



**The Annual Quality Assurance Report (AQAR) of the IQAC  
2014-15 (July 01, 2014 to June 30, 2015)**

**Part – A**

**1. Details of the Institution**

1.1 Name of the Institution	Osmania University
1.2 Address Line 1	Office of the Registrar
Address Line 2	Osmania University Campus
City/Town	Hyderabad
State	Telangana
Pin Code	500 007
Institution e-mail address	registrar@osmania.ac.in
Contact Nos.	040-27098043, 040-27682363
Name of the Head of the Institution:	Ms. Ranjeev R. Acharya, IAS
Tel. No. with STD Code:	040-27098048
Mobile:	
Name of the IQAC Director:	Prof. U. Vijaya Bhaskara Reddy
Mobile:	09391038631
IQAC e-mail address:	uvbreddy@hotmail.com



1.3 NAAC Track ID

1.4 NAAC Executive Committee No. & Date:

EC/44/RAR/04 dated 04-02-2008

1.5 Website address:

<http://www.osmania.ac.in>

Web-link of the AQAR:

<http://www.osmania.ac.in/IQAC1/2014-15.pdf>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	FIVE STAR	>75%	2001	2001-2006
2	2 <sup>nd</sup> Cycle	A	3.31	2008	2008-2013
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

1.7 Date of Establishment of IQAC: DD/MM/YYYY

05/03/2005

1.8 AQAR for the year

2014-15

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

- i. AQAR : 2008-09                      16/12/2009
- ii. AQAR : 2009-10                     24/11/2010
- iii. AQAR : 2010-11                    29/01/2012
- iv. AQAR : 2011-12                    26/02/2013 (online)
- v. AQAR : 2012-13                    06/06/2014
- vi. AQAR : 2013-14                    11/05/2015



## 1.10 Institutional Status

University	State	<input checked="" type="checkbox"/>	Central	<input type="checkbox"/>	Deemed	<input type="checkbox"/>	Private	<input type="checkbox"/>
Affiliated College	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>				
Constituent College	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>				
Autonomous college of UGC	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>				
Regulatory Agency approved Institution	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>				
Type of Institution	Co-education	<input checked="" type="checkbox"/>	Men	<input type="checkbox"/>	Women	<input type="checkbox"/>		
	Urban	<input checked="" type="checkbox"/>	Rural	<input type="checkbox"/>	Tribal	<input type="checkbox"/>		
Financial Status	Grant-in-aid	<input checked="" type="checkbox"/>	UGC-2(f)	<input checked="" type="checkbox"/>	UGC 12B	<input checked="" type="checkbox"/>		
	Grant-in-aid + Self Financing	<input type="checkbox"/>	Totally Self-financing	<input type="checkbox"/>				

## 1.11 Type of Faculty/Programme

Arts	<input checked="" type="checkbox"/>	Science	<input checked="" type="checkbox"/>	Commerce	<input checked="" type="checkbox"/>	Law	<input checked="" type="checkbox"/>	PEI (Phys Edu)	<input checked="" type="checkbox"/>
TEI	<input checked="" type="checkbox"/>	Engineering	<input checked="" type="checkbox"/>	Health Science	<input type="checkbox"/>	Management	<input checked="" type="checkbox"/>		
Pharmacy	<input checked="" type="checkbox"/>	Technology	<input checked="" type="checkbox"/>	Social Sciences	<input checked="" type="checkbox"/>	Informatics	<input checked="" type="checkbox"/>		
Oriental Languages	<input checked="" type="checkbox"/>								



1.12 Name of the Affiliating University (*for the Colleges*)

1.13 Special status conferred by Central/State Government--UGC/CSIR/DST/DBT/ICMR etc.

Autonomy by State/Central Govt./University

University with Potential for Excellence  UGC-CPE

DST Star Scheme  UGC-CE

UGC-Special Assistance Programme  DST-FIST

UGC-Innovative PG Assistance Programmes  Any other

UGC-COP Programmes

DBT – ISLARE

MHRD – TEQIP

**2. IQAC Composition and Activities**

2.1 No. of Teachers

2.2 No. of Administrative/Technical staff

2.3 No. of students

2.4 No. of Management representatives

2.5 No. of Alumni

2.6 No. of any other stakeholder and community representatives



2.7	No. of Employers/ Industrialists	<input type="text" value="1"/>
2.8	No. of other External Experts	<input type="text" value="3"/>
2.9	Total No. of members	<input type="text" value="18"/>
2.10	No. of IQAC meetings held	<input type="text" value="4"/>
2.11	No. of meetings with various stakeholders:	No <input type="text" value="6"/> Faculty <input type="text" value="4"/>
	Non-Teaching Staff <input type="text" value="4"/> Students <input type="text" value="2"/> Alumni <input type="text" value="--"/> Others <input type="text" value="--"/>	
2.11	Has IQAC received any funding from UGC during the year?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If yes, mention the amount	<input type="text" value="--"/>
2.13	Seminars and Conferences (only quality related)	
	(i) No. of Seminars/Conferences/Workshops/Symposia organized by the IQAC	
	Total Nos. <input type="text" value="--"/> Inter-national <input type="text" value="--"/> National <input type="text" value="--"/> State <input type="text" value="--"/> Institution Level <input type="text" value="1"/>	
	(ii) Themes	<input type="text" value="--"/>
2.14	Significant Activities and contributions made by IQAC	
	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>Sensitisation of all stakeholders towards quality sustenance</li> <li>Assurance of timely conduct of academic schedule</li> <li>Increase in establishing linkages with national and international institutes/organizations</li> <li>Increase in research outputs as evidenced by impact factored research publications and research grant awards</li> </ul> </div>	



