SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

UNIVERSITY OF HYDERABAD

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500046
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established on October 2, 1974, by an Act of Parliament (Act No. 39 of 1974), the University of Hyderabad (UoH) has grown in stature, from its initial home in Sarojini Naidu's Golden Threshold residence at Abids, Hyderabad, to the now 1800-plus-acre campus in Gachibowli, the most happening area of Hyderabad, surrounded by major software and financial companies as well as other educational institutions. Our infrastructure, with academic buildings, residences, hostels, laboratories has expanded substantially. Vast open spaces, a brilliant ecosystem with its rich biodiversity and salubrious settings constitute a unique environment in a metropolis such as Hyderabad.

As a teaching and research institution, UoH has delivered high quality education, at the level of post-graduation and above, to contribute to the national education mission. The University has also been instrumental, in direct or indirect ways, through our interventions, particularly from within crucial fields such as research into cancer, infectious diseases, aging, education, social stratification, language issues, media and cultural formations, in influencing social policy, curricula and decisions across the country. High-quality research has translated itself into patents, policy papers, and the placing of our faculty as members of high-level advisory and policy-making committees constituted by various governmental and non- governmental organisations.

UoH has been rated the best Central University and accorded the unique status of being the fastest growing university. UOH has been at the very top in all parameters in the NIRF, NAAC, and now the QS World Rankings, and one of the first five universities in the country to be granted the University with Potential for Excellence. The QS World Rankings 2022 has categorised UoH as an "established medium sized public university with high research intensity and comprehensive subject focus." At 305 globally, the 'citations per faculty' is the strongest indicator for UoH in which it has scored 46.1 out of 100 points.

In its twelve Schools, 16 Centres and a College of Integrated Studies, the University offers postgraduate and research programmes in several areas of the Humanities, Social Sciences, Natural Sciences, Performing & Fine Arts, Communication, Management, Medical Sciences, Engineering, Mathematics and Statistics, Computer and Information Sciences, and Education.

Vision

Elaborating the Mission Statement into a Vision Plan in order to face the new century, its challenges and opportunities, the UoH has this to say:

The UoH's vision, planning and processes embody the core values of **National Needs-Global Standards, Innovation, Public Engagement and Social Impact**. As a significant contributor to the nation's knowledge economy, it offers enhanced knowledge services in diverse fields to produce global quality research, teaching and learning outcomes. These services and outcomes are underwritten by a commitment to innovation, the integration of methods and fields of inquiry, and geared towards a more robust public engagement and social impact.

Through our meaningful fundamental research across disciplines, we contribute to social and scientific inquiry

in the manner most suited to serve the nation, while setting our benchmarks in line with the global best in the disciplines. Our research and teaching ecosystem derives its energies from due attention to foundational problems and modes of being in the natural and social worlds, from the balance between the aesthetic, the technological, and the socio-political. Together, these core values contribute to the formation of better values – human and cultural – among our stakeholders.

The responsible pursuit of truth in all fields is a part of the UoH Vision, and a ceaseless spirit of inquiry marks our teaching and research, making us one of the most sought after higher education institutions in India.

Mission

The Mission Statement of the UoH, since its inception says:

> *"to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and by the example of its corporate life, and in particular to make special provisions for integrated courses in humanities and science in the educational programmes of the University and to take appropriate measures for promoting inter-disciplinary studies and research in the University".*

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Nearly 1800-acre walled campus near HITEC City, the Financial District, and other educational institutions in the Gachibowli area of Hyderabad

- Robust academic focus with Basic and Applied research

- Research output (publications) remains high

- Visibility and Ranking move higher annually

- Attracts ever-increasing numbers of applications for admission

- Specialized and interdisciplinary academic centers

- Faculty with distinctive intellectual and artistic profiles, with awards, fellowships, and honors

- State-of-the-art infrastructure for teaching and research

- International linkages and collaborations

- Industry-University interactions

- Extramural funding from various national/international agencies

- Core values of social equity and social justice, along with high-quality education at the Post Graduate level and above

Institutional Weakness

- Infrastructure – requires maintenance

- Infrastructure – more needed in all parameters (student residences, hospital, general amenities)

- More truly interdisciplinary programs needed

- Greater control over the quality of programs

- The proliferation of Centres without adequate performance audits

- Need to increase outreach activities from the departments

- Increase / enhance Alumni involvement in the development of the University

- Greater links with the industry needed

Institutional Opportunity

- Potential for advanced research in the areas where some departments/disciplines already have a national footprint

- Developing research in cutting-edge and innovative areas

- Upgrading existing programs and courses to suit in line with New Education Policy.

- More international collaborations

- More potential to capitalize on the Locational advantage and the land available at the disposal

Institutional Challenge

- Increasing student enrolment in the face of more Central Universities

- Attracting high-quality faculty, including from the industry

- Attracting international faculty and increasing the number of international students

- Integrating disciplines to generate more productive, globally visible programmes

- Streamline research grant application/and other processes

- Meeting maintenance expenses

- Improved interactions with industry

- Executable and time-bound planning for better overall performance

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

UoH offers 79 PG programmes and 43 Ph.D. programmes. The underlying ideal of this University is to disseminate advanced knowledge in an interdisciplinary framework. This has been the guiding principle in all our academic endeavours. The curriculum of the University is reviewed frequently to make it socially relevant and job-oriented and to meet the growing needs of students and other stakeholders. The curriculum coupled with high quality teaching and Outcome Based Education (OBE) are the cornerstones of the academic programmes being offered at the University. In view of the University's objective, it focuses on innovation, industry integration with "*National Needs, Global Standards*".

Course evaluation and feedback ensure continuous improvement of the quality of teaching. Students are well-trained through a system of continuous assessment in the form of tests and assignments, examinations, seminar presentations, and term papers. They are exposed to the latest in the field through seminars, symposia and lectures by Visiting Professors throughout the year.

The University follows global trends by using the latest teaching-learning and ICT-enabled methods. University also offers additional skill-oriented programmes relevant to regional needs and takes initiatives in behavioural and social change, human values, and environmental concerns.

- The CBCS allows students to acquire a more holistic perspective and supports their talents and capabilities to meet the needs of the contemporary environment, while at the same time giving them wider understanding of various socio-economic issues of the nation.

- OBE and CBCS permit credit transfers and earning of credits through MOOCs, live projects, and outreach activities.

- The course delivery is through a combination of blended learning, classroom contact sessions, workshops/seminars/assignments, and lab/studio practice.

- Value added courses in the social sciences and humanities, communication skills, skill development programmes, focusing on global exposure, are integral components of the curriculum.

- The PG programmes in the science and engineering lay emphasis on problem-solving skills, innovation

through projects and internships, hands-on exposure to state-of-the art software/hardware and experimental facilities fostering a culture of research, enhancing employability and creating industry-academia linkages

- Feedback on curriculum is collected from students, teachers, and alumni, and inputs are incorporated wherever required.

Teaching-learning and Evaluation

The admission policy is strictly according to the Constitutional provision for reservations for all the programmes. Admissions are made through a centralized admission process based on the common entrance examination conducted by Controller of Examinations, Seats are offered based on merit in consonance with the national policy for excellence and equity in higher education. Merit and merit-cum-means scholarships are offered to all the deserving candidates. The progress of the students is regularly monitored by the academic units of the University.

The University has a mechanism for offering remedial courses for slow learners, especially for students from rural and marginalized backgrounds. Remedial courses are offered to those deficient in the English language. Departments enjoy autonomy in the designing of their courses, and they often seek inputs and suggestions for improvements from students and alumni. Students' progress is carefully monitored from semester to semester through continuous assessment and end-semester examinations. The transparent system of continuous assessment also allows students to track their progress during the semester and improve their performance through constant interaction with the teacher. In addition, improvement and supplementary examinations ensure that students are given enough opportunities to improve their grades. Emphasis is given for the use of ICTs in the classroom context. Effective e-learning takes place in the library, and using the Campus Network Facility and Computer Centre. Students are lent adequate academic and social support through an informal way of counselling. Teachers undertake periodical review meetings at the departmental and school levels for the enhancement of academic standards. High-quality teachers with excellent credentials in teaching and with research publications are hired and regular FDPs are conducted for updating their knowledge. Freedom is given in many instances for the students to choose from a basket of courses. Teachers regularly participate in seminars, and orientation and refresher courses. A tiered grievance redressal mechanism is in place at the level of the Head, Deans, and the Controller of Examinations to ensure a transparent and accountable system of evaluation. Final marks and grades of the students are posted online by the departments and results are posted on the website soon after.

Research, Innovations and Extension

The University strives to inculcate a research culture and scientific temper among its faculty and students. UoH has a strong research policy that guides and promotes research and innovation. It facilitates the promotion of research activity that impacts the community, contributing to improvements in their quality of life. Research is encouraged not only through basic and interdisciplinary explorations, but also by activities that focus on emerging societal needs and innovation.

The University established state-of-the-art research laboratories in all the Science schools and advanced/specialised centres. A Coordinator, R&D facilitates research and innovation and oversees the emergence and growth of newer areas of research and development in the University.

- The research and innovation efforts have led to regional, national and international collaborations, leading to joint projects and quality publications and research students' exchanges.

- The extension and outreach activities of the University enhances the reputation of the University by fulfilling its social obligations to the community. The NSS Units organize need-based extension programmes for the local community.

Innovation eco-system:

- Established three incubators supported by TBI-DST, TIDE-MEITy, and BioNEST-BIRAC/DBT. Of these, TBI is active from the year 2011, TIDE from 2012 and BioNEST started its operations in 2018.

- There are three incubation centres, Technology Business Incubator (TBI) supported by DST, Technology Incubation and Development of Entrepreneurs (TIDE) supported by MoEITy and BioNEST supported by BIRAC. These three incubators hold 45 start-ups there by creating a vibrant start-up ecosystem in the campus.

- The UoH has been ranked 10th in the prestigious Institutes of National Importance and central universities category in the Union Education Ministry's Atal Ranking of Institutions on Innovation Achievements.

Research publications:

- 52 patents were granted. Around 1200 Research Projects (Government & Non-Government funded)
- 3490 Ph.D. degrees were awarded. 1200 papers per year published in National and International Journals per year.

Collaborations:

UoH has a formidable list of 70 MoUs with a host of outstanding research and teaching institutions nationally and worldwide. Exchange programmes, shared projects, co-authored works, have been for many years part of UoH work culture.

Infrastructure and Learning Resources

The University of Hyderabad is covered with flora and fauna over 1700 acres of land, with constructed area of more than 2,64,122 lakh sq. mts. UoH provides state-of-the-art infrastructure that will give the students ample learning opportunities as it is critically related to the University's objective. UoH possesses adequate facilities of teaching–learning, which includes classrooms spread across Schools, Departments and Centres. In addition,

there are dedicated lecture hall complexes with ICT facilities in each classroom. Each building is equipped with ramps and other facilities for persons with disabilities to access the classrooms and other infrastructural facilities. In addition, each Department / School / Centre is equipped with advanced laboratories and computing facilities (hardware and software) catering to the needs of the respective academic units.

The University boasts of substantial sports, yoga and fitness facilities. There are three sports complexes that house various sports and fitness facilities. The major sports complex has a 400 metres standard clay track, with a cricket pitch and pavilion. The indoor stadium at the sports complex has four dedicated Yonex badminton courts.

The Indira Gandhi Memorial Library has the distinction of being the first University Library in India to have fully automated all its operations. Library users can search the database by author, title, classification number, subject, and title to know the availability of the books using Web-OPAC (web-based library catalogue). All the e-books/digitized books/theses and dissertation full-text links are established through Web-OPAC as well as remote access facility.

The Campus Network consists of high-speed connectivity over OFC backbone. The backbone spans to 40 distribution nodes that include academic and research centres as well as residential complexes. The CNF is responsible for end-to-end management, operation, and planning of network services.

The following facilities are available to the students:

- Safe drinking water facility through RO plants.

- Uninterrupted power supply.

- Playgrounds spread over 50 acres of land for outdoor games, athletics and public gatherings.

- Appropriate vehicle parking place.

- Adequate hostel accommodation facilities.

- Multimedia facilities.

- software and vehicular support for the differently abled students through ECDAP.

Student Support and Progression

A green campus with a rich array of flora and fauna is the pride of the campus community. Students from

diverse social, economic, linguistic, ethnic and cultural backgrounds live together and learn to be active citizens in a global world. The Office of International Affairs and the Study in India Program bring a host of international students to undergo short-term studies to full degree programmes. An active physical culture is provided by the Department of Physical Education that encourages students to acquire physical fitness and participate in sporting events. The University teams, both men and women, have participated in 22 events at all India / South Zone inter-University competitions.

A Counselling Centre, with trained psychological counsellors, attend to any distress calls from students and take care of their mental health.

The University has a well-established system for student support and mentoring (https://uohyd.ac.in/student-services/). The Academic Grievances Committee, the Anti-Ragging Committee, and the Gender Sensitisation Committee against Sexual Harassment are constantly monitored, and timely redressal of student grievances is ensured. The University organizes personal enhancement and development programmes such as career guidance and counselling, soft skills development, career-path identification, and orientation to well-being for its students. Bridge courses are organized for freshers, including in soft skills, communication skills, English language, Human values, etc. Guidance regarding various examinations is made available to the students at the Placement and Guidance Cell. UoH also provides additional academic support, hostel facilities, scholarships, and sports uniform and materials for the students participating in various extra-curricular activities.

The University has an Alumni Association, which conducts regular meets and feedback is obtained from its members. Further, the Association identifies eminent alumni serving in various government/non-government organizations in India/abroad and recommends to the University to select distinguished alumni for recognition at the University convocation.

Students are encouraged to organize academic activities that provide them exposure to experts and modern developments in various fields. The junior science club of the College of Integrated Studies, ether talks in the School of Physics, chemfest of the School of Chemistry and journal clubs in the School of Life Sciences are examples of such activities.

Governance, Leadership and Management

The University has a well-defined objective and strives constantly to sustain and enhance its quality in teaching, research, extension and outreach activities. The University has set itself a unique goal: "National Needs, Global Standards".

The University management believes in decentralization and participative management and leadership. The University takes policy decisions through its statutory bodies viz., Academic Council for academic matters, Finance Committee for fund management, and Building Committee for infrastructure development. The Executive Council is the apex body of the University to consider and approve the decisions taken by other statutory bodies and act on policy matters. The leadership team consists of the Vice-Chancellor and Pro Vice-Chancellors, and the Registrar. All academic matters, such as conduct of entrance examinations, semester exams, and results declaration are handled by the Office of the Controller of Examinations in close cooperation with all the departments, Schools, and Centres. A broad spectrum of Committees advises on matters pertaining to issues such as campus amenities, institutional collaborations, financial allocations, health care, and sabbatical

leave.

Steps have been taken by the University to develop e-governance strategies to promote a culture of participative management. The University is always keen in promoting excellence and inculcate a sound value system, fostering global competencies and national development goals among its students. Audits are regularly conducted, monitored, and reviewed in various meetings. A systematic and robust mechanism is in place to document, compile, analyse, and address feedback. Significant efforts have been made by the University to enhance the professional development of teaching and non-teaching staff.

The University has established a 15-year Strategic Plan under the Institution of Eminence (IoE) project. See volume 1 of the University's IoE Plan. Link: https://uohyd.ac.in/wp-content/uploads/2021/03/IoE-Volume-I.pdf

The University has taken various welfare and safety measures and ensures that grievances/complaints are promptly attended to and resolved effectively for better stakeholder relationship.

