Nil	Nil	0	Nil
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3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Mobile Complex Factors: An Approach	Abdul Wahid	International Journal of Recent Technology	2019	1	Maulana Azad National Urdu University	Nil

for the Prediction of Mobile Size Parameters		and Engineering				
Revised Approach for the Prediction of Functional Size of Mobile Application	Abdul Wahid	Applied Computing and Informatics	2019	0	Maulana Azad National Urdu University	Nil
Sequence generation for learning: a transformation from past to future	Abdul Wahid	The International Journal of Information and Learning Technology	2019	0	Maulana Azad National Urdu University	Nil
Classification and Prediction of Student Academic Performance using Machine Learning: A Review	Mohatesham Pasha Quadri	International Journal of Computer Sciences and Engineering	2019	0	Maulana Azad National Urdu University	Nil
Social Media Data Analytics Framework for Disaster Management	Ahmad Talha Siddiqui	International Journal of Computer Sciences and Engineering	2019	0	Maulana Azad National Urdu University	Nil
Machine learning for dengue outbreak prediction: A performance evaluation of different prominent classifiers	Mohammad Islam	Informatica	2019	0	Maulana Azad National Urdu University	Nil
A Brief Overview of Developing	Mohammad Islam	International Journal of Computer	2019	0	Maulana Azad National Urdu	Nil

Convolutional Neural Network Using Genetic Algorithm		Sciences and Engineering			University Maulana Azad National Urdu University	
Efficient eviction policy for PROPHET	Khaleel Ahmad	International Journal of Information Technology	2019	0	Maulana Azad National Urdu University	Nil
Load Status Evaluation for Load Balancing in Distributed Database Servers	Mohammad Omar, Khaleel Ahmad	3C Tecnología	2019	0	Maulana Azad National Urdu University	Nil
Increased PSNR with improved DWT digital watermarking technique	Khaleel Ahmad	International Journal of Innovative Computing and Applications	2019	0	Maulana Azad National Urdu University	Nil

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3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Link between ACE I/D gene polymorphism and dyslipidemia in diabetic nephropathy : A case-control study from Hyderabad, India. Indian J Nephrol 2020 30:77-84	Parveen Jahan	Indian J Nephrol 2020 30:77-84	2020	22	Nil	MANUU

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3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
Presented papers	65	119	2	1
Resource persons	12	47	7	1
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3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultan(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
Nil	Nil	Nil	Nil
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3.5.2 – Revenue generated from Corporate Training by the institution during the year

Name of the Consultan(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
CPDUMT	Two Day National Seminar on Contemporary Issues in Teaching Urdu”	Urdu Medium Teachers/Scholars	22000	22
CPDUMT	One Day Workshop on “Practicals as a Tool for Teaching Sciences”	Urdu Medium Teachers/Scholars	14700	49
CPDUMT	Two-Day National Seminar on “Teaching English Language and Literature to Urdu Speakers”	Urdu Medium Teachers/Scholars	41000	41
CPDUMT	Two-Day National Seminar on “Teaching Social Sciences through Urdu”	Urdu Medium Teachers/Scholars	25000	25
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3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/	Number of teachers	Number of students
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	collaborating agency	participated in such activities	participated in such activities
Centre's faculty members working with an NGO, viz., ECHO (a multi-stakeholder forum / a joint initiative of the seed industry and NGOs) on addressing decent work issues in the hybrid seed industry / agriculture sector. (March 2, 2020)	ECHO	1	4
"Self Defense Training for Women"	Hapkido Association (Telengana)	1	100
"Clear Skies" For the whole year twice every month interacted and conducted sessions with students from 6 to 9 and from schools from economically deprived area in Shaikhpur Hyderabad In collaboration of NGOs Kriti and Do Science	International Astronomical Union(Iau-Oad)	2	1
Importance of Unity, Rashtriya Ekta Diwas 2019 in MAUUU	NSS Cell	1	74
Fit India	NSS Cell	1	83
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3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
National Public Relations Education Day	Best Public Relations Student Award	Public Relations Society of India	1
View File			

3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities

World AIDS Day Program	Bhoruka Charitable Trust	Mass Awareness and sensitization	2	8
World Mental Health Day	Nilofer Hospital	Young people and mental health in challenging world	2	2
Citizens Entitlements Campaign-2019	COVA	Community Mobilization	2	4
Blood Donation	MNJ institute of Oncology Regional Cancer Center-Hyderabad	Volunteering Camp Management	2	4
View File				

3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
AEIF Project Fulbright Alumni Engagement Innovation Fund for 2019-2020 titled Gender Sensitization and Training of Teachers for Underprivileged Children.	1) Prof. Salma Ahmed Farooqui, MANUU; 2) Prof. Aparna Rayaprol, University of Hyderabad; 3) Prof. Usha Raman, University of Hyderabad; 4) Dr.Himani Gupta, Kriti Social Initiatives	US, Department of State	365
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3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Project work (Zoology Section)	Role of HLA -G gene I/D polymorphis in Asthma	Alagappa University, Tamilnadu	20/01/2020	20/06/2020	1
Internship Programme (Department of Social Work)	Block Placement	Jammu Kashmir Association of Social Workers	16/06/2019	31/07/2019	1