2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year\*

<b>Plan of Action</b>	<b>Achievements</b>
3 <sup>rd</sup> Cycle of Accreditation by the NAAC	The Letter of Intent was accepted on November 17, 2014. As per the procedure, the University has submitted the Self-Study Report on May 12, 2015 and the acknowledgement of the receipt of SSR has been received from the NAAC on June 22, 2015.
Preparation of academic schedule	Almanac for the academic year 2014-15 has been prepared in time, communicated to all concerned and hosted on the university website.
Capacity building programmes for non-teaching staff	The University regularly conducts training programmes in the areas of computer literacy and technical skills in accounting for non-teaching staff.
Automation of University administration	The Automation of University Administration is progressing satisfactorily. Development of basic modules is underway so as to facilitate integration of the existing modules operating independently.
Increase the quality research output	Towards achieving the goal of quality research output, the University is providing the state of the art research facilities located centrally as well as extending all support to the departments and centres.
Increase in procuring research grants	The teachers are constantly urged to submit proposals to various funding agencies.
Strengthening the CBCS	The University has continued to take measures to implement the CBCS in all courses. In view of the fresh directives issued by the UGC in this context, the University has constituted a Working Committee to look into the various aspects of the CBCS to frame the guidelines for its effective implementation.
Introduction of 5-year Integrated Courses	A 5-year integrated courses in MA (Economics) and MBA.
Introduction of skill-oriented programmes	Departments under all the faculties have been asked to explore the possibilities to offer relevant and need-based skill-oriented programmes, bridge and remedial courses.
Admission of Foreign Students	The feasibility of entrance test based admission for foreign students is being worked out.



University-Industry Collaborations	New linkages have been established and regular meetings with representatives of industries have been conducted.
New Departments	The university's decision to establish the Departments of Environmental Sciences, Forensic Science and Biotechnology is under consideration with the State Government.
Hands-on training workshops	The Research Centres and Departments have been directed to regularly conduct hands-on training workshops/programmes to improve research skills.
University-Industry Cell	The Research Development and Consultancy Cell of the University is taking care of this aspect and it has been further strengthened.
Centennial Master Plan	The draft Centennial Master Plan of Osmania University has been prepared, and consultations are on to finalize the same.
Gender Sensitisation and Committee Against Sexual Harassment (GS-CASH)	Necessary steps have been taken to establish the University level Gender Sensitisation and Committee Against Sexual Harassment (GS-CASH). Efforts are on to establish GS-CASH at College and Department levels.
Campus Green Audit	Efforts are on to conduct studies involving departments and research centres to create a database on natural resources their use and management.

\* Academic Calendar is enclosed (*Annexure – I*)

2.16 Whether the AQAR was placed in statutory body Yes  No

Management  Syndicate  Any other body

Standing Committee of Academic Senate

Provide the details of the action taken

The proposed plan of action has been placed before the IQAC for discussion and approval. The AQAR has been scrutinized and approved for implementation.



Part – B

**Criterion – I**

1. **Curricular Aspects**

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	56	--	--	--
PG	87	01	24	--
UG	14	--	--	--
PG Diploma	12	01	4	3
Advanced Diploma	--	--	--	--
Diploma	3	--	--	--
Certificate	1	--	--	--
Others	1	--	--	--
<b>Total</b>	174	2	28	3

Interdisciplinary	9	--	--	--
Innovative	--	--	2	--

- 1.2 (i) Flexibility of the Curriculum:  $\sqrt{\text{CBCS}}/\sqrt{\text{Core}}/\sqrt{\text{Elective option}} / \text{Open options}$   
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	102
Trimester	Nil
Annual	16





1.3 Feedback from stakeholders\*  
(On all aspects)

Alumni  Parents  Employer  Students

Mode of feedback : Online  Manual  Co-operating schools (for PEI)

\* *Please provide an analysis of the feedback in the Annexure*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes, keeping in pace with the UGC mandate on regular revision of syllabi of courses offered by the University, the Chairpersons of Board of Studies of concerned programmes/courses are taking timely action to upgrade or revise the syllabi as necessary. Besides the regular syllabi, the University has taken steps towards skill improvement programmes by implementing compulsory add-on courses. Furthermore, interdisciplinary papers have also been recommenced as they have been temporarily discontinued due to some unavoidable circumstances.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

**PG College** at Jogipet: In a significant development to strengthen higher education in Telangana districts, Osmania University has started a new PG College at Jogipet, Medak district from the academic year 2014-15 with the initial grant-in-aid of Rs 26.31 crore from the state government. This College offers MBA, M.Sc. (Organic Chemistry), M.Sc. (Mathematics), two-year integrated course in Masters in Library and Information Sciences (M.Li.Sc.) and MA (English) courses.