The IQAC acts as a liaison between the University administration and the staff, providing inputs for sustenance of quality in each sphere of the University activity, and organises training programs on quality.

Institutional Values and Best Practices

The UoH campus has a conducive environment for gender equity which is reflected in the composition of students and staff. There is no gender discrimination and equal opportunities are given to men and women. More recently, the University has also taken steps to ensure the welfare of transgender students. The University regularly conducts gender sensitisation programmes to promote cooperation between male and female students and to encourage treatment of female staff and students with dignity and respect.

The University has taken various initiatives to keep the campus green and eco-friendly. These include energy conservation, water harvesting, waste management, plantation of trees, laying of lawns, and e-waste management. To ensure energy conservation and eco-friendly campus, 1140 MW *Solar Panel System* is installed in the University, apart from 4 KW solar panels on the library building. The University conducts regular green audits and energy conservation methods.

University is in the forefront of creating an inclusive environment for students and employees on campus. The University routinely conducts several activities focused on fostering a more inclusive environment for students from cultural, regional, linguistic, socioeconomic groups that have suffered historic marginalisation in society. To create and maintain an inclusive and respectful workplace for all students and employees regardless of their

identity, orientation programs are organized at the beginning of every academic year for all students.

The University is fully aware that education cannot be limited to classroom instructions alone. Besides the studies, the University feels that it is the moral responsibility to groom the students for becoming responsible citizens and contribute to the progress and development of the nation. University undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligations, values, rights, duties and responsibilities as citizens.

The University has been striving its best to inculcate among its students, ethics and human values. The University trains its students to be academically brilliant, professionally excellent, and more than anything, be responsible citizens of the country.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF HYDERABAD
Address	University of Hyderabad Prof. C.R. Rao Road Gachibowli
City	HYDERABAD
State	Telangana
Pin	500046
Website	https://uohyd.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	B.j. Rao	040-23132000	9440724914	-	naac@uohyd.ac.in
IQAC / CIQA coordinator	S Srinath	040-23132137	9440491259	-	iqac@uohyd.ac.in

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	03-10-1974
Status Prior to Establishment,If applicable	

Recognition Details			
Date of Recognition as a University by UGC or Any Other National Agency :			
Under Section		**Date**	**View Document**
2f of UGC		03-09-1974	[View Document](#)
12B of UGC		03-09-1974	[View Document](#)

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	Yes

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	University of Hyderabad Prof. C.R. Rao Road G achibow li	Urban	1800	107886.8	PG, Integrated PG, M.Phill. and Doctoral Programs		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	105364_5869_1_1613631192.pdf
NCTE	105364_5869_4_1613631203.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				110				234				228
Recruited	59	12	0	71	134	39	0	173	120	60	0	180
Yet to Recruit				39				61				48
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				1340
Recruited	457	113	0	570
Yet to Recruit				770
On Contract	652	245	0	897

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				0
Recruited	0	0	0	0
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	1	0	1	0	0	0	0	0	2
Ph.D.	129	42	0	54	18	0	88	49	0	380
M.Phil.	54	19	0	23	7	0	35	17	0	155
PG	3	2	0	0	1	0	4	3	0	13

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	6	1	0	7
Adjunct Professor	3	0	0	3
Visiting Professor	13	0	0	13

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Sciences	J N Chair	University Grants Commission UGC
2	Arts and Humanities	Radhakrishna	UGC
3	School of Physics	S Chandrasekhar Chair	CSIR
4	School of Chemistry	ICOS Visiting Chair	International Conference on Organic Synthesis ICOS
5	School of Physics Space Sciences	Homi J Bhabha Chair	Department of Atomic Energy DAE
6	Life Sciences	ILS Visiting Chair	Institute of Life Sciences
7	Institute of Life Science Activities	ILS Visiting Chair	Institute of Life Sciences
8	Science and Engineering	Pratt and Whitney Chair	Pratt and whitney
9	School of Social Sciences	Tribal Chair	U G C

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	336	715	0	7	1058
	Female	265	538	0	12	815
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	32	99	0	0	131
	Female	21	81	0	0	102
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	14	51	0	0	65
	Female	3	41	0	0	44
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	21

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	52	69	0	1	122
Female	52	53	0	3	108
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	03-08-1987
Number of UGC Orientation Programmes	18
Number of UGC Refresher Course	34
Number of University's own Programmes	17
Total Number of Programmes Conducted (last five years)	69

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Five Star	83.25	[Peer Team Report Cycle 1_April_2001.pdf](#)
Cycle 2	Accreditation	A	3.89	[Peer Team Report Cycle 2_March_2008.pdf](#)
Cycle 3	Accreditation	A	3.72	[Peer Team Report Cycle 3_Jan_2014.pdf](#)

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Centre For Advanced Studies In Electronics Science And Technology	[View Document](#)
Centre For Applied Linguistics And Translation Studies	[View Document](#)
Centre For Comparative Literature	[View Document](#)
Centre For Earth Ocean And Atmospheric Sciences	[View Document](#)
Centre For English Language Studies	[View Document](#)
Centre For Folk Culture Studies	[View Document](#)
Centre For Health Psychology	[View Document](#)
Centre For Neural And Cognitive Sciences	[View Document](#)
Centre For Regional Studies	[View Document](#)
Centre For The Study Of Social Exclusion And Inclusive Policy	[View Document](#)
Centre For Womens Studies	[View Document](#)
College Of Integrated Studies	[View Document](#)
Department Of Animal Biology	[View Document](#)
Department Of Anthropology	[View Document](#)
Department Of Biochemistry	[View Document](#)
Department Of Biotechnology And Bioinformatics	[View Document](#)
Department Of Communication	[View Document](#)
Department Of Dance	[View Document](#)
Department Of Education And Education Technology	[View Document](#)
Department Of English	[View Document](#)
Department Of Fine Arts	[View Document](#)
Department Of Hindi	[View Document](#)
Department Of History	[View Document](#)
Department Of Philosophy	[View Document](#)
Department Of Plant Sciences	[View Document](#)

Department Of Political Science	[View Document](#)
Department Of Sanskrit Studies	[View Document](#)
Department Of Sociology	[View Document](#)
Department Of Systems And Computational Biology	[View Document](#)
Department Of Telugu	[View Document](#)
Department Of Theatre Arts	[View Document](#)
Department Of Urdu	[View Document](#)
School Of Chemistry	[View Document](#)
School Of Computer And Information Sciences	[View Document](#)
School Of Economics	[View Document](#)
School Of Engineering Sciences And Technology	[View Document](#)
School Of Management Studies	[View Document](#)
School Of Mathematics And Statistics	[View Document](#)
School Of Medical Sciences	[View Document](#)
School Of Physics	[View Document](#)

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
67	69	63	64	59

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 40

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5587	5323	5061	5124	5028

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1253	1209	1145	1104	1051

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of students appeared in the University examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5587	5323	5061	5124	5028
File Description			Document	
Institutional data in prescribed format			View Document	

2.4

Number of revaluation applications year-wise during the last 5 years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1219	2129	2234	2367	2385
File Description			Document	
Institutional data in prescribed format			View Document	

3.2

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
441	441	430	422	412
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
572	572	572	572	572

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
64442	56263	53411	58200	43833

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1500	1301	1099	1190	1097

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 492

4.4

Total number of computers in the campus for academic purpose

Response: 3500

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
7830.49	4535.77	4011.21	3780.44	3935.31

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 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.

Response:

University of Hyderabad strives constantly to sustain and enhance its quality in teaching, research, extension and outreach activities. The University has set itself a unique **mission statement** from the time of its inception:

"to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and by the example of its corporate life, and in particular to make special provisions for integrated courses in humanities and science in the educational programmes of the University and to take appropriate measures for promoting inter-disciplinary studies and research in the University".

Over and beyond this mission statement, UoH, having acquired its distinction at the national level, has evolved for itself a new motto, *'National Needs, Global Standards'*, in all areas: teaching, research, faculty and student enrolment. The University's Graduate Attributes are the qualities and skills that the University values, and endeavors to support the overall development of its students. These qualities and skills have put our students on the strategic edge in the workplace.

The School of Humanities focuses on courses in English, regional and foreign languages that equip students to take advantage of global opportunities. They also have courses on endangered languages and cultures as well as translation, especially machine translation studies.

The School of Social Sciences offers courses on Gender and Development, Sociology of Development, Environment and Sustainable Development, and on other contemporary issues in development. There are also courses on health and society, technology and politics that foreground new developmental dilemmas in a globalizing world.

The Department of Communication offers PG level courses on Convergence Media and Digital Communication that provide students critical skills in the rapidly changing technological environment. The department also trains students in the theories, models, and strategies of using communication processes and technologies for bringing about development and social change.

Community needs

Community needs are a key concern while designing and implementation of the curriculum in all the PG courses. The idea is to produce socially responsible professionals who use their academic knowledge in the service of the community. The students of the Public Health programme, for instance, played a key role in epidemic surveillance at the district level in Telangana during the ongoing Covid-19 crisis.

Professional skills and competencies

The curriculum is designed in such a way that the student gets his/her professional proficiency in the subject through the teaching and training. Basic and advanced skills training in labs, industrial visits, fieldwork, and student exchange programs, are some of the initiatives taken for making the student professionally competent.

Employability

Innovations in technology have led to spectacular advancement in modern teaching and learning. The curricular aspects in the University focus on understanding emerging technologies in the programs offered. The curriculum is designed by integrating teaching – learning through the usage of computers and ICTs. Value-added component of ICT is included for equipping the student to compete at global level. Hence the students are well prepared for employability in the market.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 46.2

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 73

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 158

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of Programme syllabus revision in last 5 years	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 3.83

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
69	137	90	38	34

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 17.29

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 368

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 2129

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 67

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Realizing the importance of certain cross-cutting issues such as gender, environment and sustainability, human values and professional ethics, the University gives special emphasis to these issues in the various courses we offer across academic units.

Gender Issues:

- In the first few weeks after the commencement of the academic year, special sensitizing classes are conducted to focus on the mutual cooperation among male and female students and to treat female staff and students with dignity and respect.

- The University gives special emphasis in promoting values and eliminating gender bias in the

campus.

Environmental Education

- As per the prescribed syllabus, students of all branches of education undergo a foundation course on Environmental Science. The course is a comprehensive one encompassing all aspects of the environment, such as natural resources, biodiversity, pollution, alternate energy sources, causes and effects of human actions, and preservation and protection of the environment.

Human Values and Professional ethics

- The curriculum incorporates the professional, moral and social obligations of an educated professional.

- Along with the skill development, the institution gives utmost priority in inculcating the desirable value system among the students.

- Appropriate values commensurate with social, economic and cultural realities are focused to inculcate respect and tolerance to various diversities.

The following courses have incorporated Gender issues, Environment and Sustainability, Human values and professional ethics as part of the curriculum in the University.

FS401 and 801: Introduction to Indian Folk Culture

http://acad.uohyd.ac.in/downloads/syllabus/phd/PDFS.pdf

GS451: Gender and Development

GS521: Women, Ecology and Environment

GS403: Introduction to Women's Movements

HS539: Women History in India from the earliest times to 17th Century

HS594: Women's History in India from 18th- 20th Century

HS540: Environmental History

PS577: Women's Movements in India

PS524: Dalit Politics in India

http://acad.uohyd.ac.in/downloads/syllabus/PG/MAPS.pdf

RS570: Environmental Studies

SL534: Sociology of Gender,

SL571: **Environmental Sociology**

SL439: **Ethics and Society**

AL572 - **Gender and Translation**

http://acad.uohyd.ac.in/downloads/syllabus/PG/MAAL.pdf

EN523: Contemporary Indian English Women's Fiction,

EN731: African American Women Writers

The Department of Philosophy has designed and implemented three courses dedicated to Ethics, one each at MA Integrated, MA Philosophy and PhD Philosophy. The courses promote human values, gender sensitivity, professional ethics and ethical values pertaining to the environment.

PH251: Applied Ethics

PH404: Ethics I

PH851: Topics in Ethics

http://acad.uohyd.ac.in/downloads/syllabus/PG/MAPH.pdf

In the **Department of Communication**, a compulsory course on **Media Ethics** is offered to all its MA students as part of their professional development.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	[View Document](#)

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 392

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 392

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 26.2

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2297	1211	1356	1410	645

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 19.76

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 1104

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 26.48

2.1.1.1 **Number of seats available year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2456	2231	1862	1996	1896

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 83.81

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1229	1093	937	972	945

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

- The University admits students through a well-structured admission process into various courses of the University through a robust, transparent and socially equitable Admissions Policy across all programs and courses, which is closely supervised and monitored by the Controller of Examinations. Students thus admitted into various programs commence their University entry with a Special Induction Program organized by the COE and the Heads of the respective departments, wherein the newly admitted students along with their parents/guardians participate to get familiarized with the University.

- During this process, the students' knowledge and skills are assessed by taking into account their personal data and academic record of the qualifying examination. The knowledge gaps are identified and bridge courses are arranged for a period of 15 days to enable them to cope.

- As several students are admitted every year with different backgrounds and mediums of instruction in the qualifying examination, special classes are arranged to improve their communication skills, proficiency in speaking English, interpersonal relations, basic knowledge in computer operations etc.

- The University identifies slow and advanced learners based on the performance of the students in formative and summative assessment at the end of the first semester by their respective teachers.

- Learning needs of the talented students are identified and encouraged to further improve their skills and knowledge in the subject so as to pursue higher goals in academics. These students are also encouraged to participate in quiz competitions, paper and poster presentations etc, with a view to develop research temperament in them.

- The students are also encouraged and trained to write competitive examinations conducted by both state and central governments and also to appear for entrance examinations conducted by the University and other bodies for admission into higher courses leading to PhD.

The Deans and HODs of the University ensure that the teaching and learning outcomes are achieved through close monitoring of the performance of students in formative and summative assessments. If the performance of the students is found to be poor after two internal assessments the reason for poor performance is analyzed and corrective measures are initiated. Consistent poor performers are identified as slow learners and additional remedial coaching classes are arranged.

Faculty mentors regularly review academic progress and counsel students to improve performance and ensure academic growth. Special measures are taken to support advanced as well as slow learners, such as:

Slow Learners: Adequate Support is provided to slow learners to overcome academic difficulties by:

1.Organizing Extra Classes during the semester

Advanced learners:

1. Given additional/challenging assignments/ project work.

2. They are encouraged to participate in various symposiums, quiz, conferences, inter institution competition, Meets etc.

3.They are given opportunities to write research papers through Independent study.

File Description	Document
Paste link for additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 13:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The University of Hyderabad firmly ensures that the learning is made student-centric by converging all its teaching plans, ICT – mediated resources, and the pedagogy for the overall benefit of the students. Theory classes are made more illustrative and interactive. The teaching methods include didactic lectures, interactive sessions, problem-based learning through case resolution, lab demonstrations, field visits, clinical presentations, and studio practice.

During practical/tutorial sessions, ample stress is given to imparting professional skills to students who will be engaged in various fields of public life.

Experiential learning:

The final year students take the lead for conducting various activities in the departments, which gives them experience in organisation, and helps develop leadership skills.

The students also take active part in organising various extra and co-curricular events, which contribute to developing their life skills. Special programs on International Women's Day, Teachers Day, Education day, National Science Day, etc. are also conducted by them.