Internship Programme (Department of Social Work)	Block Placement	NASVI, 304, Maurya Lok Complex, Patna, -800001, Contact:0612-222,2220773	15/06/2019	26/07/2019	2
Internship Programme (Department of Social Work)	Block Placement	Salaam Balak Trust, New Delhi	13/06/2019	25/07/2019	1
Internship Programme (Department of Social Work)	Block Placement	Rainbow Homes	10/06/2019	23/07/2019	2
Internship Programme (Department of Social Work)	Block Placement	Help Age India	10/06/2019	22/07/2019	3
Internship Programme (Department of Social Work)	Block Placement	Lucknow Mahila Sewa Trust-L-V-82,Sce-L, Aligan, Lucknow-226024	13/06/2019	26/07/2019	2
Internship Programme (Department of Social Work)	Block Placement	Pani	10/06/2019	25/07/2019	1
Internship Programme (Department of Social Work)	Block Placement	Aga Khan Foundation	10/06/2019	16/07/2019	2
Internship Programme (Department of Social Work)	Block Placement	Prayas, Children Home for Boys	10/06/2019	25/07/2019	2
View File					

3.7.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Tokyo University of Foreign Studies, Japan	18/12/2019	Research Academic	Nil

The National Academy of Legal Studies and Research (NALSAR), University of Law, Hyderabad	29/12/2019	Technical Research	9
View File			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
475	472

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
KOHA Open Source LMS	Fully	18.05.05.000	2008

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	72738	34064363	4406	3163293	77144	37227656
e-Books	489	3984303	485	2461372	974	6445675
Digital Database	1	940555	1	2276316	2	3216871
Journals	167	2207410	Nil	Nil	167	2207410
View File						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr Indrajeet Dutta	Validity of Tool Used in Teaching-Learning	NCTE	29/06/2020
Dr. Neeti Dutta	Nyaya Drashan (Part I and II)	NCTE	29/06/2020
Dr. Neeti Dutta	Islam Darshan	NCTE	29/06/2020

Dr. Neeti Dutta	Gita Darshan(I and II)	NCTE	29/06/2020
Dr Rafeedali E	Empowering Teachers for Smart Teaching	Online (St. Joseph PU College Bangalore) 05-may 2020 to 11 May 2020 (7 days)	05/05/2020
Dr Indrajeet Dutta	Quantitative and qualitative approaches of Assessment	NCTE	29/06/2020
Dr Indrajeet Dutta	Reliability of Tool Used in Teaching-Learning	NCTE	29/06/2020

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	645	28	12	13	0	0	13	1	0
Added	8	0	0	0	0	0	0	0	0
Total	653	28	12	13	0	0	13	1	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

1 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
TV Studio PCR	https://drive.google.com/open?id=1O1lboKo6Zen2ZnPLx3Y53jtk29hmF77r
Audio Studio PCR	https://drive.google.com/open?id=1p-iV6I4G0lM7Z2zuQ2awoYLB7aFdBfqp
Video Edit Suite-1	https://drive.google.com/open?id=1r_lqv_g4Qh7tJAa4nXVR2X7pIrUMVA_eg
Video Edit Suite-2	https://drive.google.com/open?id=1oXYv0snowh_dm6JYGbybYrwWJz-M-6Fe
Video Edit Suite-3	https://drive.google.com/file/d/1XC0dg_uZwhNGfwOFh0b7TEJlr-XRqN9E/view?usp=sharing
Graphics Workstation	https://drive.google.com/open?id=1h000e

	htia3xsx4nQN1OKttrL5FdkmXD
Media Library	https://drive.google.com/file/d/1DL07fYA790OKUvjtzAoKTX1_HA4cnW2D/view?usp=sharing
Preview Theatre	https://drive.google.com/open?id=1Ro9hjiCI3w9qOlyfHHiM5uc2u7pxRtdGM
E-Class Room	https://drive.google.com/open?id=1Np20Iipv2L3zk7tRW-0sSG-H0IINGTNY