**Criterion – II**

**2. Teaching, Learning and Evaluation**

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
396	139	42	176	39

2.2 No. of permanent faculty with Ph.D.

339
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2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
--	90	--	73	--	28	--	4	--	195

2.4 No. of Guest and Visiting faculty and Temporary faculty

33
----

18
----

87
----

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	100	302	125
Presented papers	104	301	2
Resource Persons	21	120	48

2.6 Innovative processes adopted by the institution in Teaching and Learning:

About 90% of classrooms are fitted with LCDs and/or Visualizers to achieve targets and efforts are also made to provide e-learning resources to



students. Thrust is given to offer adequate practical exposure to the students through field and industry orientated courses.

- Development of programmes and courses based on industry and academic inputs
- Fieldwork methods & participatory rural appraisal techniques adopted to teach the PG students of Sociology
- Computer aided teaching: ICT enabled teaching
- Use of AV aids, demonstration, lectures, field visits, practical assignments, simulation exercises, hands on training in editing text, on-line editing, video editing etc.
- Interactive sessions by conducting quiz's at the end of each topic
- Adoption of e-resources such NPTL video lessons, course material from MIT and other open sources
- Project Internships
- Group discussion, seminar presentations and participation in media
- Arranging guest lectures with reputed outside faculty/resource persons
- As per the UGC directive, the use of animals collected from wild is completely banned and only laboratory-bred animals are being used for demonstrating dissections and animal based experiments
- Visit of AIHCA students to Archaeology and Museums, site Museums and sites of archaeological importance

2.7 Total No. of actual teaching days during this academic year

180

2.8 Examination/Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

All the suggested examination and evaluation reforms have been in place and are being improved every year with experience gained.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

126

72

73

2.10 Average percentage of attendance of students

78



2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total No. of Students appeared	DIVISION				
		Distinction%	I %	II %	III %	Total %
M.A. (AIHCA)	20	55	35			90
M.A. (Arabic)	29	69	14	4		86
M.A. (English)	205	8	68	18		94
M.A. (Hindi)	82	58.54	19.5			78.05
M.A. (Islamic Studies)	11	27	18	36	9	90
M.A. (Kannada)	03	100				100
M.A. (Linguistics)	49	45	41	8		94
M.A. (Marathi)	03		100			100
M.A. (Persian)	03	66.6		33.3		100
M.A. (Philosophy)	23	4	83			87
M.A. (Sanskrit)	28	07	32	29	4	71
M.A. (Telugu)	34		82	6		94
M.A. (Urdu)	21	43	52	5		100
M.A. (Economics)	171	37	58	2		97
M.A. (History)	35		86	6		97
M.A. (Sociology)	56	70	18			88
M.A. (Political Science)	52	11	85			96
M.A. (Psychology)	34	41	50	6		97
M.A. (Public Admin)	85	15	58	2		75
B.Li.Sc. (Library Science)	54	44	42	4		90
M.Li.Sc.(Library Science)	29	68	25			93
M.C.J. (Comm & Jour)	36		36			72
PG Dip.in Mus (AIHCA)	8		86	14		100
PG Dip.in Areh & MHIC	8		100			100
P.G.D.T.A in Arabic	53	38	8	22	26	94



Title of the Programme	Total No. of Students appeared	DIVISION				
		Distinction%	I %	II %	III %	Total %
Sr. Dip. in Arabic	30	60	13			73
Jr. Dip. in Arabic	11	55	9			64
PG Diploma in Hindi	32		86	4		90
PG Dip. in DIM	19	58	33	01		92
Sr. Dip. in French	26	10	25	15	10	60
Jr. Dip. in French	51	10	10	25	20	65
Adv. Dip in French	06		16	16	33	65
Sr. Dip. in German	96	7	15	36	11	69
Jr. Dip. in German	202	5	11	20	15	51
Adv. Dip. in German	31		3	19	12	34
M.Com.	200	10	65	15	10	100
M.Com. (IS)	80	5	60	20	15	100
PGD Taxation	30	2	50	25	23	100
M.B.A. (Business Mgmt)	102	25	62	8		93
M.B.A. (Tech. Mgmt.)	63	33	67			100
M.B.A. (Evening)	20	60	25			85
B.E. (Biomedical Engg)	30	10	62	17	4	93
B.E. (Civil Engg)	350	69	21	1		96
B.E. (CSE)	63	75	20	2		97
B.E. (ECE)	54					86
B.E. (Electrical Engg)	64	36	47	3		86
B.E. (Mechanical Engg)	62		100			100
B.Tech. (Chem Engg)	57	72	21			93
B.Tech. (Textile Tech)	19	42	58			100
B.Tech. (Food Tech)	19	74	26			100
M.E. (Civil Eng)	93	12	46			58
M.E. (Biomedical Eng)	19	18				94
M.E. (IDC)	20	40				40