Experts from industry and other professionals share their experience with students, which prepares for the real world job scenario. Internships are integrated into the course structure of most programmes.

New teaching-learning methods like peer-assisted learning, scientific projects, and journal clubs are in regular practice. The institute practices Outcome Based / Competency Based Learning.

Integrated / interdisciplinary learning:

Entire curriculum has been designed for vertical and horizontal teaching and learning from the beginning. Topics are identified with inputs from internal and external experts in all the subjects.

Participatory learning:

Students are encouraged to participate in group projects and various activities like seminar presentation, Quiz, debate etc. Assignments, Classroom Seminars, Group Discussions, Field Trips, co-curricular activities / camps, Seminars and Workshops. These are a regular feature which enhance the quality of learning.

Problem solving methodologies:

The Departments follow problem-solving methodologies by challenging students with assignments on a regular basis to check their level of understanding on the subject. Moreover, quizzes are held from time to time to keep the students in a competitive environment and to check the overall progress of the class**.**

The departments also provide students tasks that inculcate in them problem solving skills; they receive practical and direct experience of negotiating difficult situations, and are trained as capable, competent and talented individuals.

Self-directed learning:

The University motivates the students for self- learning through ICT–enabled services. DVDs, CDs, Internet facility in the department and latest online books and journals are provided for self- learning.

Assignments, Study Projects, Classroom Seminars, Group Discussions, Field Trips, Surveys, Exhibitions, Elocution Competitions, Essay Writing Competitions, National Seminars and Workshops, access to the Internet, Newspapers, and books and journals in the Library enhance the quality of the learning experience of the students.

The University follows global trends by using the latest teaching – learning materials, ICTs etc. The University also provides additional skill-oriented programs relevant to regional needs and takes initiatives toward behavioural and social change, human values, environmental concerns, orientation towards research etc.

File Description	Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

- ICT enabled teaching practices are given thrust by all the faculty members of the University. All

the classes are ICT enabled for interactive learning. In addition, virtual classroom facilities are available in the University and are fully utilized as a learning system which helps the students acquire knowledge and skills from experts working in corporates and other Universities as well as institutions of repute.

- Various steps are taken by the University to transition from conventional/traditional classroom into an e-learning environment. This is achieved by regularly organizing webinars and encouraging the students to utilize e-learning resources by providing Wi-Fi facility, ICT enabled e-classrooms.

- All kinds of teaching aids, including MOOCS, E-PG Pathshala, Vidya Mitra, SWAYAM and modern teaching and learning methods available in the University are regularly used by the teaching faculty to give the students' a better learning experience.

- Regular training programs are conducted by the Ministry of Education/IQAC in preparing slides and e-content for powerpoint presentations and in the use of ICT enabled tools etc.

- The entire campus is Wi-Fi and broadband internet enabled.

- Faculty and students can access digital library resources, including journals, from their respective departments and Schools and also remotely through the use of Knimbus. Where relevant, faculty also use CDs and DVDs for teaching which are available at respective departments as well as in the central library.

- The institute subscribes to online databases in order to facilitate students and teachers to access these e-resources.

- Statistical packages like SPSS are available in e-library for teachers, students and research scholars for data analysis.

- All PG students undergo short training in biostatistics during their induction program soon after admission to respective institutions.

- Media students in the Communication School have access -- both online and offline -- to relevant software for non-linear audio/video editing as well as page design and graphics packages for print outputs.

The University of Hyderabad is the first in the country to adopt an Online Education Policy (OEP).

Under the OEP, the University has established a Centre for Digital Learning, Training & Resources (CDLTR); its vision is to use enhanced Information and Communication Technology (ICT) in teaching and learning in order to have open access for massive outreach, and to provide high quality teaching and effective learning.

According to the above vision of the Centre, the teachers of the University will be encouraged to develop online courses alongside graduate and Master's programs (if any) in blended learning mode as part of the recently introduced Choice-Based Credit System (CBCS). Specialized courses (electives) for PG students can also be offered online. Besides this, the faculty members will be offered the facilities to encourage

their development of courses for SWAYAM.

File Description	Document
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 17:1

2.3.3.1 **Number of mentors**

Response: 320

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 75.03

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 81.83

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
395	366	365	333	300

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 12.58

2.4.3.1 **Total experience of full-time teachers**

Response: 5548

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 42.17

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
26	40	43	36	36

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 14.6

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	15	21	17	13

File Description	Document
List of Programmes and date of last semester and date of declaration of results	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.07

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	3	1	7

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)
Any additional information	[View Document](#)

2.5.3 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

Response:

UoH offers 125+ programs of study at various levels, viz., Integrated PG, PG, M. Phil and PhD programs and annually there are close to 60000 applications for potential candidates. UoH has made all possible efforts to automate the student lifecycle, examination processes and related activities using IT. An in-house e-Governance platform facilitates management of end-to-end student lifecycle (SLC) processes.

Major achievements in IT integration in the examination system are as below:

A. Online Management of Entrance Examination Applications and Admissions:

- Submission of applications

- Centre allocation and generation of hall tickets

- Generation of merit list for admissions

- Online admissions and counselling

- Hostel room allotment

B. Automation of Student Lifecycle:

- Entry of student attendance

- Online semester registration

- Online fee payments and receipts

C. Semester Examinations, Results Processing and Exit Management:

- Online submission and analysis of student feedback

- Processing of end-semester examination applications

- Declaration of results

- Generation of semester grade sheets and provisional certificates in digital format

- Online application for convocation

- Online dues clearance

Since 2019 the evaluation process of M.Phil and Ph.D theses have gone online, saving time in contacting examiners, sending the thesis, receiving the report, etc. From the scholar to the supervisor, Head and Dean, the VC, and the library -- everyone operates the system in a sequence, enabling efficient and rapid evaluation. IT integration in the thesis evaluation process has significantly reduced the turnaround time of declaration of M.Phil/PhD results. The online thesis submission and evaluation module facilitates the following activities:

- Online thesis/dissertation submission

- Plagiarism check by the library

- Online approval of examiners' panel, from the Head, all the way to the VC

- Online processing for evaluation in the examination section and the VC

- Online generation of thesis submission certificates in digital format

- Selection of external examiners by the VC

- Automated email intimation to the selected external examiners

- Online submission of reports by the examiners, scheduling of viva voce, and declaration of results

Thus, IT Integration in the examination processes and student life cycle management helped all stakeholders to shorten the time for approvals and endorsements at various levels, and payment of fee for each activity via bank challans etc. UoH is one of the first institutions to migrate all the examination related data to the National Academic Depository (NAD) and issue Degree Certificates in Digital format generated through NAD.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Link for additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 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

Response:

The University of Hyderabad has clearly stated its competency-based learning outcomes in the curriculum of each subject. The expected outcomes are made known to all the students in the beginning of the academic year by the respective departments. Information regarding the competency-based learning outcomes of each department and the program are given to students at the beginning of each semester and also available in the departmental web sites.

The teaching–learning strategies for each subject is prepared, discussed, and approved by each department before commencement of the academic year. The learning outcomes are made clear to both the students and the faculty.

A well-structured timetable is prepared based on the curriculum and core objectives of the subject. The balance between theory and practicals is maintained. Skill development is given weightage wherever practical learning is required.

Programme Outcomes, Programme Specific Outcomes and Course Outcomes (Competency-based learning outcomes from 2020-2021) for all programmes offered by the University are stated and displayed on departmental websites and communicated to teachers and students. The University follows a standard procedure where course outlines are shared with students at the beginning of the semester during orientation sessions. At these sessions, across all programmes, students are informed about broad objectives, learning outcomes, pedagogical practices, and modes of evaluation for the overall programme as well as each course offered in the respective semester.

UoH's Graduate Attributes are the qualities and the skills acquired that the institute values and endeavors to support for the overall development of the students. The same has been articulated through the institute's objectives and goals. These qualities and skills have put our students on the strategic edge in the workplace.

The University of Hyderabad believes that the students are its 'Brand Ambassadors' and expects that the students share the common values articulated in the objective statements. The overwhelming response of the students during the Convocation ceremony and on other occasions reiterates the Graduate attributes and their compliance.

- The Dean/ HODs of the concerned School/department ensure that the teaching and learning outcomes are achieved through close monitoring of the performance of the students through class work, internal assessment and through formative and summative assessments. If the performance of the students is found to be poor after two internal assessments, the reason for poor performance is analyzed and corrective measures are initiated. Consistent poor performers are identified as slow learners and additional coaching wherever required is arranged.

The performance in both formative and summative assessments and the results achieved are the indicators to consider that the stated learning outcomes have been achieved.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Paste link for Additional Information	[View Document](#)

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

For all the PG programmes offered by this University the syllabus is designed in such a way that all programmes have their own objectives and methodologies to achieve their respective Programme Outcomes. Some subjects combine theoretical inputs with practicals and some have only theory. To achieve the Programme Specific Outcomes for the subject, teachers have to use various direct or indirect methods to achieve overall pedagogical objectives. Due to limited time of study in the semester-based education it is very difficult to achieve all outcomes / targets at the same time. So the University uses some simple and direct measurement tools to assess the extent to which course outcomes have been attained.

The new competency-based PG curriculum emphasizes the acquisition of competencies as a requisite for progression in the course. Active learning process by the student and his/her advancement through the achievement of competencies/pre-determined tasks need to be periodically assessed through internal and summative assessments.

A record of activities completed and competencies acquired is necessary to ensure the learner has acquired the key competencies. The record of periodic performance of the student and his/her participation in all the curricular and co-curricular activities forms an integral part of the formative/continuous assessment program. The record outlines the means and process to create and record such activities in the form of a unified document. The process illustration is through examples based on the principles of formative evaluation.

To measure course outcomes and attainment level of each student, the department conducts continuous assessment tests for each subject. On the basis of marks obtained in these tests the concerned department finds the attainment level of each student. The University also uses various other attainment test methodologies such as:

- Assignments

- Small projects

- Seminar / journal club presentations

- Class tests

- Art and media productions

- Clinical Lab Practical knowledge

- Project work /field visits

- Participation in Social service & Ethics

Other co-curricular activities are also considered for measuring / assessing the attainment of each course outcome and specific program outcome of each student.

The targets thus set for the attainment of POs, PSOs and COs are discussed in the HODs meeting which also discusses various steps to take to increase the target level for the attainment of stated POs, PSOs and COs.

From time to time, the Departmental and School Boards take stock of the attainment of programme and course outcomes and suggest corrective measures, which are then implemented by the departments.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 88.64

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1287

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 1452

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	[View Document](#)
Link fo any additional information	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.07

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 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

Response:

The University has state-of-the-art research facilities for advanced research in Physics, Chemistry, Life Sciences, Medical Sciences, and Engineering Sciences. The University also has specialized centers for research in Earth Ocean and Atmospheric Sciences, Cognitive Sciences, High Energy Materials, Modelling, Simulation & Design, Health Psychology, Nanotechnology and Electronics Science and Technology.

The University encourages all its faculty members and research scholars to participate in the core areas of research in their respective fields. The interdisciplinary approach and quality in teaching and research by the University are well appreciated.

The Research & Development section of the University facilitates researchers of the University for carrying out research projects, consultancy works, patents and technology transfers etc. This section is responsible for interacting with various stakeholders, both internal and external. In the University, the Research & Development section acts as the single window for partnership with all the funding agencies and R & D organizations at national and international level.

The University provides a multidisciplinary academic environment, with high-quality education and research in the natural and physical sciences, the humanities, social sciences, engineering and medical sciences, business and management, the arts and communication, and several interdisciplinary centers.

Research is pursued with sophisticated instruments and complex experimental facilities set up in house for specific research programs. Core infrastructure such as SEM, optical microscope, XRD, DSC, SPM, Nano Indentor, Microwave Furnace, Non-Equilibrium Alloy Preparation Facility (Mechanical Alloying) and Sample Preparation Facility, have been set-up at SEST in identified areas for teaching and research purpose. CREEP and Tensile Testing Facilities are made available. Several advanced research facilities are being established with the grants provided by UGC for Pursuing University Research for Scientific Excellence. Pertinent facilities relating to the areas of solid-state physics, solid-state chemistry, nano-technology, thin films, material characterization, etc., are already available at the University to be accessed by the Schools. Apart from a recently acquired Transmission Electron Microscope, these include other key characterization facilities like X-ray diffractometer, Scanning Electron Microscope, Vibrating sample magnetometer, Spectrophotometers, etc. All these facilities along with a wide array of sophisticated and unique materials processing and characterization equipment existing at SEST's external research centres opens up exciting possibilities to do cutting-edge research.

School / Department wise Research facilities:

1. http://sls.uohyd.ac.in/new/central_facilities.php
2. https://centres.uohyd.ac.in/casest/research-facilities/
3. https://centres.uohyd.ac.in/ceoas/research-facilities/

4.http://bionest.uohyd.ac.in/

The University has a detailed research policy that defines not only our approach to research, but also to promote more broadly an inquisitive mind among the students and bolster a research culture. The scope of the University's research endeavours include: promoting *integrative research* at the scale of 'region' and link the work to local or micro-level and global perspectives; advance research across disciplines, organizations and schools of thought; and encourage addressing 'big problems' of Indian society through collaborativ*e /* team research.

??https://uohyd.ac.in/research-uoh/

https://uohyd.ac.in/wp-content/uploads/2021/02/Research-Policy-_compressed.pdf

File Description	Document
Any additional information	[View Document](#)
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 51.76

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
68.00	57.20	28.00	78.50	27.10

File Description	Document
Minutes of the relevant bodies of the University	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by

various agencies for advanced studies / research during the last five years.

Response: 5.03

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
18	29	24	17	20

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 1048

3.1.4.1 **The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
199	256	164	229	200

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**

9. Art Gallery

10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	[View Document](#)
Upload any additional information	[View Document](#)
Paste link of videos and geotagged photographs	[View Document](#)

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 100

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 40

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-version of departmental recognition award letters	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 3492.69

3.2.1.1 **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
95.00	1427.00	329.70	247.77	1393.22

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 60056.53

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
6617.48	8087.18	6310.41	19203.24	19838.22

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government	[View Document](#)

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 11.6

3.2.3.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 1023

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 441

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste Link for the funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

Technology incubation is a potent element in the National Innovation System intended to foster techno-entrepreneurship, innovation and/or translation of research into the marketplace. In order to create an ecosystem of innovation and entrepreneurship, the University established three incubators supported by TBI-DST, TIDE-MEITy, and BioNEST-BIRAC/DBT. Of these, TBI is active from the year 2011, TIDE from 2012 and BioNEST started its operations in 2018.

TIE-U (2017): To promote research interactions with industry and to nurture the entrepreneurship culture at UoH, the Technology Industrial-Liaison Entrepreneurship-Unit (TIE-U) was established in 2017.

BioNEST (2018): Bio NEST at the UoH is a life sciences incubator, set up with the support of the Biotechnology Industry Research Assistance Council, a GoI enterprise under DBT. It occupies 20000 sft space in the School of Life Sciences. It promotes innovation and entrepreneurship in scaling technologies of Agriculture, Biotechnology, Healthcare, Pharmaceutical, IT, and allied areas. It provides a plug-and-play ecosystem of incubation. Within a span of two years, it has been ranked among the top 10 bio-incubators in India.

DST-UoH-Technology Enabling Centre (DST-UoH-TEC). The Department of Science and Technology sanctioned Rs. 5 crores for establishing the Technology Enabling Centre (TEC) in 2019.