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
505	505	1419	1419

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

MANUU has all procedures and policies in place for maintenance and utilization of physical, academic infrastructure. The Planning and Development Section of MANUU prepares strategic and operational plans for the overall development programmes of the University. The Campus Development and Engineering Section looks after construction, repair and maintenance of new buildings at the Main Campus as well as all the Satellite Campuses, model schools and regional centers. The maintenance Charter of Central Public Works Department (CPWD) and all the maintenance manuals of it are adopted by MANUU. The University had one lakh square meters built-up area in the year 2015. The entire campus is beautifully landscaped. To drain the rainwater, a full-fledged water body has been developed for water harvesting. Waste water is being used from the lake for maintaining the landscaping and various parks in the University. Plantation is carried out on a regular basis. A number of valuable and rare plants have been identified and labeled. Most of the departments, offices and hostels are provided RO drinking water. The Directorate of Translation Publication prepares and translates course material in Urdu language as well as other knowledge literature in Urdu. To bring the madarasa students into mainstream education, the university has given equivalence to more than 200 madarasas, the students of these may pursue different UG and PG course offered in the University. To pay equal attention to University's satellite campuses, colleges and centres, the University has established a Satellite Campus Cell which monitors their basic needs and requirements. The Estate Section of the University identifies and arranges space for satellite campuses, colleges, schools and regional centers. The Estate Section ensures to acquire a well planned, spacious and optimally functional infrastructure for educational programmes of the University. All the records pertaining to University properties are maintained by the Estate Section. To have clean and hygienic atmosphere, the routine daily cleanliness has been outsourced. Most of the purchases are carried out through GEM by the Purchase Section which adheres to the General Financial Rules, 2017. Inventory of all the purchased items is done using an Online Software. The Central Library has a collection of rare books and manuscripts in subjects like Sciences, Medicine, Law, History, Literature, etc. It has a repository of about eighty four valuable and rare

manuscripts, the earliest dates back to 967 AH/ 1560 AD. Most of the manuscripts collection ranges from subject like Islamic Jurisprudence, Traditions of the Prophet Muhammad (peace be upon him and his progeny), History, Literature, etc. These rare books and manuscripts are mostly compiled in Arabic, Persian and Urdu and are written/translated in Naskh and Nastaliq fonts. In addition to this the Library has obtained bibliographic records of more than 56,000 e-books from Rekhta and imported the same to KOHA, the software used for library management.

<https://manuu.edu.in/sites/default/files/MANUU-Policy-of-Maintenance-Physical-Infrastructure.pdf>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Non-NET Fellowship	81	8000
Financial Support from Other Sources			
a) National	NFOBC, MANF, JRF, NFSC, NFPWD, and NFST	23	31000
b) International	0	Nil	0

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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Calligraphy Workshop	30/09/2019	51	CUCS, MANUU
Calligraphy Workshop	09/09/2019	50	CUCS, MANUU
Theatre Workshop	11/09/2019	24	CUCS, MANUU
5-Day Workshop on Artificial Intelligence	16/12/2019	53	AICT ATAL Academy
Students Induction Program	01/08/2019	2792	Dean, Students Welfare, MANUU

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2019	Career Planning and Development	Nil	114	Nil	Nil

	BYJUs				
2020	Pre Placement Training	Nil	113	Nil	Nil
2020	PSF, MSU Placement Drive Pool	Nil	104	Nil	Nil
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
15	15	13

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
AMAZON, CONCENTRIX, GROWTH PVT LTD, KEY TECHNICAL INTERNATIONAL (KAZRONI) - QATAR, MAHINDRA	903	49	AMAZON DEVELOPMENT CENTRE PVT LTD, COGNIZANT, CONCENTRIX (GOOGLE), AMIN, GOVT. OF BIHAR	203	203
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2019	1	MA	English	MANUU	PhD
2019	1	MA	English	University of Hyderabad	MPhil
2019	1	MA	English	HNBGU	PhD
2019	1	MTech	CSIT	MANUU	PhD
2019	1	BTech	CSIT	Jawaharlal Nehru University	MTech
2019	1	BTech	CSIT	Central University of Punjab	MTech
2019	1	MA	Arabic	MANUU	PhD
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year
(eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	54
SET	4
SLET	1
GATE	1
Any Other	23
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Cricket (M)	Local	15
Football (M)	Local	14
Volleyball (M)	Local	12
Cross-Country Event (M)	Local	4
Patriotic Song and Tarana on 15th August 2019	University	12
Stage play (Gandhi Ji and Champaran) on 15th October, 2019	University	24
Rang Tarang on the occasion of Azad Day Celebration in November 2019	University	17
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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Maulana Azad National Urdu University (MANUU) has student council in the form of MANUU Student Union (MSU). Every year elections are held completely supervised by the University. Proper committees are constituted to conduct the MSU elections, with chief returning officer and returning officers. Investiture ceremony of the election is held under the supervision of the Office of Dean Students Welfare. The student union presents all its issues to the competent authorities which address their issues in the light of the University rules and regulations. The members of the student union participate in all welfare activities, they help the Office of the Dean Students Welfare in conducting the student induction programme. They provide guidance to the students at the time

of admissions, and manage Jashne Baharan: the University celebrations on the occasion of the birth day of Maulana Azad. The students are provided representation in various academic and administrative bodies/committees of MANUU. At present the students are members of Internal Quality Assurance Cell (IQAC), Internal Complaints Committee (ICC), Institutional Student Grievance Redressal Committee, Departmental Student Grievance Redressal Committee and Collegiate Student Grievance Redressal Committee (Satellite Campus, Lucknow). In case of IQAC, the students are chosen from PG and doctoral levels, and the membership is for two years. In case of ISGRC and so on, the students are made special invitees. Additionally, the members of student union are made members of other committees as well.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of registered Alumni:

340

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Maulana Azad national Urdu University (MANUU) has been focusing on decentralization and participative management. One such practice is the Online Feedback System which it is soliciting from all its stake holders to enhance the quality of teaching and learning in the University. The University has also adopted NAAC students' satisfaction survey (SSS) which has been made available to all the students online on their Integrated University Management System (IUMS) wherein they can provide the information any till the completion of their programme of study. The other practice is File Tracking System (FTS). This File Tracking System Module has been designed and developed by Centre for Information Technology (CIT), MANUU with the objective of improving administrative accountability while dealing with files movement. The FTS module has features that enhance overall transparency and efficiency of the University system by empowering end users to track their files from anywhere-anytime basis on MANUU's Intranet. The system provides for following salient features:

1. Multi-lingual interface (Urdu, Hindi English).
2. Full track of file from its inception to current status.
3. Higher administrative efficiency and accountability while dealing with Files.
4. Auto-generated Outward and Inward registers
5. Departmental File Dash board to enable quick view of all files with their status.
6. University wide uniformity in File Numbering through a robust system generated scheme across all University's campuses, schools/departments/directorates/centers and offices.
7. Unique Barcode to allow for faster receive and dispatch operations.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Library, ICT and Physical Infrastructure / Instrumentation	<p>The MANUU Library System, comprising of all the libraries of MANUU at the main campus and other satellite campuses, has been working to ensure that it provides the best services to its users i.e. faculty, students and staff of the University. In respect of ICT initiatives MANUU has developed Students and Employees' IUMS portals. Each student's portal informs him/her about his/her academic status. The student is provided with fields as Fee payment, Exam Marks, Attendance Status in each course, Feedback on courses and so on. The teacher is provided with the fields of Exam Marks, Update Attendance, Teacher's Feedback, Grievance, Message, Documents, Profile, Fellowship Claim, ICT Services, Password Change, Time Table, Swayam Prabha etc. In fact every activity from entering internal and external examination marks to lodging any grievance can be carried out through the IUMS portal by the teachers. MANUU has sufficient physical infrastructure/instrumentation to run all its programmes with ease. Nevertheless, it is trying to build hostels to provide residence to the large number of students who come from different parts of the country.</p>
Research and Development	<p>The Office of the Dean, Research and Consultancy, MANUU has formulated strategies for enhancing research activities in the University. The following link provides the details of research strategies that MANUU wishes to adopt: https://manuu.edu.in/dean-research-and-consultancy/aim-and-functions</p>
Teaching and Learning	<p>As MANUU is a dual mode university, and it is in the process of synchronization of syllabi of regular programmes and distance education programmes, the focus has been not only on the syllabi but also the teaching and learning modes. Given the unprecedented spurt in communication technology and media accessibility, MANUU has been developing and enlarging its knowledge e-content which can be</p>

accessed by all its students as substantiation of their regular teaching-learning environment. The material can be accessed at <https://manuu.edu.in/University/manuu-e-content>.

Curriculum Development

MANUU is constantly striving to improve its curriculum to compete and match with the best institutions around the world. It has adopted UGC templates for most of its courses, and on the suggestions of experts in its various department of studies, it is revising these courses in line with market requirement. Since MANUU's medium of instruction is Urdu, it has established Directorate of Translation and Publications (DTP) to not only develop original course material for educational programmes that it offers, but also to translate quality knowledge material from English (and other languages) to Urdu and publish them.

Examination and Evaluation

MANUU in order to improve and maintain its examination and evaluation system introduced moderation system from paper setting to paper evaluation. MANUU's display of answer script system makes it one of the fairest systems wherein the student is provided a chance to see his/her own answer script, seek clarification from the teacher if he/she has any queries, and receive suggestions for improvement .

Human Resource Management

MANUU engages and involves almost all its teachers to shoulder responsibility from the Departmental level to the University level. Every teacher is required to be a counsellor/advisor/mentor to the students of their Department. Additionally, they are required to work in rotation as Academic Coordinator, Superintendent of Examinations, Warden, Assistant Proctor, IQAC Coordinator, and so on. This is in addition to the membership they hold in different academic bodies, committees and cells that the University constitutes to address different issues arising from time to time.

Industry Interaction / Collaboration

MANUU is seeking collaborations with different institution of research and academic repute. A Memorandum of Understanding Committee (MoU) has been constituted to facilitate collaborations between MANUU and other

	universities and institutions.
Admission of Students	<p>As MANUU is the University which offers higher education programmes in Urdu, attracting students to its programmes of study has always been a challenge. MANUU established a Directorate of Translation and Publication (DTP) to specifically address the issue of quality transfer of knowledge in Urdu from other languages. It offers English communication skills and soft skills programmes to not let the student lag behind from other higher educational institutions of the country in any way.</p> <p>All the department displays their syllabus on their web pages on the University website. It provides age relaxation and tuition fee waiving for a semester to girl students and and so on. These are the few strategies through which MANUU is trying to enhance its admission ratio.</p>