Title of the Programme	Total No. of Students appeared	DIVISION				
		Distinction%	I %	II %	III %	Total %
M.E. (PS)	14	21				21
M.E. (PES)	18	22				22
M.E. (DS)	12	50	33			83
M.E. SSP (ECE)	13	62	15			77
M.E. Microwave (ECE)	21	24	39			62
M.E. VLSI (ECE)	13	46	39			85
M.E. (Mechanical Engg)	19	05	68	16		89
M.Tech. (CSE)	26	50	15	10		75
M.Tech. (PDS)	18	60	20	5		85
M.Tech. (Chem Engg)	34	71				71
M.Tech. (Chem Tech)	15	73				73
M.Tech. (Bio Tech)	18	100				100
M.Pharm. (Pharm Chem)	18	55	39			94
M.Pharm. (PAQ)	19	47	37	16		100
M.C.A.	57		70	14		84
B.Ed. (Education)	160	3	72	13		88
M.Ed. (Education)	36		100			100
L.L.B. (3 Yr)	36		81	17		97
LLB (5 Yr)	97	08	65	25		98
L.L.M. (Law)	92		47	53		100
M.P.Ed. (Physical Edu)	33	64	33			97
M.Sc. (Applied Electronics)	17	24	41	12		76
M.Sc. (Applied Geochem)	7	43	43	14		100
M.Sc. (Applied Math)	48	14	47	19		80
M.Sc. (Applied Statistics)	37	43	35	14		92
M.Sc. (Astronomy)	10	10	50			60
M.Sc. (Biochemistry)	20	15	85			100
M.Sc. (Biotechnology)	26	38	62			100



Title of the Programme	Total No. of Students appeared	DIVISION				
		Distinction%	I %	II %	III %	Total %
M.Sc. (Botany)	41	44	50	2		96
M.Sc. (Chemistry)	73	27	36	37		100
M.Sc. (Comp Science)	55	19	36	36		91
M.Sc. (Environ Science)	36	61	36	3		100
M.Sc. (Forensic Science)	17	30	30	18		76
M.Sc. (Genetics)	17	35	24	18		76
M.Sc. (Geography)	22	27	59			86
M.Sc. (Geoinformatics)	26	62	31			92
M.Sc. (Geology)	67	60	33			93
M.Sc. (Geophysics)	22	55	41			95
M.Sc. (Mathematics)	46	26	35	22		83
M.Sc. (Math with CS)	77	28	53	5		86
M.Sc. (Microbiology)	25	32	44	12		88
M.Sc. (Physics)	177	25	55	5		85
M.Sc. (Statistics)	42	21	36	24		81
M.Sc. (Zoology)	54	3	27			56
PG Dip in Cartography	9	45	30	12	12	100
PG Dip. in Radiological-Phy	16	40	50	10		100

## 2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

The IQAC in close coordination with administrators and other officials, has taken several steps to ensure implementation of teaching, learning and evaluation processes with the aim of achieving high standards. The Quality Monitoring Cells of campus colleges provide necessary inputs for timely intervention for taking necessary corrective measures. The Chairman, Director and Coordinator of IQAC had frequent interactions with the Principals of Colleges, Deans of Faculties, and other administrative heads for exchange of views and ideas to achieve the same. Further, the IQAC has also been sending information periodically about quality improvement inputs and quality assurance measures.



2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	35
UGC – Faculty Improvement Programme	36
HRD programmes	5
Orientation programmes	19
Faculty exchange programme	14
Staff training conducted by the university	20
Staff training conducted by other institutions	52
Summer / Winter schools, Workshops, etc.	43
Others	12

2.14 Details of Administrative and Technical staff

<b>Category</b>	<b>Number of Permanent Employees</b>	<b>Number of Vacant Positions</b>	<b>Number of permanent positions filled during the Year</b>	<b>Number of positions filled temporarily</b>
Administrative Staff	84	42	4	--
Technical Staff	473	199	146	--





### Criterion – III

#### 3. Research, Consultancy and Extension

##### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The IQAC in coordination with Research Centres, Departments and Central Facilities for Research and Development has been actively sensitizing and promoting research climate in the University. It was instrumental in planning of University level research and developmental projects that resulted in successful research grants from different funding agencies. The IQAC through Research, Development and Consultancy Centre and QMCs has sensitised the students and research scholars to procure research grants for conducting quality research and publishing research findings in peer reviewed, impact factored journals.

##### 3.2 Details regarding major projects

	<b>Completed</b>	<b>Ongoing</b>	<b>Sanctioned</b>	<b>Submitted</b>
Number	35	49	20	30
Outlay in Rs. Lakhs	1003.37	2086.83	580.45	2470.00

##### 3.3 Details regarding minor projects

	<b>Completed</b>	<b>Ongoing</b>	<b>Sanctioned</b>	<b>Submitted</b>
Number	--	--	--	--
Outlay in Rs. Lakhs	--	--	--	--

##### 3.4 Details on research publications

	<b>International</b>	<b>National</b>	<b>Others</b>
Peer Review Journals	285	165	19
Non-Peer Review Journals	45	127	--
e-Journals	76	30	--
Conference proceedings	118	146	--



3.5 Details on Impact factor of publications:

Range	0.001 to 09.015	Average	1.392	h-index	Up to 29	Nos. in SCOPUS	469
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3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned (in Rs. Lakhs)	Received (in Rs. Lakhs)
Major projects	3	UGC, CSIR, DAE, DBT, DRDO, ICMR, ICSSR, MoUD, NASI	136.77	1158.11
Minor Projects				
Interdisciplinary Projects	5	DBT	1350.70	106.22
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>	-	-	-	-
Any other (Specify)	5	UGC – CPEPA DST – PURSE	350.00	175.00
<b>Total</b>			<b>1837.47</b>	<b>1439.33</b>