Innovation Facilitation Centre (IFC): National Research Development Corporation has sanctioned IFC to UoH in 2019.

ENPREINDIA Project: Erasmus+ project of EU, "Enhancing Female Entrepreneurship in India". The objective of ENPRENDIA is to enhance entrepreneurial culture among women in Indian HEIs. **The UoH** is among 8 Indian Universities, which have been chosen to receive the grant of nearly 70,870 Euros for the project for 3 years (2019-2021).

Incubation Centres at UoH: University of Hyderabad hosts three incubation centres, Technology Business Incubator (TBI) supported by DST, Technology Incubation and Development of Entrepreneurs (TIDE) supported by Ministry of Electronics, and Information Technology and BioNEST supported by BIRAC. These three incubators hold 45 start-ups there by creating a vibrant start-up ecosystem in the campus.

Formation of Section-8 Company ASPIRE (2018): TIE-U has incorporated a Section 8 Company, Association for Scientific Pursuits for Innovative Research Enterprises (ASPIRE) in 2018 for promoting translation research in the University. ASPIRE has created a vibrant entrepreneurial ecosystem by nurturing young entrepreneurs and early stage start-ups. It manages three incubation centres viz., BioNEST, TBI, and TIDE – which together host about 40 start-ups in the fields of science, technology, and engineering.

Establishment of RITE (2020): To synergise the efforts of R&D section and Technology, Industrial Liaison and Entrepreneurship Unit (TIE-U) were merged to create a Centre for Research Innovation Technology and Entrepreneurship (RITE) in 2020. Through this centre, UoH plans to channelize its research, innovation, technology development and transfer, and entrepreneurship activities under one umbrella that in the future can transform UoH from a Research University to an Innovation University.

UoH among the Top Ten institutions in ARIIA 2020 rankings: The UoH has been ranked 10th in the prestigious Institutes of National Importance and central universities category in the Union Education Ministry's Atal Ranking of Institutions on Innovation Achievements.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 71

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
23	15	12	11	10

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 227

3.3.3.1 **Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
39	59	50	50	29

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 46

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
14	10	6	8	8

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 2.84

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 1121

3.4.4.2 **Number of teachers recognized as guides during the last five years**

Response: 395

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 10.32

3.4.5.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1260	981	725	727	735

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.63

3.4.6.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
175	133	120	127	144

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 8.19

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 60

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

The University of Hyderabad has a well-defined policy for Research and Consultancy of sharing of revenue generated through the consultancy between individual researchers and the University. If any faculty attracts research/ consultancy grants from either government or private funding agencies, such faculty will be given incentives in the name of compensation or relocation allowance.

Consultancy policy provides an important and effective means for the University to share its resources and expertise with the government, industry, and the social sector, and earn a name and fame in return. With the aim to promote, develop and strengthen consultancy activity, a well-defined Consultancy Policy has been framed and approved by competent authorities of the University. This policy document provides valuable guidelines and conditions for negotiations, contracts for utilization of University facilities, invoicing, debt collection, sharing of revenue generated through consultancy and all other administrative formalities. The consultancy policy mobilizes experts and the state-of-the-art testing and analytical instrumental facilities available across all Schools to extend to the stakeholders. This not only enables the University faculty to upgrade their knowledge, but also provides wider acceptance for their expertise in the field.

Through consultancy assignments, faculty and research scholars establish linkages with the industry, commercial organizations, and the social sector and develop long-term relationships and collaborations with them. This leads to enhanced long-term relationships and provides flexibility to support the needy and meritorious scholars and stakeholders to meet their monetary requirements related to academic activities.

The policy on consultancy lays out the definition, scope and nature of consultancy activities that the faculty of the University may engage in. It provides guidelines for accepting consultancy assignments. The conditions and modalities for revenue sharing are defined in the Policy. The facilities available for potential consultation, directory of key facilities and equipment, expertise of the faculty is made available on the University website.

https://uohyd.ac.in/wp-content/uploads/2021/02/Consultancy-Policy-_-Guidelines_compressed.pdf.

File Description	Document
Upload soft copy of the Consultancy Policy	[View Document](#)
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	[View Document](#)
Paste URL of the consultancy policy document	[View Document](#)

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 53.06

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
6.21	4.80	9.37	17.28	15.40

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy	[View Document](#)
Any additional information	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

The University takes its institutional social responsibility and extension activities very seriously. Through the NSS and the Adult Literacy Programs, students, staff and faculty regularly undertake adult literacy, afforestation and related programs within and outside the campus.

Through regular interaction with NGOs and grassroot organizations dedicated to the empowerment of marginalized sections of society, the students, faculty and staff are not only sensitised to key socio-economic challenges, but also get the opportunity to think about creative solutions to their problems. Socially meaningful actions are regularly carried out with the help of bodies such as the Students' Union, the National Service Scheme (NSS), and the DSW'S office. In the recent past, our students have rendered

exemplary service for the campus community and the neighbourhood population through adult literacy and afforestation programmes. During the ongoing Covid-19 pandemic, students of our Public Health programme volunteered in the villages of Telangana providing community-level disease surveillance service.

Besides neighbourhood literacy programme, the NSS has taken up other efforts for empowering the underprivileged and vulnerable sections of the society.

NSS Curriculum and Subject Teaching:

1. Add-on courses have been introduced for IMA and IMSc 1st year students in the campus since 2015.
2. Initiated credit-based course along with faculty appointment.
3. Recommended extension of NSS activities to the Central University of AP.

National Programmes organized at UoH:

1. Inter-State Youth Exchange Programme on National Integration.

State Programmes organized at UoH:

1. State Level Youth Convention on Sustainable Lifestyle.
2. One lakh saplings plantation as a part of Telangana government's *Harithaharam*.

University level Programmes:

1. Youth Festival.
2. Yoga and Meditation camps.
3. Harithaharam (plantation drive).
4. University Level NSS Advisory Committee Meetings.
5. University Level NSS Awards.
6. University Level Programme Officers Meeting.

Organizations with which University NSS Cells worked so far:

1. VOICE 4 Girls.
2. Grama Bharathi Organization.
3. Lee Shreyus Foundation.
4. Lion's Club (Sebari Unit)
5. Social Welfare Hostels in Telangana State.
6. Seva Bharathi Organization.
7. Tellapur Gram Panchayat.

Special Campaign Activities in the Adopted village - Tellapur.

• Conducted village survey.	• Pulse-polio awareness rally.
• Youth motivation programme.	• Swachh Bharath and Swachh Telangana campaign.
• Orientation to women SHG members on	• Awareness on personal hygiene and cleanliness.

- savings in association with PRI members.
- Youth training programme.
- Cultural programmes
- Rastriya *Ektha Diwas* campaign in Tellapur School.
- Awareness camp on immunization.
- Digital India awareness programme
- Health camp in Tellapur village.
- Cleanliness drive in the village in association with the community.
- Awareness on the importance of Yoga.
- Plantation programme.
- Consumer awareness campaign.
- Jan Dhan Yojana campaign.

- *Jan Dhan Yojana* campaign.
- Special classes to the high school students on Science English subjects.
- Awareness classes to the adolescent girls on personal Tellapur School.
- Plantation programme in the school premises.
- *Pradhan Mantri Ujjwala Yojana* campaign.
- *Saansad Adarsh Gram Yojana* campaign.
- White wash drive to the school and cleanliness progra

The University also runs a Campus Community Radio Station called **Bol Hyderabad**, which broadcasts educational content and programmes to create awareness in the listening community on various social issues.

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 19

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	2	10	4

File Description	Document
Institutional data in prescribed format	[View Document]()
e-copy of the award letters	[View Document]()

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 16

3.6.3.1 **Number of extension and outreach programs conducted by the institution those through**

NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	6	4	2

File Description	Document
Reports of the event organized	[View Document]
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 4.97

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
392	0	392	300	212

File Description	Document
Report of the event	[View Document]
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 30.8

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
20	43	25	32	34

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copies of collaboration	[View Document](#)
Any additional information	[View Document](#)

3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 53

3.7.2.1 **Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
12	16	11	5	9

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the MoUs with institution/ industry	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The University provides state-of-the-art infrastructure that gives students ample learning opportunities, in keeping with the University's broad educational objectives. There are adequate facilities for teaching–learning, including classrooms spread across various Schools, Departments, and Centres. In addition, there are dedicated central lecture hall complexes, equipped with projectors and other teaching aids. Ramps at each building improve accessibility for persons with disabilities. Visually impaired students are given special access to appropriate software and hardware.

The need for infrastructural facilities is assessed at the beginning of each academic year.

- Academic units take into consideration introduction of new courses, increase in intake, etc and plan accordingly for acquisition of new infrastructure. Obsolete infrastructure is replaced with advanced equipment from time to time.

- Some courses are offered in blended mode, using high-end facilities at the Centre for Digital Learning, Training and Resources (CDLTR), enabling flexible teaching-learning.

- Some academic units use their own learning management system to offer a blended instruction.

- The University maintains a centralized timetable that helps in planning and managing the time slots available in the lecture halls. This helps in effective utilization of available resources. http://10.1.2.222/timetable/

- Students have the flexibility to opt for approved courses from other institutions/MOOCs with credit transfer possibility.

- The programs approved by respective statutory bodies like AICTE meet all the requirements in terms of classroom size, infrastructure, laboratory and other facilities.

- The University additionally employs common high-end computational facilities located at the Centre for Modeling, Simulation & Design (CMSD) that can be accessed by all stakeholders.

- The University supports interdisciplinary teaching in Physics, Chemistry, Mathematics & Statistics, supported by the Advanced Centre for Research in High Energy Materials (ACRHEM).

http://www.acrhem.org/home.html

- Central Instrumentation Laboratory (CIL) is a central facility with state-of-the-art analytical instruments for research needs of faculty and research scholars. https://www.uohyd.ac.in/central-instrumentations-lab/

- The Department of Communication has a well-equipped video studio, with digital cameras and editing facilities, a multimedia lab, and a campus community radio station that caters to listeners within a 15 km radius.

- http://sls.uohyd.ac.in/new/central_facilities.php

- http://www.acrhem.org/facilities.html

- http://cmsd.uohyd.ac.in

- https://www.uohyd.ac.in/wp-content/uploads/2020/11/aicte-man-disc.pdf

- https://cis.uohyd.ac.in/facilities/

- http://chemistry.uohyd.ac.in/facilities%20charges.htm

- http://chemistry.uohyd.ac.in/~nrc/

- https://sites.google.com/view/ugcnrc/faculty/equipment

- https://casest.uohyd.ac.in/research-facilities.php

- https://scis.uohyd.ac.in/

- http://mathstat.uohyd.ac.in/facilities

- http://mathstat.uohyd.ac.in/nbhm-regional-library-supporting-research-activity-region

- https://medicalsciences.uohyd.ac.in/facilities/

- https://centreforhealthpsychology.in/

- http://sop.uohyd.ac.in/

- https://enggtechnology.uohyd.ac.in/facilities/

- http://calts.uohyd.ac.in/calts/index_lab.php

- https://images.app.goo.gl/Z5HrpeduGei8uECv7

- https://snschool.uohyd.ac.in/

- http://herald.uohyd.ac.in/annex-building-of-school-of-humanities-in-uoh-inaugurated/

- https://soh.uohyd.ac.in/

- https://socialsciences.uohyd.ac.in/

- https://smsuoh.ac.in/

- http://economics.uohyd.ac.in/

- https://www.uohyd.ac.in/centres/

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

The University is equipped with sports, yoga and fitness facilities. There are three sports complexes housing various sports and fitness facilities. The major sports complex has a 400 metres standard clay track, with a cricket pitch and pavilion. The indoor stadium at the sports complex has four dedicated Yonex badminton courts with LED illumination. The complex has a fitness center in 4000 sq.ft., with state-of-the-art equipment, that provides an excellent opportunity for the University community to improve their fitness. All fitness equipment are branded and technically sophisticated and help the users to develop overall strength of the body for basic and advanced sports purposes. An indoor hall in an area of 4000 sqft has Table Tennis and Carroms facility. This hall is illuminated with an LED facility. An outdoor karate dojo and a volleyball court are also there in the same sports complex.

In another sports complex, which is also called as Yoga Centre sports complex, a well-maintained grass football field, well maintained synthetic tennis courts complex caters to the University. There are two synthetic tennis courts in the tennis courts complex. The complex also has a newly constructed exclusive fitness center for women in an area of 2000 sq ft with state-of-the-art fitness equipment and a Yoga center in 2000 sq ft. Fitness instructors and Yoga instructors provide required help with respect to the fitness and yoga essentials. In the third sports complex, which is also called the South Campus sports complex; there are two synthetic volleyball courts and one synthetic basketball court with LED illumination. There is an open-air auditorium in the university and the same is used for mass sports activities like organizing mass marathons, half marathons, cycling events. The green environs of the university is so congenial for running and cycling activities, and University conducts half marathons and full marathons, cycling events regularly.

All the sports and games (indoor & outdoor) facilities are extensively used by the university staff and students community. Students' participation in games like football, cricket, athletics, volleyball, basketball, karate, badminton etc. is very high and the University enters good teams at the Inter-university tournaments. University employees and their family members are also encouraged to use the facilities to tone up their fitness and health.

For more details, see: https://uohyd.ac.in/sports/

For cultural activities, the University has a 500-seater Savitri Bai Phule Auditorium and a 150-seater Ambedkar Auditorium. An open-air auditorium called the Open Dias is used for a number of student activities, including the Sukoon cultural festival. The auditoriums are used for music, dance and cultural programmes, film screenings, regional festivals organized by the Students' Union or the DSW's Office or the PRO. Theatre performances are organized either in open-air spaces in the Sarojini Naidu School or in the old Gurbaksh Singh Hall. A new amphitheatre has been constructed in the South Campus which when fully ready should cater to a number of cultural needs of the University students and staff.

File Description	Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

The University of Hyderabad, which offers PG, Integrated PG, M.Phil and Ph.D. courses, is located in a sprawling campus of around 1800 acres with all the facilities and state-of-the-art infrastructure. Courses are offered in the Humanities and Social Sciences, Performing and Fine Arts, Sciences, Management, Engineering and Medical Sciences. The integrated campus houses all the facilities from classrooms, laboratories, Animal House, Herbal Garden, canteens, library, auditoriums, indoor and outdoor sports complexes, Bank, Post Office, separate hostels for boys and girls, and residential quarters for the teaching and non-teaching staff, etc.

The University has sufficient infrastructure facilities to cater to the needs of its stakeholders and has taken extensive measures to ensure campus safety and security round-the-clock. The campus has excellent connectivity roads from the city of Hyderabad and from neighboring states and is well connected by road, rail and air.

The campus has a branch of SBI and a full-fledged Post Office and well-maintained canteens spread across the campus for the students and staff, which serve healthy food at reasonable prices.

The University Campus is barrier-free for Divyangan (Specially abled) in the form of ramps, railings, lifts and all other required facilities.

Greenery: The University has a large campus with immense biodiversity, including lakes and rock formations which give the campus a natural beauty. The UoH campus is rich in flora and fauna, home to over 734 flowering plants, ten species of mammals, fifteen species of reptiles, and 220 species of birds and countless insect species. The University has balanced its ever increasing requirement for buildings to accommodate a large number of students and the research and teaching facilities with protecting as much green cover as possible.