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Finance and Accounts	The Finance and Account Section in the University carries out most of its work involving electronic means. The University does not have any system of cash transaction. PFMS is totally implemented.
Student Admission and Support	All the activities related to admissions are carried out online.
Examination	The Examination Branch has fully implemented e-governance. During the pandemic examinations have also been conducted online.
Planning and Development	University has Planning and Development Section. It looks after the proposals for sanction of development grants etc. Most of the work operations in the University involve e-governance.
Administration	The University Administration uses e-governance in all its sections which comprises Establishment and Recruitment-I, Establishment and Recruitment-II, Administration and Governance Section, Planning Development Section, Purchase and Stores, Estate and Engineering Section etc.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Prof. Saneem Fatima	Health Care Sessions organised by Confederation of Indian Industry (CII) in association with Dept. of Science and Technology at New Delhi on 15-10-2019 and 16-10-2019	Nil	12835
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6.3.2 – Number of professional development / administrative training programmes organized by the University for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Research Methodolog y in Social Sciences	Nil	19/08/2019	24/08/2019	43	Nil
2020	Gender S ensitizati on	Nil	24/02/2020	29/02/2020	61	Nil
2020	Nil	OB Inter personal Relations (Professio nal Develo pment Programme)	03/02/2020	08/02/2020	Nil	27
View File						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Orientation Course	61	13/09/2019	03/10/2019	21
Orientation	57	14/11/2019	04/12/2019	21

Course				
Orientation Course	36	21/01/2020	10/02/2020	21
Refresher Course	32	02/07/2019	15/07/2019	14
Refresher Course	40	25/07/2019	07/08/2019	14
Refresher Course	42	22/08/2019	04/09/2019	14
Refresher Course	55	23/09/2019	06/10/2019	14
Refresher Course	98	10/10/2019	23/10/2019	14
Refresher Course	57	10/12/2019	23/12/2019	14
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
348	Nil	395	Nil

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
1) Day Care Centre 2) Health Care Service	1) Day Care Centre 2) Health Care Service	1) Health Care Service and Medical Insurance 2) Railway Concessions 3) Guidance Training and Employability Skills through Training and Placement Cell

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The University has an Internal Audit Department. All the bills of monetary value of Rs.50,000/- and above are pre-checked by the Internal Audit. This way, the University adopted pre-check payment of most of the bills. Further, the Internal Audit Department conducts audit of all the Departments/Schools/Polytechnic Colleges/ITI, Institutes/Regional Sub-Regional Offices for checking the adherence of financial regularities and reports to the Vice-Chancellor. The external financial audit of the University is conducted by the Office of the Director General of Audit (Central), Saifabad, Hyderabad every year after the submission of annual accounts to the A. G. Office. The audits enquiries are duly replied and discrepancies, if any, are complied with by the University. The Auditor General duly issues a certificate of audit after the compliance. Thus, both Internal and External financial audits are conducted regularly.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
----------------------------------------------------------	-------------------------------	---------

UGC	1451594560	Grants for Salary, Recurring, Capital Assets, HRDC, CSSEIP
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nil	Yes	IQAC
Administrative	Yes	CAG	Yes	Internal Audit Cell

6.5.2 – What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? (if applicable)

<p>The University does not have affiliated colleges. It has Off-campus, and constituent colleges. The autonomy is extended to these institutions is in line with the regulations of the UGC and other regulatory bodies as applicable.</p>

6.5.3 – Activities and support from the Parent – Teacher Association (at least three)

<p>At the University level there is no Parent-Teacher Association. However, at the Departmental and College level there is regular interaction between parents and teachers. The Departments and Colleges of the University share the progress of the students with their parents. Nevertheless, the University through initiating Parent Feedback system receives parents suggestions.</p>

6.5.4 – Development programmes for support staff (at least three)

<p>UGC HRDC, MANUU conducted an Organizational Behaviour and Interpersonal Relations programme for the development of support staff.</p>

6.5.5 – Post Accreditation initiative(s) (mention at least three)

<p>1) Complete Adoption of Choice Based Credit System As a quality measure and in line with the direction of University Grants Commission (UGC) MANUU has adopted Choice Based Credit System (CBCS) for all its campus mode education programmes. MANUU offers all its Undergraduate, Postgraduate and PhD programmes (course works) in accordance with CBCS. Though University has initiated its UG programmes in the CBCS pattern, they were also revised to match the template and curriculum recommended by UGC. In this regard the Heads of the Departments conducted Boards of Studies meetings and had all the courses revised and modified to bring these in line by and large with the course content and structure as recommended by UGC. The ability enhancement courses, skill enhancement courses, generic elective courses, and so on have been offered to the students. The Departmental Academic Coordinators were appointed who could facilitate in helping students to understand, choose and register the courses that they wish to opt for any programme in any given semester. CBCS course codes for all the courses offered in all the programmes were developed accordingly. Everything has been put in place for the complete implementation of CBCS: for example, the hours of teaching for each course, credits required for completing any course, value-added courses, or Non-Credit CGPA courses etc. The CBCS has been fully implemented in almost all programmes. However, as MANUU teaches all the courses in Urdu save language courses, it maintained its</p>