3.7 No. of books published	i) With ISBN No.	51	Chapters in Edited Books	48
	ii) Without ISBN No.	74		



## 3.8 No. of University Departments receiving funds from

UGC-SAP	17	CAS	5	DST-FIST	5
DPE	--			DBT Scheme/funds	1

## 3.9 For Colleges

Autonomy	--	CPE	--	DBT Star Scheme	--
INSPIRE	--	CE	--	Any Other (specify)	--

## 3.10 Revenue generated through consultancy

Rs. 65 Lakhs

## 3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	7	98	24	30	13
Sponsoring agencies	UGC, ICSSR, AMD, TEQIP, IFCSS, DRDO, DBT, DST, CSIR, NGRI, and Private Companies	UGC, SERO-UGC, ICHR, AMD, NMDC, APSCHE, GC, EDC-OU, OU	UGC, SERO-UGC, Telugu Academy, TEQIP, ICSSR, OU	UGC, OU, AMD, TEQIP	OU, and Departmental funding

## 3.12 No. of faculty served as experts, chairpersons or resource persons

189

## 3.13 No. of collaborations

International

7

National

20

Any other

2

## 3.14 No. of linkages created during this year

6



3.15 Total budget for research for current year in lakhs :

From Funding agency	Rs. 739 Lakhs	From Management of University/College	Rs. 586 Lakhs
Total	Rs. 1325 Lakhs		

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	7
	Granted	--
International	Applied	--
	Granted	--
Commercialised	Applied	--
	Granted	--

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
27	2	14	11	--	--	--

3.18 No. of faculty from the Institution

who are Ph. D. Guides

212

and students registered under them

968

3.19 No. of Ph.D. awarded by faculty from the Institution

374

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF

182

SRF

247

Project  
Fellows

51

Any  
other

433



## 3.21 No. of students Participated in NSS events:

University level	1697	State level	199
National level	32	International level	--

## 3.22 No. of students Participated in NCC events:

University level	--	State level	--
National level	--	International level	--

## 3.23 No. of awards won in NSS:

University level	--	State level	4
National level	--	International level	--

## 3.24 No. of awards won in NCC:

University level	--	State level	--
National level	--	International level	--

## 3.25 No. of Extension activities organised:

University level	19	State level	18
National level	--	International level	--



3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Conducted several fieldworks for women empowerment through self-help groups in certain villages in Ranga Reddy district.
- Conducted awareness programmes for school and colleges in the districts of Hyderabad, Ranga Reddy and Karimnagar to create awareness on environmental issues, save girl child, encourage girl education, elimination of violence against women, ills of tobacco consumption, AIDS awareness and natural resource conservation.
- The faculty from Department of Arabic have delivered guest lectures on Arabic literature and also acted as resources persons.
- Through the Centre for Women's Studies, the following programmes have been conducted to sensitise women about their rights, entitlements and status to conduct their lives better:
  - A roundtable conference on 'Safety and Security of Women in Telangana State' was conducted on 19-07-2014.
  - A seminar on 'Violence against Women' was conducted on 25-11-2014.
  - A symposium on 'Human Rights: Women's Rights' was conducted on 10-12-2014.
  - A roundtable conference on 'Save Girl Child and Encourage Girl Education' was organised on 21-01-2015.
  - A symposium on 'Women Empowerment in Telangana State' was organised on 07-03-2015.
- Maintaining green lung space – attracting morning walkers from neighbourhood
- Rain water harvesting – recharge pits and check-dams throughout the campus
- Conduct of AIDS awareness, anti-narcotics activities etc. at department level under outreach and extension activities
- Organised the Literacy Programmes in select villages/slums adopted by the University
- Mass tree plantation during Vanamahostav Week Celebrations
- Organised district level orientation programme on biodiversity
- Organized Legal Literacy Camps in the nearby villages to spread legal awareness
- Conducted free legal counselling to the needy sections with the help of faculty and students of the Department of Law in association with the district legal services authority.
- Department of Students Welfare and Directorate of Academic Audit brought out a poster depicting anti-ragging message and distributed to all the colleges at the beginning of the academic year 2014-15.
- Organised one day Elocution on birth anniversary celebrations of Sardar Vallabhai Patel on October 31, 2014 being observed as National Unity Day (Rashtriya Ekta Diwas).



## Criterion – IV

### 4 Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	1637 Acres	--	--	--
Class rooms	131	14	OU	145
Laboratories	158	5	UGC, DST, OU, AMD, IPL	163
Seminar Halls	41	2	UGC, OU	43
No. of important equipment purchased ( $\geq$ 1-0 lakh) during the current year.	184	24	UGC, DBT, DST	208
Value of the equipment purchased during the year (Rs. in Lakhs)	--	83	--	--
Others	8	3	--	11

#### 4.2 Computerization of administration and library

The University Library has initiated Library Automation during 2003-04. The total collection of the University is Barcoded and OPAC is generated. All the sections of the Library are computerised and Manuscripts/Rare books are digitised. The information about books can be accessed through the university website.