Alternate sources of energy: The whole campus is powered by about 40 generators, with a total capacity of about 8500 KVA for uninterrupted power supply. About 25 RO plants, with a total capacity of about

19,000 liters /hour, are installed on the campus to provide hygienic drinking water to all the staff and students. The institute has a 1140 MegaWatts solar energy plant installed on the University buildings and connected to TSSPDCL Grid.

The University has 23 hostels that accommodate over 5000 male and female students. Distributed across the campus, the hostels are nestled in lush greenery and on a pollution-free campus. The hostels are geographically located in both North and South campuses for the students to be nearer to their departments of study/research.

All the students and staff are provided with primary medical care at the University Hospital. The campus is safe and secured under 24 hours CCTV surveillance with well-trained security staff. Fire extinguishers are installed.

The shopping complexes, the open dias, and other common spaces on campus usually buzz with students and serve their needs for social interaction outside their hostels. Film screenings and theatre and dance performances organised by the University, the SN School of Arts & Communication, the DSW's Office, and the Students' Union serve the entertainment needs of the students and other members of the campus community.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 70.78

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
3448.02	3306.22	3419.91	2661.68	3198.79

File Description	Document
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

Established in 1975, the **Indira Gandhi Memorial Library (IGML)** provides information support for academic activities of the University.

The IGML has the distinction of being the first University Library in India to have fully automated all its operations. Library users can search the database by author, title, classification number, subject, title to know the availability of the books using Web-OPAC (web based library catalogue). Full text links for all the e-books/digitized books/theses and dissertations are established through Web-OPAC as well as Remote Access.

In 1989, IGML started automation with a PC-AT Intel 80286 with 4mb RAM, 80mb Hard disk, MS-DOS operating system. In the year 1990, an integrated library application software (LIBSYS) was procured using the XENIX operating system. In 1991, the hard-disk was upgraded from 80MB to 200MB and again in 1993 upgraded its systems with a PC 80486 system with 3 VT-220 terminals and UNIX operating system.

In 1994, with a grant from the UGC, the library acquired a mini computer system DEC Alpha 2000 model with 6 GB hard disk, 16 80386 PCs, 4 multimedia printers, 7 drive CD-ROM network server. Library has started using bar-code technology at the circulation desk for issue and return transactions.

By February 1995, the library could digitise all the book records, i.e. 2,35,000 volumes of database and was made available for campus-wide access across the Local Area Network (LAN) for users in various Schools/Departments.

In 2008, the library installed a 3M Security Gate to arrest book thefts, and all the books and other documents have EM (Electro-Magnetic) tags to arrest pilferages.

During 2001, the Library switched to VTLS software for Library Automation and Digital Library. IGML has replaced its card catalogue with Online Public Access Catalogue (OPAC) terminals for users in the entrance lobby of the library and stack and reading areas.

The IGML established a model digital library in 2001 by signing MoUs with SUN Micro Systems and VTLS, USA. The digitization facility has three digital book scanners, image editing tools, OCR software, etc. IGML is engaged in the Million Books digitization and INFLIBNET theses digitization projects, and already 1965 thesis have been digitized and uploaded to UGC-INFLIBNET project Shodhganga.

In 2019, the Library has moved all its automation activities through cloud technology. This technology is more economical than the existing system/server maintenance (AMC), with savings from server room space, 24x7 cooling, electrical power and manpower.

Remote Access: Library has introduced Remote Access facility in 2019 for the faculty members, research scholars and students through which the subscribed online databases/e-journals/e-books can be accessed

from home. This has been one of the best services, heavily used by library users during the COIVID period.

Website: http://igmlnet.uohyd.ac.in:8000/

Web-OPAC (web based library catalogue):

http:// http://igmlnet.uohyd.ac.in:8080/

Remote Access

https://uohyd.knimbus.com/user#/home

File Description	Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 529.74

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
364.80	635.61	513.92	630.97	503.38

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 15.44

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 931

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	[View Document](#)

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 31.1

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 153

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for additional information	[View Document](#)

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

The University continuously upgrades its IT infrastructure and facilities to facilitate timely and required information reaching all its stakeholders.

The University of Hyderabad's IT Policy covers the following aspects: A) Privacy; B) Communications; C) Social Media; D) Punishments for improper behaviour.

A)   This covers computing, including use of resources, system administration, security, anonymous mailers, copyright material, software piracy, and obscenity.

B)   This covers not only use of the campus network, emails, and IP addresses, but also provides guidelines on deployment of routers, servers, and domain names.

C)   These include distancing the institution from private activity on social media platforms, avoiding defamatory content, and staying from social media use during work schedules.

D)   This part of the policy specifies punishments for various violations, including improper or misuse of the University's computing and communications facilities.

The salient features of the University's IT infrastructure as as follows:

Computer Centre

The Computer Centre was established in 1985 to facilitate and support the essential teaching and research goals of University of Hyderabad through the deployment and delivery of computing and communication services to the University's faculty, staff, and students. Students have access to computers for their course or project work. Its facilities are also used in administrative work, such as recruitment, examinations, finance etc. In 1993, ERNET selected UoH to be one of the transit nodes for Internet connectivity with a narrow bandwidth of 9.6 Kbps. All residential buildings, hostels, and upcoming buildings were connected to the backbone network. Fourteen Wi-Fi towers were erected at different locations to create wireless hotspots, through funds allocated by UGC. As of now, with the latest technology in place, the WiFi has been provisioned at auditoriums and Lecture Hall Complexes.

With the expansion of computing activities, the University distributed the staff at the Computer Centre to various sites, such as A.I. Lab, CMSD, Campus Network Facility, Admin Computer Centre, F&A Computer Centre, Automated Admission Office, e-Governance Cell, Centre for Integrated Studies at South Campus and other Schools/ Centers to tap their inherent potential.

The Computer Centre has surveillance cameras inside the Centre for monitoring purposes. The Center is open 24 hours except on holidays. The Computer Centre also undertakes training for all sections of the University.

Campus Network Facility (CNF)

The Campus Network consists of high-speed connectivity over the OFC backbone. The backbone spans to 40 distribution nodes that includes campus academic and research centres and residential complexes. CNF is responsible for the end-to-end management, operation and long-sighted planning of network services. CNF facilitates the 2-Gbps Internet bandwidth from NKN to users for academic use and research activities.

The University upgrades its computer systems periodically whenever the necessity arises.

There is an annual budget allocation for the purchase and maintenance of computer services. Adequate budget provisions are made to update and maintain the computers.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 2:1

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.4 Available bandwidth of internet connection in the Institution   (Leased line)

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.5 Institution has the following Facilities for e-content development

    1. **Media centre**
    2. **Audio visual centre**
    3. **Lecture Capturing System(LCS)**
    4. **Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Links of photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 20.9

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
778.22	931.00	1036.24	1004.87	851.32

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The University has an effective mechanism and policy for the maintenance of its physical, academic, and IT support facilities. The infrastructure is well maintained by implementing and following Standard Operating Procedures (SOPs). There is a dedicated University Works Department headed by the University Engineer (UE). There are expert staff for lectrical, civil, mechanical, carpentry, and plumbing sections who take care of maintenance. Regular scheduling of work with logbooks ensures optimum usage of facilities.

The UE oversees the maintenance and utilization of physical, academic and support facilities -- laboratories, library, sports complexes, roads and buildings, and classrooms. The UE of the University monitors the work of the supervisory engineering staff at the next level. The UE has primary responsibility in planning, purchasing, condemning and controlling the use of physical resources under the guidance of the Registrar of the University and also conducts periodic checks to ensure the efficiency/working condition of the infrastructure.

The University Engineering team looks after the regular maintenance of civil works, such as regular masonry and plaster works, painting, carpentry, plumbing maintenance of rest rooms, approach roads, and general upkeep of the entire campus.

Cleanliness of campus- Adequate in-house staff in the sanitation and horticulture sections are employed to maintain the greenery, the hygiene and cleanliness of the campus, so that a healthy and congenial learning

environment is created for all. Classrooms, faculty and staff rooms, seminar halls, and laboratories, etc. are cleaned and maintained regularly by the non-teaching staff assigned for each department. Wash rooms and rest rooms are well maintained. Dustbins are placed at strategic locations.

LABORATORIES - All laboratory equipment is taken care of by the Head of the Department concerned. Those in charge of the labs submit periodic reports on requirements of repairs and maintenance to the HODs. Adequate budgetary provisions are made to each department for maintenance of academic facilities.

COMPUTERS - The IT Department of the University takes care of technical issues related to computers. Standard operating procedures are in place for maintenance of IT and IT related infrastructure.

SAFETY: The security and safety of the campus are monitored by the Security office with the aid of CCTVs installed at strategic points.

The University has a separate budget for repairs and maintenance and the allocated budget is optimally utilized by the Engineering staff appointed for maintenance and repairs of civil works. A system for proactive planning is in place with the UE of the University and the maintenance unit working in collaboration with all the departments for proper maintenance of teaching and learning infrastructure.

Most of the buildings and sophisticated laboratory equipment of University of Hyderabad are insured.

File Description	Document
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 42.68

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
2354	2148	2450	2142	2046

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	[View Document]
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]
Link for additional information	[View Document]

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 5.96

5.1.2.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
274	389	235	255	400

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 52.44

5.2.1.1 **Number of students qualifying in state/ national/ international level examinations (eg:**

IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*)) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
210	182	121	110	54

5.2.1.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
300	275	275	200	200

File Description	Document
Upload supporting data for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 14.73

5.2.2.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
207	209	154	98	184

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 39.98

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 501

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 0

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

Student Union / Council:

The office of the DSW facilitates student union elections in the University every year. The elections are conducted as per the Constitution of the Students' Union and the recommendations of the Lyngdoh Committee that was constituted by the Ministry of Human Resource Development, Government of India. In the academic year 2019-2020, the student union elections were completed in the month of September 2019 and the following students were elected as office bearers of the Students' Union:

Name of the student	Post to which Elected
Mr. Abhishek Nandan	President
Mr. M. Sree Charan	Vice-President
Mr. Gopi Swamy	General Secretary
Mr. Rathod Pradeep	Joint Secretary
Ms. Priyanka Badrasetty	Cultural Secretary
Mr. Sohel Ahamed	Sports Secretary

The student's Union has organized different competitions, talks on socio-political issues, plays, film screenings, and sports events such as tournaments for cricket, volleyball, basketball, and throwball.

The Students' Union attends the Academic Council meetings and represents issues and problems facing the students of the University quite vigorously.

Celebration of birth anniversary of Louis Braille:

The office of the DSW helps in organizing the birth anniversary of Louis Braille every year. The students, faculty and non-teaching staff of the university participate in the events organized as part of the celebrations. Competitions and sports events are also organized for the visually challenged students on the campus.

Students' Information Bureau (SIB):

The SIB is located in the Student Center building wherein the office of the Dean, Students' Welfare brings to the notice of the students various circulars and program details regarding career guidance, etc. received from various institutions and Universities in India and abroad from time to time.

Medical Insurance:

The office of the DSW coordinates medical insurance claim settlements for the students from the day they are admitted to the day they leave the university. A group medical insurance scheme that is economical and the one that best suits the students is negotiated with a reputed firm to offer cashless admission in corporate and reputed private hospitals for better medical care in case of emergencies. The students are provided insurance coverage of Rs. 75,000/- for one year period, besides personal accident coverage of Rs. 5.00 lakh.

Financial Assistance:

The Dean, Students' Welfare recommends for sanction of financial assistance as and when such requests are received from students for medical expenses, academic needs, educational and sports tours. These representations are normally considered only when they are routed through the Head of the Department and Dean of the School, depending on the availability of funds. However, the DSW recommends for free studentships, waiver of late fee (semester registration) etc., in the case of a limited number of deserving cases.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 9.8

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
11	16	13	6	3

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The **University of Hyderabad Alumni Association** (**UoHAA**) acts as an organic link between the University and the alumni. The UoHAA coordinates alumni meetings from time to time at the University level. The U**oHAA** also coordinates with various Schools to conduct alumni meetings at School/ department level. Further, the Association identifies eminent alumni serving in various government/non-government/private commercial organizations in India/abroad and recommends to the University to select distinguished alumni for recognition at the University convocation.

The **UoHAA** organizes lectures/talks by eminent alumni on the University campus or online for the benefit of the students. By sharing their experiences, these alumni also provide valuable career advice to the students. The **UoHAA** also maintains the alumni database, which is updated from time to time. During admissions, the Alumni Association takes special care to help needy students. The Alumni Association takes the initiative to coordinatie career counseling sessions with experts.

The Alumni Association coordinates coaching classes for competitive examinations for various services such as the UPSC and State services, with the support of the DSW's office. The Alumni Association extends help to the needy and deserving students during crisis periods such as the ongoing Covid-19 pandemic. In partnership with the University Task Force, the association has provided support in the form of mobile phones to deprived students in remote areas.

The Association is currently developing plans to have regular communication with the alumni through a newsletter and also instituting some strategies for fundraising towards the development of the University.

File Description	Document
Link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: E. <5 Lakhs

File Description	Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

OBJECTS OF THE UNIVERSITY

The "objects of the University" as envisaged in the founding Act are:

"to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and by the example of its corporate life, and in particular to make special provisions for integrated courses in humanities and science in the educational programmes of the University and to take appropriate measures for promoting interdisciplinary studies and research in the University".

The vision and mission of the University are to sustain and enhance the University's excellence as an institution of higher learning through outstanding teaching and world-class research so as to produce well-rounded graduates with lifelong abilities to provide leadership within the societies they serve.

Certain core-integrated values like accessibility, equity, equality, efficiency, transparency, and accountability are reflected in the academic and administrative governance of the University. The University governance is decentralized, empowering, responsible, and responsive.

UoH, having acquired its distinctions at the National level, and recently in the QS World Rankings, has evolved for itself a new motto, 'National Needs, Global Standards' in all areas.

Building from the above statements, we have developed a set of Core Values as part of our recent recognition by the Government of India as an Institution of Eminence (IoE), namely: National Needs, Global Standards, Innovation and Interdisciplinary, Public Engagement and Social Impact.

CORE VALUES

- As a contributor to the nation's knowledge economy, UoH seeks to offer enhanced services in fields such as health and disease management to drug studies, nanotechnology to financial economics, and linguistics to literary studies;

- For us to be an effective and equal contributor and producer of knowledge, we should generate global quality research and learning;

Our core values seek innovation and interdisciplinarity, integrating hard sciences with humanistic studies and social inquiry, reinvigorating literary and linguistic studies with digital technology;

- We believe the best educational institutions are those that generate knowledge from the assessment of public needs and ensure that there is both inquiry into and effect from this knowledge at a social

level.

INSTITUTIONAL GOALS AND VISIONS

With the above mission statements and Core Values, UoH has formulated a set of Goals and Visions that enables us to bring these intra-University micro-plans together:

- Fundamental research [Pharmacological drugs, light matter, high-energy materials, nanotechnology, language and linguistics, emotions, cognition];

- Delivering fundamental research in the form of PG and other teaching programmes;

- **Social Inquiry as research, social impact of research and public engagement:** For instance, the UoH's former and current projects on aging, gender and sexuality, caste and class issues have now enabled us to think of public emotions, health and disease, drug/pharmacological distribution.

File Description	Document
Link for additional information	[View Document](#)

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The University management believes in decentralization and participative management and leadership. The University takes policy decisions through its statutory bodies viz., Academic Council for academic matters, Finance Committee for fund management, and Building Committee for infrastructure development. The Executive Council is the apex Body of the University to consider and approve the decisions taken by other statutory bodies and also acts on policy matters. The leadership team consists of the Vice-Chancellor, Pro Vice-Chancellors, and the Registrar. All academic matters, such as conduct of entrance examinations, semester exams, and results declaration are handled by the Office of the Controller of Examinations in close cooperation with all the departments, Schools, and Centers.