linguistic distinctiveness by making certain allowances in the structure of the CBCS programmes thus offered. 2) Educational, Scientific and Technological Material Translation in Urdu The vision, objects, and mission of MANUU is to provide higher Education in Urdu. For, the advancement of education in Urdu, one of the post accreditation efforts of MANUU is the establishment of the Directorate of Translation and Publications (DTP). The initiative is to develop original course material for educational programmes that MANUU offers, and to translate professional, technical and vocational knowledge from English (and other languages) to Urdu and publish them. Further, The DTP is entrusted with the publication of University and departmental journals and books by individual faculty as well. 3) Establishment of Directorate of Admissions MANUU established the Directorate of Admissions (DoA) for centralizing the process of admissions and for bringing transparency and uniformity in admission process. As the University's jurisdiction extends to the whole of India, a centralised Directorate of Admission strengthened by the available means of information technology was felt essential to maintain the uniformity in the process of admission in terms of conduct of examinations, declaration of results and admissions of the candidates in the programmes of study offered by the University.

6.5.6 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	Yes
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.7 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Display of Answer Script	19/08/2019	19/08/2019	21/08/2019	500
2019	Online Teacher Feedback	01/12/2019	01/12/2019	31/12/2019	157
2020	IQAC Meeting	27/01/2020	27/01/2020	27/01/2020	18
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
International Women's Day was observed by conducting theme-based painting	08/03/2020	08/03/2020	50	Nil

competition on "Gender- based violence".				
Human values and Gender Equity	08/08/2019	08/08/2019	17	95
I am Generation Equality: Realizing Women's Rights (CTE Bhopal)	08/03/2020	08/03/2020	41	135
Gender Sensitization Programme (DDE)	19/02/2020	19/02/2020	6	39

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Renewable Energy Initiative (Solar Energy): The University has installed the solar water heater on the roof of hostels and Guest house and use the solar energy for water heating which ensure utilization of green and renewable source of energy for residential purposes of the students. The University is facilitated with Roof Top Solar Hot Water Systems with 21,700 LPD Capacity in different areas in the Campus. The method is truly cost effective. The conversion of lights into LED has saved electricity of 58 i.e. 76.78 KW.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Provision for lift	Yes	45
Ramp/Rails	Yes	45
Rest Rooms	Yes	45
Scribes for examination	Yes	2

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	1	1	04/11/2019	1	Blood Donation Camp (In collaboration with MNJ Institute of Oncology Regional Cancer Centre	Blood requirements	10

					Hyderabad		
2019	1	1	01/09/2019	15	Swachhta Pakhwada	Cleanliness and Health	100
2020	1	1	22/01/2020	2	Local Community Campaign (CTE Sambhal)	Social Economic Health, Sanitary Education al Issues	82
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Maulana Azad National Urdu University Code of Conduct for Students, Teachers and Non-Teaching Staff	Nil	<p>Maulana Azad National Urdu University (MANUU) has in place Code of Conduct for students, teachers, other academics, administrators and non-teaching staff. For teachers, other academic staff, administrators and non-teaching staff, the Government of India CCS (Conduct) Rules 1964, and CCS (CCA) rules 1965 are applied. For students, MANUU has in place conduct and discipline rules, which are made available to all the stakeholders through its website. Notwithstanding this, the code of conduct for teachers, other academics and non-teaching staff, and rules and regulations pertaining to the discipline of the students are fundamental part of Maulana Azad National Urdu University Act and Statutes 1996 (no. 2 of 1997), which are available on MANUU Website (https://manuu.edu.in/University/Statutory-Documents/Act-Statutes).</p> <p>The Internal Quality Assurance Cell, MANUU for the purposes of ease of access to the Code of Conduct for all the</p>

stakeholders of MANUU and for the requirements of assessment and accreditation, compiled all the rules and regulations in this booklet, entitled Maulana Azad National Urdu University's Code of Conduct. All the rules and regulations gathered and compiled here are approved by different authorities of MANUU at different occasions, that is, as and when there was necessity. Some of the regulations have been also improved upon through modification and revision <https://manuu.edu.in/sites/default/files/IQAC/MANUUs20Code-of-Conduct-m.pdf>

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Universal Human Values (in Student Induction Programme) by Dept. of CSIT	12/08/2019	16/08/2019	57
Extension Lecture on "Welfare Biology and Animal Ethics" by Mr. Aditya S. K, a representative of Animal Ethics, an USA based NGO organized by SoS (Zoology Section)	12/03/2020	12/03/2020	100
Panel Discussion on Spirituality at Work Place Dept. of Management and Commerce	19/02/2020	19/02/2020	120
Importance of Unity, Rashtriya Ekta Diwas	31/10/2019	31/10/2019	74
CONSTITUTION DAY	26/11/2019	26/11/2019	47
Fit India	29/08/2019	29/08/2019	83
UNICEF organized a Training Workshop on "Convention on the Rights of the	15/11/2019	16/11/2019	85

Child (CRC)"

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

- 1) Smoke-free Campus
- 2) Plastic-free Campus
- 3) Minimum use of paper in offices
- 4) Rain-water harvesting
- 5) waste management