4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	537899	--	2635	22.90 Lakhs	541384	--
Reference Books			850	2.70 Lakhs		
e-Books	45000	--	--	--	45000	--
Journals	75687	--	292	10.00 Lakhs	75979	--
e-Journals*	--	--	--	--	--	--
Digital Database	45000	--	--	--	45000	--
CD & Video	12	--	--	--	--	--
Others (specify)	--	--	--	--	--	--

- \* a) Through INFLIBNET consortia having access to 8000 e-journals
- b) Through Indian Journals.com having access to 104 e-journals
- c) Through Sage Publications having access to 17 journals

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	5125	49	3775	3	5	--	54	--
Added	65	--	--	--	--	--	--	--
Total	5190	49	3775	3	5	--	54	--

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

All the units of the University are well connected through underground OFC for various intranet and internet activities with 1Gbps bandwidth. Upgradation of hardware and software was being attempted from time to time. The automation of University administration with integrated modules has been initiated. Antivirus software and Microsoft Licensed Software under Campus Agreement have been procured and supplied to various colleges/





departments of the University for installation in all desktop computers/ laptops purchased under Centralised Purchase System under OU Rate Contract.

The University has launched the dynamic website with new features for easy access to the students, scholars, faculty, and various users worldwide. The website is being updated regularly.

4.6 Amount spent on maintenance in Rs. lakhs:

i) ICT	37.00
ii) Campus Infrastructure and facilities	206.00
iii) Equipment	30.00
iv) Others	225.00
<b>Total:</b>	<b>498.00</b>



**Criterion – V**

**5 Student Support and Progression**

**5.1 Contribution of IQAC in enhancing awareness about Student Support Services**

The University has several support services and general facilities for students. The IQAC insists all the colleges to incorporate the information about the availability of such services and facilities in the Hand Book/College Bulletin/Brochure made available to all the students every year. Further, the details are also available on the University’s web portal.

**5.2 Efforts made by the institution for tracking the progression**

The University ensures efficient student progression through timely intervention and counselling through Counsellors and Placement Officers at various levels. The mentoring system exists in the University also ensures retention and progression of students into research careers. The respective departments and colleges keep track of student progression.

**5.3 a) Total Number of students**

UG	PG	Ph.D.	Others
2984	5386	2430	150

b) No. of students outside the state 44

c) No. of international students 552

	No	%		No	%
Men	7074	64.60	Women	3876	35.40

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
2738	2188	874	5529	124	11453	3350	1828	747	4929	96	10950



Demand ratio 1 : 498 Dropout 2%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

The Equal Opportunity Cell, (hitherto known as the 'competitive examination coaching centre' since its inception in 1985), of the University has been imparting training through various coaching programmes to enable the students to appear for various central and state level competitive examinations. The centre has conducted coaching classes for students preparing for UGC-CSIR NET, AP-SET, Banking Services Recruitment, Railway Recruitment Board, Staff Selection Commission, UPSC and APPSC examinations, besides other remedial and special coaching programmes for SC, ST, OBC, Minorities and Persons with Disabilities. The centre also organises workshops focussed on enhancing soft skills and personality development for needy students on a regular basis. A dedicated computer lab of the centre is also being utilised by the participating students. The activities of the Equal Opportunity Cell are categorized as 'Remedial Coaching', 'Coaching for UGC-NET and APSET' and 'Entry into services – Central and State'. All these activities are being conducted since 2012 under the Equal Opportunity Cell of the University.

Around 50 coaching programmes per year are planned to conduct coaching for the students belonging to SC, ST, OBC (Non Creamy layer) and Minority community under three heads such as (i) Remedial Coaching, (ii) Coaching classes for entry in services and (iii) NET Coaching.

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET	<input type="text" value="54"/>	SET/SLET	<input type="text" value="109"/>	GATE	<input type="text" value="85"/>	CAT	<input type="text" value="15"/>
IAS/IPS etc.	<input type="text" value="--"/>	State PSC	<input type="text" value="--"/>	UPSC	<input type="text" value="68"/>	Others	<input type="text" value="21"/>



5.6 Details of student counselling and career guidance

A total of 10 student counselling and career guidance programmes/ recruitments have been conducted at different Departments/Colleges.

- A half-day programme on “Attitude Transformation – Towards Excellence” was conducted on September 15, 2014 at the University College of Science, OU for M.Sc. students.
- A half-day workshop on “Goal Setting & Motivation” was conducted on August 27, 2014 at Dept. of Commerce, OU for M.Com. I yr students.
- A half-day workshop on “Communication for Success” was conducted on September 24, 2014 at the University College of Arts & Social Sciences, OU for M.A. final year students.
- A half-day workshop on “Resume Writing” was conducted on September 25, 2014 at the Dept. of Commerce, OU for M.Com. students.
- A one-day programme on “Enhancing Employability Skills” was conducted at Dept. of Business Management, OU for M.B.A. students.
- A 50-hour programme on “Communication Skills” was conducted at the Department of Commerce, OU for M.Com. first year students.
- A half-day workshop on “Introduction of Open Source Software Systems in the University” was conducted for Principals, Deans and Heads of all the Departments on January 22, 2015 at CFRD, OU.
- A half-day workshop on “Mock Interviews” was conducted for M.Com. final year students at the Department of Commerce, OU.
- Campus Recruitment Drive – I for M/s Accenture was conducted for M.Com. final year students at PGRRCDE, OU.
- Campus Recruitment Drive – II for M/s Accenture was conducted for M.Com. final year students at the Dept. of Business Management, OU.