The structure and process for decision-making often begins with faculty meetings followed by Departmental Committee meetings and School Board meetings, which approve and forward the decisions to the Academic Council. Some of the policy matters then are brought to the Executive Council for approval. All the decisions taken by the University on academic, administrative, and financial matters are placed before the EC for approvals. The Court, with stakeholders from the University, UGC and the Ministry, approves the Annual Accounts and Annual Reports to be placed in both Houses of Parliament. The Court assures the accountability of the University to both internal as well as external stakeholders in the governance of the University.

On all administrative matters, the decision making of the University follows a bottom-top approach. Proposals are made by officers lower in the hierarchy and then put up to senior officers for final approval by authorities such as the Registrar and the Vice-Chancellor. There is a time-tested committee system on

most important matters, with a team of faculty members and administrative nominees vetting matters such as MoUs, academic calendar, annual report, departmental promotions, campus amenities, etc. Recommendations of these committees are then presented before statutory bodies for consideration and approval.

The University implemented Public Finance Management System software in the finance department to bring all the accounting transactions online.

The University has successfully established an e-governance portal for processing of semester registration, results, admission, evaluation, and attendance online.

The UGC has granted Grade-I autonomy to UOH for maintaining high academic standards. This provides UOH greater autonomy in academic, administrative, and financial matters.

We would like to reap the benefits of autonomy, in a transparent manner, through the following efforts:

Integrity in appointments at all levels

Strong leadership and management skills in all of the places where they are needed.

Processes in place for monitoring the quality of teaching and learning, and within institutions for improving the quality with appropriate student involvement.

Processes in place to deliver improvements in research quality.

Lean and competent administration.

Robust and transparent financial systems, not least on procurement, and strong internal and external audit.

Effective and transparent mechanisms to determine remuneration at all levels.

Strong human resource related processes, for example, on appraisal, development, and dealing with poor performance.

Effective student support arrangements and allowing student participation to the extent required.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The University has established a 15-year Strategic Plan under the Institution of Eminence (IoE) project. See volume 1 of the University's IoE Plan.

Link: https://uohyd.ac.in/wp-content/uploads/2021/03/IoE-Volume-I.pdf

Proposed fifteen year strategic Plan (for each five years):

1. An academic plan showing the courses proposed and a research plan focussing on current thrust / niche area(s) of expertise and proposed plan in pursuit of excellence in those areas.
2. A comprehensive plan to develop research laboratories with demonstrable progress towards it.
3. Plan for teaching and research collaborations with global universities figuring in the most reputed global rankings.
4. A research plan indicating the research laboratories and other facilities proposed to be established. In case of humanities, social sciences and other interdisciplinary faculties, the research plan should indicate the broad areas and nature of fieldwork and research sought to be done.

The IoE project is a major source of funding and opportunities to pursue excellence in research and teaching for the benefit of our students. The IoE seeks to ensure that our students are globally eminent. In keeping with the mandate and vision of "national needs, global standards", four calls for interdisciplinary and innovative Research Projects and one call for Teaching programs have already been launched and received excellent responses (about 50 projects and two new teaching programs). On the anvil are schemes for internationalization (faculty and students), administrative officers' plans, student incentives, upgradation of administrative and infrastructural facilities.

In terms of infrastructural facilities, a total of 13 buildings are at different stages with an investment of about Rs. 160 crores. Some of them will be available in the next 12 months and all of them will be available before December 2022. In addition, we have moved forward to utilize about Rs. 550 crores grant to construct more buildings and new equipment under IoE. Investment to build world class infrastructure worth over Rs. 700 crores, in a short span of 2-3 years, has not happened before and may not happen in future.

The UoH has launched the Research@UoH portal

(https://uohyd.ac.in/research-uoh/) to showcase our best researchers. Joint PhD programs with foreign universities are ready.

The University's MoU committee has ensured meaningful and fruitful relationships with nationally and internationally reputed institutions to support the University's academic and administrative units that seek to establish meaningful inter-institutional relationships for the benefit of its students, faculty, and staff.

Types of collaborations can include (but are not restricted to):

? Exchange of Students

? Exchange of Faculty/research scholars

? Research and Development collaboration

? Exchanges of Materials (such as library materials)

? Assistance in Training related to persons and technical

? Offering Dual and joint degree programmes

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The University of Hyderabad has clear and well defined statutory bodies like Academic Council for academic decisions, Finance Committee for fund management , Executive Council for policy decision making and the Court for approval of the annual reports and accounts of the University. These bodies have participation of stakeholders both from within the University and from the UGC/MHRD/GoI. The officers of the University viz., the Vice-Chancellor, Registrar, Controller of Examinations, and Finance Officer act within the jurisdiction of the Act and Statutes of the University by following the DoPT guidelines for personnel matters. University follows UGC Regulations for its recruitment and service matters in respect of teaching and DoPT guidelines for service matters of teaching and non-teaching staff. In the absence of a set of guidelines relating to rules and regulations, the University always refers the matters to the UGC for its decision. The UGC guidelines/directions shall be followed *mutatis mutandis* for the day-to-day activities of the University. The University strictly follows the GFR guidelines for all its financial practices and procedures.

The Vice-Chancellor ensures participation of all the staff through decentralized administration by forming various committees viz, faculty members in the Academic Council, Anti-ragging Committee, Research Advisory Committee, Grievance Redressal Committee, Committee Against Sexual Harassment (renamed as Internal Complaints Committee) etc.

Regarding the recruitment of teaching and non-teaching staff, candidates who have applied through open advertisement are selected through screening and selection committees constituted with both internal and external members as per the UGC reservation guidelines.   Internal promotion for non-teaching employees is done through the Departmental Promotion Committee (DPC), with an external member.

Alumni: UoH has a bank of about 30,000 alumni.   Recently, we had an online lecture by our Alumnus, Shri Manoj Abraham IPS, Additional DGP, Kerala Police as part of Vigilance Awareness Week, which was highly appreciated. We have also had Mr. Akbaruddin, alumnus and India's representative at the United Nations addressing the University community.

IGM Library is one of the important central facilities of the University catering to the information needs of faculty, research scholars and students in Arts, Humanities, Social Sciences, Management, Sciences and Engineering. The main objective is to make the Library the most effective Learning Resource centre to contribute to the quality of higher education. The library also created a learning environment by establishing an Online Public Access Catalog (OPAC) Searching Area, Internet browsing area for accessing e-resources, Laptop zone with Wi-Fi facility, specialized workstations & software for visually-challenged students.

Office of Chief Warden: The University has 23 hostels that accommodate over 5000 male and female students. Distributed across the campus, the hostels are nestled in lush greenery and on a pollution-free campus. The hostels are geographically located in both North and South campuses for the students to be nearer to their departments of study/research.

The University also created various statutory bodies / committees apart from the above committees/cells, which include :

- Human Resource Development Cell

- Institutional Ethical Committee

- IQAC

- Research Committee

- Students Welfare

File Description	Document
Link to Organogram of the University webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Institution Implements e-governance covering following areas of operation

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Performance Appraisal: The University has strengthened Internal Quality Assurance Cell (IQAC), in keeping with recent guidelines from the UGC about Academic Integrity, when promotions and appointments are made, subjecting the publications of candidates to qualitative rather than mere quantitative assessments.   The performance of the non-teaching staff are assessed through the Annual Performance Appraisal Reports (APARs) for career advancement and increments etc.

The Recruitment Rules (RR) Policy, the unique guidelines given to all central universities by the UGC/GoI for direct recruitment and promotions of non-teaching staff has been adopted by UoH and implemented.

Welfare measures to teaching and non-teaching: The University provides advances to medical treatment, reimburses medical costs, provides insurance to all teaching, non-teaching and students, funeral expenses in case of death of an employee, and provides house building advances.

Welfare measures for students: The University provides fellowships/scholarships of various funding bodies, apart from providing BBL Fellowship to all those students who do not have any fellowships from other sources. During the ongoing pandemic crisis, this BBL fellowship was re-purposed as a Digital Access Grant to enable deprived students to get access to online classes.

Under Women's Welfare measures, the University has a Child Care Centre to take care of the children of women employees. University provides canteen facilities, food courts, and recreation centers like faculty clubs etc. There are about 23 hostels for male and female students and a separate hostel facility for foreign students.

The University Health Centre provides comprehensive primary health care and emergency medical services 24x7. The Out-Patient Department serves a total dependent population of about 18,000 people, which include students, employees and their authorized dependents. Health Insurance is mandatory for all the students in the University to provide health care and to cover expenses towards in-patient treatment, subject to a maximum of Rs. 75,000.

The University campus has amenities like Shopping Complex, Food Court, Post Office and ATMs.

The University has a Cooperative Credit Society that provides loan facility at reasonable interest rates to enable employees meet their personal and family needs and contingencies.

University encourages sports activities to students through the Physical Education Department. There are multipurpose playgrounds on the campus for cricket, football, volleyball, badminton, tennis, basketball and athletic events and Indoor Gymnasium along with facilities for indoor games.

UH Campus provides on-campus housing to its teaching and non-teaching staff to the extent possible, taking into consideration the actual demand and vacancies.

Kendriya Vidyalaya project school on the campus is available for the children of University employees, in addition to the Campus School.

The HCU Campus Network Facility provides a wide range of IT facilities and services with a state-of-the-art networking environment to support all University students, faculty and staff. Campus Network Facility provides advanced and reliable IT services to the University community so that campus fraternity could readily access all the network services anytime and anywhere.

File Description	Document
Link for Additional Information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 1.65

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	4	30

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	[View Document](#)

Other Upload Files	
1	[View Document](#)

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 6.4

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
8	2	2	5	15

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 6.93

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22	39	22	56	10

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
Details of teachers attending professional development Programmes during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Major financial resources of the University are mobilised from the fee collected from students and also grants received from various funding bodies viz., UGC, DST, CSIR, DBT, DRDO, DAE, etc. towards Fellowships and Scholarships to the students and also for undertaking Research and Consultancy Projects. Besides, the University is maintaining (i) Employees' Provident Fund (ii) Revolving Fund of HBA (iii) The Endowment Fund and Chairs Fund (iv) Corpus Fund etc. donations from the philanthropists and general public/alumni and finances generated through consultancy services.

In addition to these regular sources, efforts are also made to mobilise additional finances to meet institutional needs. Merit scholarships and medals are instituted for honouring outstanding students out of the donations collected from individuals or institutions and alumni.

The receipts and payments of the University are broadly classified under the following four parts.

Salary & Recurring Grant (Part-I)	Funded by the University Grants Commission (UGC)
Creation of Assets (Part-II)	Funded by the University Grants Commission (UGC)
Sponsored Projects (Part-III)	Dealing with the accounts of receipts and payments in respect of Fellowships, Research Projects, Conferences and other specific Projects etc. of various funding bodies viz., UGC, DST, CSIR, DAE, DBT, ICMR, ICSSR, State Governments etc.
University funds (Part-IV)	Dealing with the receipts and payments in respect of Provident Fund, HBA, Endowment and other deposits.

The University has a well-defined financial policy, which ensures effective and optimal utilization of finances for academic, administrative and development purposes, which help to meet the institute's vision and mission. We have a dedicated strong financial team in place, which manages the effective utilization of funds. Financial Planning is exercised well in advance, with efficient budgeting done after involving the

various academic units and administrative sections of the University. An annual budget is prepared, which involves projected revenue and expenditure and capital expenditure so as to manage the funds effectively. The University runs with self-sufficient funds by generating the cash inflow from tuition fee from students and grants from UGC and other miscellaneous incomes.

The deficit/shortage of funds during the expansion or renovation of buildings has been managed from surplus funds. The University has the system of purchase committees to ensure the funds are monitored and utilized in an effective manner. The University has its own internal audit mechanism to process and monitor effective and efficient use of available financial resources.

Higher Education Financing Agency: As per the new guidelines of UGC/MHRD, funds in the form of loans for Creation of Assets are being provided through Higher Education Financing Agency (HEFA). Approval of MHRD for a loan of 127.33 crore from HEFA during the period from 2018-19 to 2020-21 for the additional infrastructure works have been received by UoH.

Internal resource generation is enabled by levying user charges for access to the various high-end facilities of the University located in the central facilities and individual schools. This not only affords access to users within the University but also to faculty and students of less-endowed institutions across the country and industrial users.

File Description	Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 29822.45

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2020-21	2019-20	2018-19	2017-18	2016-17
3930.03	6913.34	8135.71	6913.34	3930.03

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for Additional Information	[View Document](#)

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 84.9

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
16.10	29.60	10.20	2.00	27.00

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for Additional Information	[View Document](#)

6.4.4 Institution conducts internal and external financial audits regularly

Response:

The University of Hyderabad has a mechanism for both internal and external audit by statutory auditors to audit at regular intervals as part of a structured compliance mechanism. The University has a separate internal audit office headed by an Internal Audit Officer, duly supported with staff and consultants. Internal auditors act as consultants to the organization, providing assurance on the organizations' risk management governance and internal control processes. Internal auditors deal with issues that are fundamentally important to the survival and prosperity of any organization. Unlike external auditors, they look beyond financial risks and statements to consider wider issues such as the organization's reputation, growth, its impact on the environment and the way it treats its employees.

Internal audit is an ongoing and continuous process in addition to the external audit to verify and certify

the entire Income and Expenditure and the Capital Expenditure of the University each year.

Apart from internal audit, all the accounts of the institution are audited by the CAG regularly in two phases, i.e., certification of accounts and transaction audit looking into the procedural and performance aspects. The statutory auditors review the internal control mechanism, accounting policies, accounting standards, financial analysis and prepare the financial statements. The process involves effective management of internal controls and strengthens the operations in an effective manner.

Most of the audit observations are settled based on the convincing replies furnished by the University. The University invariably takes corrective measures in the next financial year on any observations made in the audit report.

The accounts have been audited regularly by the CAG and placed in the Parliament within the time frame and the University has been submitting accounts in the Parliament consistently within the time frame.

The annual audited accounts are placed before the Court of the University for discussion and approval before it is placed in both houses of the Parliament.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 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.

Response:

The Internal Quality Assurance Cell (IQAC) of the University of Hyderabad has been advocating for digitalization of the entire academic and administrative processes to promote transparency, save man-hours and optimize the workflow. The need for e-governance was mooted in 2015 by the IQAC and suggested ways to implement it. As an outcome, a full-fledged e-governance system has been in place from 2017 onwards in all the domains concerning Students, Faculty, and General Administration. As part of students' life-cycle component, starting from the application for admission to Course Registration, Exam Results, and Feedback about each course are fully digitalized and carried out through e-governance. Information on faculty academic activities is collected through a dedicated portal for reporting in the University's Annual Report every year.

All the Recruitment to the University, both academic and administrative, are done online. In addition, all the financial and project management are entirely digitized and processed online. This institutional effort helped the University in handling academic and administrative efforts during the unprecedented Covid-19 pandemic. The e-governance system has improved to the extent that the University changed the rule for

paperless submission and evaluation of all the Research theses. The E-governance system in place is now a fundamental pillar of the University.

An essential aspect in any academic pursuit is taking stock of the process, self-evaluation, and looking to the outside world to learn from best practices. In this aspect, an Academic Audit plays a crucial role in undertaking a structured introspection of the services we deliver to the students.