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

1) Title of the Practice Display and Discussion of the Answer Scripts Objective of the Practice Showing the answer scripts to the students and holding discussion on answer scripts with them is a practice aimed at one hand, to improve and strengthen the learning experience of the students, and on the other to make evaluation process transparent and accountable. It is expected that upon seeing their answer scripts, the students shall identify their strengths and weaknesses of learning, and discussing these with their teachers shall help them improve their knowledge of the subject, rectify the errors they make and advance their understanding of the subject. This practice is enlivened by the idea that the one who teaches is in the best position to assess and advise, and the one who learned, has the right to know if they learned properly. Connected to this idea are the notions of transparency and learning outcomes. It is believed that the learning outcomes can be measured accurately, through this practice. The Context The Academic Council of MANUU in its 32nd Meeting held on 4th October 2018, on the request of student community to make the answer booklet available to them after evaluation, discussed the matter at length and resolved to constitute a Committee to examine the feasibility of making the answer scripts available to students, as part of the examination reforms.

(https://manuu.edu.in/sites/default/files/2020-01/32nd20AC20Minutes_0.pdf) The Committee held a meeting on 30th January 2019 in the office of the Controller of the Examination and discussed various issues involved in making the the answer scripts available to the students after the evaluation. The Committee evolved a procedure in this regard, and submitted the minutes of the meeting to the Vice Chancellor on 15th February 2019. The minutes of the meeting were placed in the 34th Academic Council meeting held on 7th March 2019, wherein they were approved and the practice was ready to be implemented for the semester examination scheduled in May 2019. (https://manuu.edu.in/sites/default/files/2019-10/Minutes_of_34th_AC_Meeting.pdf) The Practice The general dissatisfaction of the students in respect of the marks and the grades that they score is addressed through this practice of showing the answer scripts to them and holding discussion thereof with them. This initiative provides students the opportunity to see what they have written, and how have they been evaluated, and where is the scope for their improvement. After conducting the examination, the Examination Branch had sent the answer scripts to the Heads of the Departments for distribution of the answer scripts to the respective teachers who taught the courses. After evaluation, scrutiny and moderation, the teachers were allowed to show the answer scripts to the students and hold discussion with them. The students had been asked to visit the teachers who taught any course to them and see their answer script and seek clarification or suggestion if any. Since one to four days had been allocated for the display and discussion on the answer scripts, the teachers stayed back during the allocated period from morning till evening to show the answer scripts to their students, and discuss and counsel them academically about their performance in the examination and the level of their learning. After seeing the answer scripts and discussing about their performance, the students were required to sign the attendance proforma of display of the answer scripts. When the display and discussion period was over, the teachers entered the marks in their respective

iUMS portal, and the answer scripts and the attendance proformas were sent to the Examination Branch. Consequent upon receiving these, the Examination Branch declared the results. The moderation boards of all the departments and colleges had taken care to address the issues of scrutiny, and over or under awarding of marks, before the answer scripts made available for the students. It has been made clear to all the students that if any of them is not satisfied with the marks awarded to him/her, he/she can approach the Examination Grievance Redressal Committee (EGRC) in the Department which comprises Head, a senior teacher, and the course teacher. Whatever decision the EGRC makes, it is final.

Yet again, if the student is not satisfied, then he/she can apply for re-evaluation on payment of prescribed fee after the declaration of routine results. Dissemination of Academic and Knowledge Content through Social Media and Digital Platforms 2) Title of the Practice Dissemination of Academic and Knowledge Content through Social Media and Digital Platforms Objectives of the Practice The objectives of this practice are: 1) to disseminate academic and knowledge content in Urdu by enriching it through social media and digital platforms, and 2) to provide global accessibility to the academic and knowledge content in Urdu free of cost. The Context This practice is conceived bearing in mind the objects of Maulana Azad National Urdu University (MANUU), which are to promote the Urdu language in higher education. It is felt that the quickest way to promote any language and its culture, at present, is to advance it through digital means. Therefore, MANUU has entrusted the responsibility to its Instructional Media Centre (IMC) to produce in-house educational programmes which help MANUU achieve its objects and mandate. Accordingly, IMC began producing in-house multimedia educational programmes and then started disseminating these through IMC MANUU YouTube Channel. MANUU now boasts of a large repository of curriculum based audio-visual programmes of various streams like arts, languages, education and training, sciences, social sciences, and so on. All these programmes are available to all the masses free of cost all across the globe. These audio-visual programmes can be accessed by the students and the teachers as per their convenience. Further, a large chunk of Indian Urdu diaspora is deprived of quality content in Urdu. It is believed that the dissemination of knowledge enriching programmes through digital platforms is accomplished through this practice. MANUU is probably the only University in India which has been producing higher education digital content in Urdu in a structured way. The Practice IMC MANUU YouTube Channel was formally launched in December 2017 after proper designing of its cover page and content. The