No. of students beneficiaries

2800

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
<b>Number of Organizations Visited</b>	<b>Number of Students Participated</b>	<b>Number of Students Placed</b>	<b>Number of Students Placed</b>
40	1798	125	80



## 5.8 Details of gender sensitization programmes

Osmania University has a separate Centre for Women's Studies since 1997. This centre is responsible for regularly conducting gender sensitization programmes. Some of the University teachers who are also members of Anveshi research centre for Women's Studies, Hyderabad took initiative in holding discussions on gender sensitivity issues with boarders of a few hostels in the campus. A full-fledged functionary akin to GS-CASH to address the concerns pertaining to gender related issues is being actively considered due to the intervention of IQAC. Presently such issues are tackled locally at the college levels by Women Counsellors and Counselling Units.

## 5.9 Students Activities

### 5.9.1 No. of students participated in Sports, Games and other events

State/ University level	350	National level	4	International level	3
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### No. of students participated in cultural events

State/ University level	1050	National level	65	International level	--
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### 5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports:	State/ University level	18	National level	2	Internation al level	--
Cultural	State/ University level	64	National level	04	Internation al level	--



5.10 Scholarships and Financial Support

	Number of students	Amount (Rs. in Lakhs)
Financial support from institution	126	16.33
Financial support from government	4860	413.00
Financial support from other sources	784	1411.20
Number of students who received International/ National recognitions	--	--

5.11 Student organised / initiatives

Fairs:	State/ University level	<input type="text" value="1"/>	National level	<input type="text" value="--"/>	International level	<input type="text" value="--"/>
Exhibition	State/ University level	<input type="text" value="--"/>	National level	<input type="text" value="--"/>	International level	<input type="text" value="--"/>

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: Nil



## Criterion – VI

### 6 Governance, Leadership and Management

#### 6.1 State the Vision and Mission of the institution

Osmania University has been serving the cause of Higher Education and fulfilling the aspirations of millions of students in pursuit of academic excellence. It emerged as a pacesetter in the field of higher learning in the country. It is a multi-campus, multi-faculty and largest affiliating University.

#### **VISION**

The University's vision and mission reflect the national agenda of higher learning. Osmania University was established in the year 1918 through a *firman* issued by the H E H The Nizam VII. The vision expounded in the *firman* is perfectly valid for the University even today, and is connoted here:

*“Generate and disseminate knowledge through a harmonious blend of ancient and modern wisdom, and to serve the society by developing in students heightened intellectual, cultural, ethical, and humane sensitivities; to foster a scientific temper, and to promote professional and technological expertise. Central to this vision is a commitment to regional and national development in consonance with our culture, heritage, and environment”.*

#### **MISSION**

- To achieve excellence in teaching and research
- To generate, disseminate and preserve knowledge
- To meet the challenges of a complex, and modern society through informed social outreach
- To empower through knowledge and information
- To develop a responsible and productive citizenry
- To develop, enhance, and improve the quality of human resources
- To cultivate resolute moral and ethical values
- To meet contemporary regional and national needs and anticipate future social and economic development
- To preserve and promote cultural heritage, humanistic and spiritual Values



6.2 Does the Institution has a Management Information System

Although no full-fledged Management Information System exists in the University, efforts are on to integrate the existing standalone information systems such as College Information System, Employees Information System, Student Information System etc. The development of modules such as

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

As per the UGC norms and after due consideration of the recommendations of the departmental committees, the respective Boards of Studies of different courses have been developing new curricular models and updating the syllabi.

6.3.2 Teaching and Learning

The University encourages additional related methods of learning such as field visits/work, industrial visits, mentoring and other remedial measures.

6.3.3 Examination and Evaluation

The examination scheme follows a process of continuous evaluation comprising internal assessments, assignments, seminars, and semester-end examinations. The evaluation process follow SGPA and CGPA methods of scoring on a ten-point scale, and a final letter grade-based award.





#### 6.3.4 Research and Development

The Central Facilities for Research and Development is bestowed with a mandate to encourage research and development through the provision of the state-of-the-art and high-end instruments, ensuring their optimal use and proper maintenance, and conducting training programmes, resulting in research publications with respectable impact factor.

#### 6.3.5 Library, ICT and physical infrastructure / instrumentation

- The central library facility is available to users on a daily basis except for two-hour maintenance closures and two national holidays.
- ICT facilities have recently been extended to all the hostels.
- The University is equipped with the needed infrastructure for proper implementation of ICT-related teaching, learning and evaluation.
- To enhance research output in the University, steps have been taken to strengthen the facilities by procuring high-end instrumentation that are placed at the Central Facilities for Research and Development.