The IQAC of the University has been encouraging the Schools, Departments, and Centers to conduct an Academic Audit regularly to stay abreast of world standards. As a result, starting from 2018, the Department of Communication did its first Academic Audit and submitted a report. After that, with the continuous effort and support of IQAC, many departments successfully conducted the Academic Audit during the academic years 2019-20 and 2020-21, with external experts evaluating the entire educational activity of the academic unit. This evaluation report allows the academic unit to reinvent its academic pursuits to excel with global standards in accordance with the University's status as an Institution of Eminence. The Academic Audit is now institutionalized in the University as a regular practice to continuously improve the quality of delivery of our educational services.

File Description	Document
Link for Additional Information	[View Document](#)

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Paste web link of Annual reports of University	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3 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).

Response:

To enhance quality, we need to first enlighten people and bring awareness on what, why, and how of quality and its importance. In this aspect, the IQAC has been regularly conducting workshops, orientation programs, and seminars for all the stakeholders of the University to adopt quality in the delivery of services.

The University has a zero-tolerance policy on plagiarism and policy guidelines are in place. Department-wise Academic Integrity Panels have been constituted to oversee the diligent following of the policy guidelines. Regular orientation on anti-plagiarism tools is provided to the entire research fraternity in the University. Further, in line with the Institution of Eminence status, an enhanced Best Practices and Academic Integrity policy has been prepared. It is in the process of getting feedback from all stakeholders for implementation soon.

On the academic curriculum, the IQAC has successfully initiated the implementation of Outcome-based Education (OBE) for all the courses offered in the University. For this purpose, all the course curricula have been revamped, with the stated program and course objectives, in line with the vision and mission of the academic unit.

The IQAC guides the academic units and the recruitment cell with standard screening guidelines and score sheets for fair and transparent faculty recruitment. Further, it also examines the entire process, including the vetting of the shortlisted applications to make sure the quality and fairness are not compromised.

The IQAC is in the process of integrating the UGC Regulations 2018 for Recruitment and UGC-CARE listed journals for more accessible screening of applications without any subjective assessment of the publications.

The IQAC played an important role in ensuring quality parameters in the Institute of Eminence (IoE) proposal submitted by the University of Hyderabad, which successfully got the IoE status from the Government of India.

As an extension activity to promote quality in the higher education system, the IQAC has been identified by the UGC for its PARAMASH Scheme to mentor five institutions to get NAAC Accreditation. Through this scheme, It has successfully mentored the identified institutions to prepare and apply for NAAC Accreditation. Out of the five, one institution already got NAAC Accreditation; two institutions successfully submitted their Self-Study Report (SSR) and waiting for NAAC Peer visit. The other two institutions are preparing their SSR for submission.

File Description	Document
Link for Additional Information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

University of Hyderabad Campus has a conducive environment for gender equity which is amply reflected in the composition of students and staff. There is no gender discrimination and equal opportunities are given to men and women, with more recent efforts being made to recognise transgender presence among the student community.

The University regularly conducts gender sensitization and gender equity programs to focus on cooperation among male and female students and to promote treatment of female staff and students with dignity and respect.

The Gender Sensitisation Committee Against Sexual Harassment (GS CASH) was constituted by the University in consonance with the Sexual Harassment of Women at the Workplace (Prevention, prohibition and redressal) Act 2012. The Internal Complaints Committee (as GSCAS is now known) is the University's instrument for addressing issues/grievances/cases of sexual harassment and for recommending their redressal and promote gender sensitisation. This is in keeping with Article 21 of the Constitution of India, which assures every individual the right to live with human dignity, free from exploitation The policy extends to all students, faculty, staff, officers, residents and visitors of the University. This is also in tune with the concern expressed by the University Grants Commission about ensuring a safe environment for women students and employees in educational institutions. The Committee also conducts sensitization sessions at the level of the academic unit as well as, centrally, during freshers' orientation programmes.

Safety and security

- The University gives highest priority to the security and safety of its staff and students. Adequate security is provided, with staff working in three shifts to ensure campus safety and security of all, especially women. The whole campus is under 24/7 CCTV-camera surveillance and is monitored regularly.

- Self-defense classes are held from time to time for women students and special workshops conducted in collaboration with She Teams, the special police wing of Telangana government for protection of women.

- Poster campaigns are undertaken from time to time to spread messages of gender equity and zero tolerance for harassment.

Counselling

- The institute has a well-established and functional system for student support and mentoring (personal, academic, and career counseling) i.e. Mentor-Mentee Program.

- The mentors meet the mentees regularly and enquire about the students' overall performance and their personal problems, and refer them for counseling if necessary.

- Professional counsellors work under the purview of the DSW's Office to provide psychological counseling and to address mental health issues if any.

Common Rooms

The institute has provided separate common rooms for both boys and girls, with basic facilities for dining, refreshing and relaxation, etc.

Day-care Centre for infant and young children

Day-care and crèche services are available on the campus for children of teaching and non-teaching staff. Well-trained & qualified (pre-school teachers) staff are appointed to take care of the children during the working hours.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 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**

Response:

The University has taken several initiatives to keep campus clean and green and eco-friendly. These include energy conservation, rainwater harvesting, biohazard or waste management, plantation of trees, laying of lawns, e-waste management, etc.

University follows standard guidelines and protocols for management of the degradable and non-degradable waste mentioned as under:

Solid waste management

Non-hazardous waste:

The first stage of waste management is to segregate the unsegregated waste collected from quarters, hostels and academic buildings. The collected waste is transported to OWC (Organic Waste Converter) located on the campus. The waste is segregated/sorted by workers as plastic, iron, food, wood waste etc. Recyclable dry waste like plastic, iron, paper, scrap, metal etc. is sold to a vendor at the prescribed rates of the university. The recyclable organic waste (food and household organic waste) is taken to the composter for recycling into compost and used for horticulture purposes.

Hazardous waste (Biological and biomedical)

The hazardous waste generated by the laboratories is disposed of as prescribed. For biological waste, decontamination is carried out by the users via chemical treatment and/or autoclaving and collected in a safe place from where the organization authorized by the Telangana Pollution Control Board collects it for disposal regularly. Separate autoclave facility for waste treatment is available with space to store treated waste for pick-up. Hazardous chemical waste is also similarly sorted by the users and stored in a central, safe place before being collected by the agency approved by the Telangana Pollution Control Board to dispose the waste.

Liquid waste management

The University is implementing a comprehensive system to address issues relating to water consumption, which includes recycling treated water for reuse in horticultural spaces and to flush toilets. To this end, the University installed Sewerage Treatment plants (STPs) at various places with different capacities and the recycled water is sued for horticulture and toilets.

E-waste management

The IT department of the University collects all the E-Waste (computer accessories, servers, printers, batteries, etc.) and also unused electronic equipment for repairing and re-using and the unusable electronic equipment are sent for recycling/disposal.

The E-waste generated is auctioned through the public sector company MSTC. MSTC oversees the appropriate disposal of all the waste collected.

Waste recycling system

As described above, solid organic waste is composted. Liquid waste is treated and used for horticulture and toilet flushes. Paper is sold to the waste-paper dealers for recycling at a cost fixed via tender.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 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).

Response:

The University is sensitive to providing an inclusive environment for students and employees, as is evident

from a range of initiatives that it has put in place to account for and promote cultural, regional, linguistic, socioeconomic, and other diversities on the campus.

University of Hyderabad has a multicultural student and faculty base. To create and maintain an inclusive and respectful workplace for all, regardless of their identities, the orientation programme at the start of the academic year serves as a platform for interaction among various groups.

University's initiatives toward fostering an inclusive environment include:

1. Annual student fests and gatherings: Students from different communities and backgrounds join to celebrate the annual student fest called Sukoon.
2. Cultural and religious festivals are celebrated by students and staff, cutting across all faiths and communities. Diwali, Dussehra, Ganesh Chaturthi, Eid, Christmas, Holi, Onam etc. are celebrated with much devotion and joy.
3. Patriotic events: Republic Day, Independence Day, Gandhi Jayanti, and Dr. B.R. Ambedkar's birthday, Dr. Babu Jagjeevan Ram's birthday, etc. are celebrated by students and staff.
4. National Service Scheme (NSS) activities expose students to the problems of socio-economically deprived populations and serve as a bridge between the institution and the community.
5. **Matru Bhasha Diwas:** Celebrated to provide platform for expression in local language/mother tongue and promote community interaction.
6. International Day of Yoga (21st June) is observed.
7. Regular healthcare camps are organised and for underprivileged in rural areas, including school health Programs.
8. Community services: DOTS, Pulse Polio and other vaccination programmes as well as blood donation camps are taken up in the community.

Apart from the above activities, the University also scheduled special events to promote cultural diversity in the campus. As part of community service of the institution, students are encouraged to take active role in programs like Swasthya Vidya Vahini, Swacch Bharat, etc. and student club activities where they get an opportunity to observe the community closely and develop a relationship with people belonging to different groups. This helps to develop his or her personality as a whole and instil among them a sense of social and civic responsibility. Students identify the needs and problems of the community and involve in solving them. They also help women or minority owned vendors to help them improve their livelihood.

In addition, the University has created the following cells to ensure diversity and equity on campus:

The Equal Opportunity Cell

The Equal Opportunity Cell was established by the University of Hyderabad in 2010 with the objective of overseeing the effective implementation of policies and programmes for disadvantaged groups, to provide guidance and counselling with respect to academic, financial, social and other matters and to enhance the diversity within the campus. The cell helps individuals or a group of students belonging to the disadvantaged section of society to contain the problems related to discrimination and looks into the grievances of the weaker sections of society and suggests amicable solutions to their problems.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<u>View Document</u>

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

University is fully aware that education cannot be limited to classroom instruction alone. Besides imparting formal education at the postgraduate level, the University feels that it is its moral responsibility to groom students for becoming responsible citizens and contribute to the progress and development of the nation.

University of Hyderabad organizes various activities to sensitize students and employees to the constitutional obligations, values, rights, duties and responsibilities of citizens.

The University encourages the students to take part in extra-curricular activities through NSS, organizes study tours for them that make them understand the importance of protecting the cultural heritage of the country. The University also conducts special lectures on the Constitution of India where subject experts speak to the students about the importance of the Indian Constitution, the fundamental rights, duties, values and responsibilities of citizens.

The University also organises various programmes to all the staff and students to remember the struggle for freedom and respect the National Flag and National Anthem. The national anthem is sung at the end of important events so as to bring a feeling of patriotism among all.

The students have taken up many cleanliness drives both inside the campus and in nearby villages, considering it as a responsibility of every citizen. The students also take up plantation drives on the campus and outside the campus to provide a clean and green environment for all. Swachh Bharat Abhiyan has also been an important initiative taken up by the university where we have organized an awareness rally for the students and took a tour in the city to create awareness about sanitation and hygiene. The University has also conducted a voter awareness programme for all the students and sensitised them about their constitutional rights and duties.

Every year Republic Day, Independence Day, Gandhi Jayanti, and Dr. B.R. Ambedkar's Birthday etc. are celebrated by students and staff.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	**View Document**
Code of ethics policy document	**View Document**
Any other relevant information	**View Document**

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

University of Hyderabad celebrates / organizes national and international commemorative days and events and the University strongly believes that it is paramount to preserve and protect our national identity and culture by creating awareness in young minds about our glorious heritage. The leaders of the Indian freedom struggle played a great role in developing national strength and unity and left us the invaluable legacy of a free, democratic India.

Youth is the most important and dynamic segment of the population in any country. It is believed that developing countries with large youth population could see tremendous growth, provided they invest in young people's education, health and protect and guarantee their rights. We can undoubtedly say that today's young are tomorrow's innovators, creators, builders and leaders.

But they need the required support in terms of good health and opportunities skills to transform the future. Almost 34 per cent of the Indian population consists of youth. They have the power to change the nation. The young mind will be more fresh and innovative which helps in the progress of the country.

Great deal of progress has been achieved in many directions in our country, but the youth of the country must be aware that the spirit of unity sometimes faces grave challenges. Forces of separation and fanaticism threaten to destroy the cherished ideals of one country and one people. Often passions are inflamed in the name of language, region and religion and loyalty to caste and community is given priority over devotion to the motherland.

At the University of Hyderabad the students are exposed to the major national and international celebrated days and the same is observed on the campus with reverence.

A few of them include:

Republic Day (26 January)

http://herald.uohyd.ac.in/71st-republic-day-celebrated-at-university-of-hyderabad/

Vigyanotsav (3-9 February)

http://herald.uohyd.ac.in/vigyanotsav-2020/

World Radio Day (13 February)

http://herald.uohyd.ac.in/bol-hyderabad-celebrates-world-radio-day/

World Wildlife Day (6 March)

http://herald.uohyd.ac.in/world-wildlife-day-celebrations/

Babu Jagjivan Ram Birth anniversary (5 April)

http://herald.uohyd.ac.in/celebration-of-babu-jagjivan-rams-birth-anniversary/

Dr. B R Ambedkar Birth Anniversary (15 April)

http://herald.uohyd.ac.in/dr-b-r-ambedkars-127th-birth-anniversary-celebrated/

Earth Day (27 April)

http://herald.uohyd.ac.in/earth-day-celebrations/

World Environment day (5 June)

http://herald.uohyd.ac.in/world-environment-day-celebrated-at-uoh/

International Day of Yoga (21 June)

http://herald.uohyd.ac.in/5th-international-day-of-yoga-celebrated/

Babu Jagjivan Ram Mahaparinirvan Diwas (6 July)

http://herald.uohyd.ac.in/homage-paid-to-babu-jagjivan-ram/

Kargil Vijay Diwas (26 July)

http://herald.uohyd.ac.in/kargil-vijay-diwas-celebrated/

Independence Day (15 August)

http://herald.uohyd.ac.in/74th-independence-day-commemorated-at-university-of-hyderabad/

National Hindi Diwas (14 September)

http://herald.uohyd.ac.in

Vigilance Day (27 October)

http://herald.uohyd.ac.in/uoh-employees-undertake-the-integrity-pledge-as-part-of-vigilance-awareness-week-2020/

Constitutions Day (26 November)

http://herald.uohyd.ac.in/university-of-hyderabad-observes-constitution-day-2020/

Dr. B R Ambedkar Mahaparinirvan Diwas:

(6 December) http://herald.uohyd.ac.in/uoh-observes-dr-br-ambedkars-mahaparinirvan-diwas/

Ethnic Day:

http://herald.uohyd.ac.in/university-ethnic-day-for-good-cause/

http://herald.uohyd.ac.in/category/campus-roundup/

File Description	Document
Geotagged photographs of some of the events	[View Document](#)

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 1

1. Title of the Practice:

5-year Integrated Master's Degree courses in Science, Humanities, Economics, and Social Science subjects

2. Objectives of the Practice

Started in 2006-2007, the objective of the M.A. (5-Year Integrated) and M.Sc. (5-Year Integrated) course of the University of Hyderabad is to offer not merely an integrated programme that combines pre-graduate and post-graduate studies, but also a trans-disciplinary programme that cuts across several disciplines. The basic principle of the programme is to catch talented young students from across the country after their 10+2 studies and provide them access to high-quality college education in the Sciences and Social Sciences/Humanities, leading to a Master's Degree.