Channel's logo was created categories were created for different departments/centers etc. so that surfing becomes easy for students. This categorization was developed on the basis of research, subjects and genre nature of programmes. The Channel was launched with a proper programming for a week so that audience are retained and added over a period of time. For the uploading of the programmes, the viewing habits of the general viewers and the target audience was considered. With sustained efforts, this higher education audio-visual platform of MANUU now has a subscription of over 35000 Users. The IMC MANUU YouTube Channel (www.youtube.com/imcmanuu) has all the curriculum-based A/V programmes uploaded at the channel. Additionally, the e-content platform has also been created (<https://manuu.edu.in/University/manuu-e-content>). Besides providing curriculum based programmes, IMC MANUU YouTube Channel also caters to the general audience with a wide array of documentaries of general interest on the Urdu language and culture as well. Students can also have access to important academic events, seminars, workshops, symposiums etc. (www.youtube.com/imcmanuu and <https://www.youtube.com/imcmanuu>) Besides providing educational content at IMC MANUU YouTube Channel, IMC has also created social media platforms of the University and Facebook pages for most of the departments. The relevant audio-visual lectures/material from IMC MANUU archive are being uploaded on respective pages. This is one of the unique experiments wherein most of the departments have their Facebook pages along

with relevant audio-visual educational resources. The teaching faculty at MANUU are being sensitized to make best use of various social media platforms for disseminating academic content, and reflecting the achievements and educational activities of MANUU, and share MANUU's initiatives on social media platforms with other Institutions as well. Facebook provides opportunities to create a focused group for a particular subject where the group can connect with best teachers in the subject all across the world. Teachers-Students may share resources for a pre-class/post-class discussion on a topic. Since students are already using social media away from the classroom, integrating it into the classroom helps students learn best practices in the subject as it offers an interesting new twist on lessons for pre-class and post-class discussions (<https://manuu.edu.in/University/Centre/IMC/best-practices-imc>). Evidence of Success The practice of disseminating knowledge and academic content to the students through IMC MANUU Youtube Channel, and other social media platforms by MANUU has been very successful. At present , it has a subscription of about 35000. The viewership is building gradually but steadily. MANUU Knowledge Series was launched, as an important digital initiative to enrich the learning experience of student community and general audience by providing them knowledge and information on wide array of topics. This Knowledge Series was introduced as a part of digital initiatives in December 2017 under which short duration audio-visual capsules on a variety of topics were produced and uploaded at IMC MANUU YouTube Channel.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://manuu.edu.in/University/Best-Practices>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The objects of MANUU are: to promote and develop the Urdu Language to impart education and training in vocational and technical subjects through the medium of urdu to provide wider access to people desirous of pursuing programmes of higher education and training in Urdu medium through teaching on the campus as well as at a distance, and to provide focus on women education In reality all these objects set the distinctiveness of MANUU from all the other Higher Educational Institutions in the Country. All the programmes in MANUU are taught in Urdu including science and technology programmes of study, except language programmes. In order to achieve, maintain and assert its distinctiveness MANUU has established a Directorate of Translation and Publication (DTP) to develop study contents in Urdu. MANUU has two centres which specifically promote culture of Urdu and knowledge in Urdu, namely Centre for Urdu Culture Studies (CUCS) and Centre for Promotion of Knowledge in Urdu (CPKU) respectively. MANUU has its website and all the contents there displayed in Urdu besides, English. The University recruits only those who possess knowledge of Urdu. It runs Urdu proficiency certificate classes for students, teachers and non-teaching staff, to enhance their knowledge of Urdu. Weblinks: <http://manuu.edu.in/ur> (Urdu Website) <http://manuu.edu.in/University/Directorate/DTP/Profile> (DTP) <http://manuu.edu.in/University/Centre/CUCS/Profile> (CUCS)

Provide the weblink of the institution

<https://manuu.edu.in/institutional-distinctiveness>

8.Future Plans of Actions for Next Academic Year

With the changing educational scenario, the demands of higher education have also changed. Quality, Research, Consultancy, and Revenue generation have become the parameters to assess the contribution and progress of any University and

Maulana Azad National Urdu University (MANUU) despite a University established solely for the protection and promotion of Urdu, cannot have exemption from such demands and expectations. This has been fully realised by MANUU, and has set itself to fulfil not only its mandate but also to meet the expectations of the higher education by providing quality higher education in Urdu, and having meaningful research carried out through Urdu. In future MANUU plans to raise its NAAC Grade in its third cycle and NIRF ranking. It is focusing mainly on research, consultancy and collaborations with other higher educational institutions and industry. It plans to introduce new market relevant employability courses. It shall focus on placements and soft skills improvement of its students. It shall also focus on evolving effective online teaching techniques given the current scenario around the world. Focus on women education is one of the objects of MANUU. MANUU is working on ways to have more enrolment of women in its programmes by relaxing few regulations (for example age, tuition fee etc.) without compromising the quality of education. MANUU's Directorate of Distance Education (DDE) has also been in the fore front for the implementation of the mandate of MANUU by taking higher education through Urdu to remote parts of the country, and by providing higher education access to house wives, girls and working men. The endeavour of MANUU is to make Urdu easily accessible to one and all. The DDE is synchronizing its courses with those of regular mode of education. MANUU shall apply for more courses in future for its DDE programmes.