3. The Context

Because of the uneven quality of undergraduate education in the country and the wide variation in curricula, those joining the UoH Master's programmes were not fully prepared for a mature, advanced post-graduate programme. Without access to laboratory facilities, many students barely had theoretical knowledge of even simple scientific principles and theories. Enrolled in narrowly structured disciplinary programmes at their colleges, many students joining the UoH PG courses lacked the flexibility to have a well-rounded education across disciplines.

4. The Practice

The special features of the 5-year Integrated Master's programme, managed by the College of Integrated Studies (CIS), are:

- Renowned and experienced faculty drawn from the PG departments of UoH teach at CIS;

- Facilities such as a Central Library with good collection of books, periodicals and databases, computer facility with internet access, experimental laboratories, and hostel accommodation on the campus;

- Choice-based credit system that gives flexibility to the students and allows them to take courses of their choice in addition to core courses;

- Mandatory research project in the last year (5th year) of the Science programme gives the programme a research orientation;

- Internships, which students are encouraged to do during the vacation period;

- Subjects from the Sciences, Humanities, and Social Sciences are offered in the first 2/3 years for all students; and

- An exit option after three years or four years (in some cases) with a bachelor's degree.

5. Evidence of Success

- About 280 students joined the Integrated Progamme in the AY 2020-21, which is approximately 15% of all UoH PG admissions, including M.Tech programmes. This was in comparison to about 220 students who joined the programme in 2019-2020, indicating its growing popularity.

- Despite offering an exit option after the third or fourth year since 2015, only about 7% leave, mostly for higher education abroad, reflecting the belief of the students and their families in the Integrated programme.

- The broad interdisciplinary science education offered in the first two years by the Integrated M.Sc., made it possible to introduce innovative programmes such as Systems Biology, with students capable of drawing from all areas of sciences to address modern biological questions.

- 'Coherence', an annual event showcases the research of Integrated students with other students,

crossing the barriers between the sciences and the social sciences or humanities and offering a common platform for discussions on different research questions.

6. Problems Encountered and Resources Required

One issue is the contradiction between requirements of an interdisciplinary programme and the parameters set by UGC for degrees and qualifications recognized by State and Central recruiting agencies. This reduces the number of options for students to take courses from other disciplines. A case in point is the degree of MSc in Systems Biology is not recognized by the DST for INSPIRE scholarships. Despite multiple representations made to both MHRD and DST, this issue remains unresolved.

Secondly, a separate funding mechanism for promoting interdisciplinary studies, workshops, extracurricular activities, and collaborative research projects at the undergraduate level would be very useful.

7. Provide web link to:

https://cis.uohyd.ac.in/

Best Practice 2

1. Title of the Practice:

SFACTS: Fund-based Accounting and Management Solution

2. Objectives of the Practice

SFACTS - GRANT ERP is a proprietary software application designed to meet the restricted and unrestricted grant accounting requirements. A fund based Accounting solution, termed as a method of accounting which enables the University to

1. track the expenses, commitment and the balance against a specific grant/fund;
2. institute a method of accounting that enables allocation of the grant;
3. facilitate the double entry method or accrual method of accounting to derive various financial reports (Income & Expenditure, Balance Sheet, Schedules etc); and
4. maintain all the project accounts on the SFACTS platform.

3. The Context

This practice was initiated in a context where project records of over 400 faculty members having externally funded research projects were being maintained manually. Lacking access to the data, project

investigators had to approach the Projects Section for any clarifications and wait for records to be pulled up manually and verify. Dependency on individuals for information on project balances created a great deal of inconsistency. Utilization Certificates as required by grant agencies also had to be generated manually. Project investigators were unable to track the status of bills and settle them in a timely manner.

4. The Practice

An online project fund management system now allows:

1. digitization of all the project records;
   a. online Access for the Project Investigator and their nominated Project Assistants, ensuring complete visibility of their projects'
   b. common Source of project balances – release, commitment, expenditure and balance;
   c. customization of all the Utilization Certificate formats as per funding agency;
   d. online tracking of transactions – Purchase Indent, PO, Bills etc., and

   f. better control of Project staff payroll: Tenure, Reassignment of Project, Attendance, Taxation etc.,

Key challenges in designing and implementing this practice included:

1. ensuring the transparency and accountability in the use of the online approval engine
2. ensuring single source for generation of UC;
3. adopting a centralized system for vendor management, Fixed Asset Register, and statutory compliance of norms;
4. interfacing with third party applications – PFMS – TSA etc, and harmonize fund transfers with Bank;

5. Evidence of Success

Evidence of the success of SFACTS lies in the following user data:

1. Number of PIs : 470
2. Number of Project Assistants : 370
3. Base product users: 500
4. Total Number of Projects: 250
5. Number of PDF Projects: 426
6. Total Grant amount (2020-21): Rs. 165.74 cr.

Overall, our objective of cutting down time taken to process financial documentation for projects has come down, besides enhancing transparency and accountability by providing access to PIs to their fund records.

Additionally, it has spawned innovation by encouraging the Finance Section to develop FAMOUS (Finance & Accounts Management Operational Utility System) to manage bill submission and its status tracking by academic units. It also helps manage budget controls.

6. Problems Encountered and Resources Required

There are no major issues with the practice, including the software deployed, but for a few easily

resolvable problems.

7. **Provide web link to:**

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

A distinctive characteristic of University of Hyderabad (UoH) is its research orientation and research culture. As a central university of good standing, offering post-graduate and research degrees in the sciences, including medical and engineering, the humanities, social sciences, fine arts and performing arts, economics, and management, the University is poised to be recognised as an accomplished research-intensive university.

The unique character of UoH in the higher education ecosystem of the country is derived from the emphasis on its research mission, along with a strong and clearly articulated higher education programme. All the schools of the UoH, over the years, have established a formidable reputation for high quality post-graduate teaching programmes and world-class research.

Each academic year, there are around 7-10 applicants per seat for the PG programmes, which is a testament to the quality of teaching and training. While national needs and global standards have driven research in all its core areas, the University's distinguishing feature is that the teaching draws from its faculty's research, with the curriculum updated frequently to match emerging frontiers of research. Academic freedom and flexibility as well as seamless access to facilities have allowed us to produce not only professionals in various fields, but also the next generation of researchers equipped with cutting-edge domain knowledge imparted in the classroom. A high concentration of talented people (over 5000 students admitted through a nation-wide entrance examination and over 400 faculty members with advanced degrees from the best of institutions), a rich learning environment and an ambience for conducting advanced research, along with a governance structure that fosters leadership, strategic vision, and innovation are among the factors that enabled UoH to be among the best research-focused institutions in the country.

All Science schools have received funding from CSIR, DBT, DRDO, DST-FIST, DST-PURSE, MEiTY and UGC-DRS schemes. UoH is the only University in the country to be awarded two networking resource centres. The University has a strong record of encouraging entrepreneurship and interactions with industry, with established innovation and incubation centres and a company set up under Section 8 of the Company Act, called ASPIRE, to promote innovation among faculty members.

It is in such an ambience of innovation that faculty members have been able to translate some of their own core research interests into exciting and dynamic programmes for training the younger generation. For example, the Advanced Centre of Research in High Energy Materials (ACRHEM), established with

funding from DRDO, carries out inter-disciplinary research and development in high energy materials by bringing together chemistry, physics, mathematics and statistics, and computer and information sciences, working with more than 400 students. Similarly, the School of Life Sciences initiated a 5-year integrated Master's programme in Systems Biology. With expertise drawn from Schools of Chemistry, Physics, Mathematics and Computer Sciences, some of the first Systems Biology graduates in the world were trained at UoH. Drawing on this strength, a full-fledged Department of Systems and Computational Biology was established in 2016. Similarly, the Centres for Earth, Atmospheric and Ocean Sciences, Cognitive and Neural Sciences, and Electronics Science and Technology have evolved into robust teaching programmes by feeding into the research expertise of faculty members.

The Schools of Social Sciences, Humanities, Communication, Economics and Management Studies have been at the forefront of world-class teaching, research and training for many years. The faculty members are known internationally for their accomplishments and, significantly, beyond the academia, also in social and economic policymaking, managerial capacity-building, contributing to national development, and setting standards for artistic and aesthetic excellence. With over 300 books, 3000 journal articles, hundreds of research projects, to their credit, UoH faculty members bring in new knowledge generated through research in a range of subject areas into the classroom. In the School of Social Sciences, research on the Indian Diaspora in the Department of Sociology led to the introduction of a course at the MA level and, subsequently, to the creation of an independent Centre for the Study of Indian Diaspora that offers M.Phil and Ph.D degrees. Similarly, faculty research and policy advocacy in the field of human rights have enabled the Department of Political Science to initially teach it as an optional subject in the Master's programme and eventually set up a Centre for Human Rights that offers a doctoral degree. The highly impactful research on gender issues carried out by faculty members in the Social Sciences and Humanities for over three decades have not only been brought into classrooms across disciplines, but also led to the establishment of the Centre for Women's Studies, which now offers master's as well as research degrees. The teaching and research done by UoH sociologists, anthropologists, political scientists, and historians on questions of inequality and the status of marginalised groups such as Dalits and tribal communities, gave the institution the confidence to set up a special Centre for the Study of Social Exclusion and Inclusive Policies. Additionally, this synergy between research and teaching is also reflected in the related programmes that UoH can now boast of, in Ambedkar Studies, and Dalit, Adivasi and Translation Studies.

This active interface between research and teaching potentially assumes greater significance now with UoH's Institution of Eminence (IoE) plans that include the setting up of new, interdisciplinary research clusters such as: health and disease; development, democracy and social transformation; public emotions; functional materials; and translational vision research.

The University is acutely aware of its responsibility to carry out multi-disciplinary research, and thereby, also produce skilled human resources that are not only job-ready, but also research oriented. Research expertise of faculty in frontier areas is channeled into advanced elective courses offered to the Master's students across disciplines. An example of this being the "open-to-all" Foundation courses offered to students. The contemporary relevance of our teaching programmes is evaluated regularly on the basis of semester-wise confidential feedback from students.

This approach is in consonance with the objective of the University of Hyderabad to be recognized as a world-class innovation and 'Research Oriented' University.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The UoH is a unitary institution and not an affiliating one, as is common among universities in India. The University's foundations were laid with sound ideals, which led the institution to grow and gain acclaim as a multi-disciplinary teaching and research organisation.

UoH was one among the two universities to be recognised as **"Universities with Potential for Excellence"** (UPE) during 2000. This enabled the University, with support from the UGC, to break barriers between disciplines to advance novel education initiatives. UoH was among the few universities to receive substantial grants from UGC to improve our research output and to network with other universities to help and enlarge our research efforts in science and technology. The science schools of UoH have been the beneficiaries and have produced commendable output and recognition.

As a responsible University, UoH has delivered high-quality education in postgraduate and research programmes, with faculty undertaking research in crucial fields such as cancer, infectious diseases, aging, education, social stratification, language issues, cultural formations, media policy, as well as in influencing social policies and other academic decisions across the country. Our research has translated itself into patents, policy papers, membership of our researchers and teachers on high-level advisory and policy-making committees to various governments, key roles for our teachers in organizations like the National Academy of Sciences, UGC, UPSC, Sahitya Akademi, IISE and Research, and the Indian Academy of Sciences.

Recognition for the work the University has done has also come from other sources. UoH has collaborations and MoUs with a host of outstanding research and teaching institutions in Hyderabad city, nationally, and worldwide. The University will serve the country's educational needs in ways that our national policy of the "Right to Education" will need to be redefined as the "Right to *Quality* Education" to a substantial degree due to UoH efforts alone. The University's core values – **National Needs, Global Standards, Innovation & Inter-disciplinary Teaching/Research, Public Engagement and Social Impact --** embedded in our status as an Institution of Eminence (IoE) will ensure that we will collectively take a leap to the next level in the next 5-10 years.

Concluding Remarks :

Institutions of higher education are an important component in nurturing and furthering social and economic progress as well as human values for the overall objective of nation-building. The University of Hyderabad adheres to the core values of **contributing to national development, fostering global competencies among students, inculcating a value system among students, and promoting the use of technology in our quest for excellence.** In all that UoH does, it strives for excellence, innovation, engagement, integrity, and inclusiveness.

University of Hyderabad thus relentlessly strives to promote excellent education for a vibrant society, through creation and application of knowledge. Towards this goal, the University is making sincere efforts to produce competent and skilled manpower to meet national challenges. The University features state-of-the-art teaching and learning facilities, with highly experienced and dedicated faculty and staff to enable students to learn and expand their intellectual horizons.

The present self-study report has attempted to provide as extensive and objective a picture of the University as possible. The SSR reflects the evolution of the University since the last cycle of accreditation, its current thinking and practices, as well as its plans and aspirations for the future. It is hoped that the SSR will serve well the purpose of providing a comprehensive overview of the University for the assessment and accreditation period (2016-2017 to 2020-2021).

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**Percentage of Programmes where syllabus revision was carried out during the last five years.** 1.1.2.1. **How many Programmes were revised out of total number of Programmes offered during the last five years** Answer before DVV Verification : 98 Answer after DVV Verification: 73 1.1.2.2. **Number of all Programmes offered by the institution during the last five years.** Answer before DVV Verification : 158 Answer after DVV Verification: 158 Remark : DVV has made the changes as per SSR.
1.2.2	**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).** 1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 108 Answer after DVV Verification: 67 Remark : DVV has given the input as per SSR.
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years** **(Excluding Supernumerary Seats)** 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
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1111	1042	888	919	890 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
1229	1093	937	972	945	 Remark : DVV has made the changes as per shared report of reserved students by HEI.
2.4.4	**Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32	70	58	57	60

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26	40	43	36	36

3.1.3 | **Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
31	37	30	20	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	29	24	17	20

3.3.3 | **Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

3.3.3.1. Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	60	50	52	35

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
39	59	50	50	29

Remark : DVV has not consider certificate of appreciation shared by HEI.

3.5.2 | **Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

3.5.2.1. **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60.21	4.80	39.37	127.28	145.40

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6.21	4.80	9.37	17.28	15.40

Remark : DVV has made the changes as per provided report by HEI.

3.6.4	**Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

3.6.4.1. **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
80	0	476	300	212

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
392	0	392	300	212

Remark : DVV has made the changes as per shared report in 1.3.2

4.1.4	**Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4160.26	3308.22	3429.91	2666.68	3227.62

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3448.02	3306.22	3419.91	2661.68	3198.79

	Remark : DVV has made the changes as per shared report of Expenditure for infrastructure augmentation, excluding salary , books and journals by HEI.
4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year** 4.2.4.1. **Number of teachers and students using library per day over last one year** Answer before DVV Verification : 4656 Answer after DVV Verification: 931 Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)
5.3.3	**Average number of sports and cultural events / competitions organised by the institution per year** 5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>15</td><td>23</td><td>16</td><td>11</td><td>8</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>11</td><td>16</td><td>13</td><td>6</td><td>3</td></tr></table>
6.4.3	**Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)** 6.4.3.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>16.10</td><td>38.61</td><td>15.20</td><td>2.00</td><td>33.50</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>16.10</td><td>29.60</td><td>10.20</td><td>2.00</td><td>27.00</td></tr></table> Remark : DVV has made the changes as per provided audited statement of grants of Grants received from non-government bodies, individuals, philanthropists by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
122	117	110	120	112

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
67	69	63	64	59

2.3	**Number of students appeared in the University examination year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1242	2082	1841	1939	1879

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5587	5323	5061	5124	5028

3.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1592	1225	929	990	938

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1500	1301	1099	1190	1097

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