#### 6.3.6 Human Resource Management

- To surpass the shortage of faculty positions, additional teaching workload was shifted to qualified persons by appointing them as Academic Consultants or Assistant Professors (Contract), besides allotting some teaching hours to fellowship-holding researchers.
- Capacity building programmes for the University staff are organised.
- Training programmes on instrumentation techniques and quantitative analysis of research data are conducted.
- Faculty members are sponsored to participate in Faculty Improvement Programmes.
- Faculty and researchers are encouraged to participate in national and international conferences.



### 6.3.7 Faculty and Staff recruitment

The University has already recruited 159 teachers during 2013-14. Efforts are on to get sanction from the government to fill further posts to overcome the shortage of teachers.

### 6.3.8 Industry Interaction / Collaboration

The University has entered into Memorandum of Understandings with various industries and institutes of national and international stature for the promotion of teaching and research. The following Memorandum of Understandings were agreed upon:

- Osmania University has inked a MoU with Oil and Natural Gas Corporation (ONGC), New Delhi to strengthen industry–academic relations, by instituting ONGC Gold medal in the Department of Geophysics. On 10<sup>th</sup> October, 2013, the first ONGC Gold medal was awarded to the topper Ms. Srinadha Prasanna for scoring the highest marks in M.Sc. Geophysics. She was given a cash prize of Rs. 1 lakh besides Rs. 5000/- pm for a period of one year.
- The University’s Vice-Chancellor visited Turkey to participate in the SAKAL Educon Vice-Chancellor's Conference from September 26, 2013 to October 3, 2013. He addressed the Conference and presented a paper on "Bridging the Gap Between Academia and Industry". Possibilities of Osmania University agreeing on MoUs with the academic institutions in Turkey were explored. He also visited Okan University, Istanbul; Yelova University, Yelova; and Fatih University, Istanbul. A MoU has been signed with Okan University, Istanbul, and preliminary discussions were held with the academicians of Yelova University.
- College of Air Warfare (CAW), Indian Air Force and Osmania University (OU) entered into a MoU for conducting a Ph.D. course for Indian Air Force officers. A formal “MoU Signing Ceremony” between the Registrar, Osmania University, and Deputy Commandant, College of Air Warfare, was held on 22nd March, 2014.

The University continuously invites and attracts delegations from various international institutions for possible collaborations and cooperation. The following delegation visited the University:



- Mr. Awol Ahmed Muhammed, the Academic Vice-President of Madawalabu University, from the Ministry of Education, Ethiopia called on the Vice-Chancellor on 12<sup>th</sup> July 2013 to explore the possibilities of academic cooperation between Osmania University and Ethiopian Institutions of Higher Learning.

#### 6.3.9 Admission of Students

Centralized admissions into various courses offered by the University and its affiliated institutions are made by the Directorate of Admissions in a systematic and transparent manner. However, the University, as a member of consortia, admits candidates selected by state agencies into various professional courses. The details of admissions, as per criteria, are given below:

- (i) Merit:** Admissions into regular UG programmes in the Faculties of Arts, Social Sciences, Commerce and Science is based on merit at the qualifying examination.
- (ii) Entrance Test:** For admission into various PG programmes, the merit at the Entrance Test is considered, except for professional PG programmes. The Directorate of Admissions has laid down a centralized admission process to admit candidates into various courses offered by the University as well as constituent and affiliated colleges, and also for courses offered by other universities such as Telangana University, Mahatma Gandhi University and Palamuru University.
- (iii) Merit, Entrance Test and Interview:** Adhering to National Policy, the University conducts Eligibility Tests exclusively for each PhD programme. In addition to this, the candidates qualified through national- and state-level common eligibility tests are also considered eligible. While admitting eligible candidates into various PhD programmes, the merit at the qualifying examination, interview performance and research credentials are evaluated by an Admission Committee with the Dean of the concerned faculty acting as the Chairperson. Admission to PhD programmes is subject to the availability of vacancies.
- (iv) Common Entrance Tests:** Admissions to all professional courses (BE/BTech/MBA/MCA/LLB/BEd/ME/MTech/LLM)



are by merit in the state-level common entrance tests (EAMCET, ICET, LAW CET, EDCET, PG CET/PGECET etc.) through web-based counselling conducted by APS CHE.

(v) Other Criteria:

- Admissions are based on the merit at the qualifying examination for vocational courses.
- The university adheres to the statutory reservations of the Government for admissions to all the courses.
- One seat for every block of 30 seats - taking the subject/course as one unit - is reserved for Sports/NCC/NSS categories.
- One seat for every block of 30 seats - taking the subject/course as one unit - is reserved for the children of Servicemen/Ex-Servicemen.
- One seat for every block of 30 seats - taking the subject/course as one unit - is reserved for differently abled persons.

5% of the supernumerary seats in each course in campus and constituent colleges of the University are available for the candidates belonging to states outside Telangana under National Integration Quota (NIQ).

6.4 Welfare schemes for

Teaching (Rs. 6.55 Lakhs)	Family Benefit Fund Group Linked Insurance Scheme Teachers' Cooperative Society Medical and Healthcare facilities House building loan
Non teaching (Rs. 27.93 Lakhs)	Family Benefit Fund Group Linked Insurance Scheme Employees' Cooperative Society Medical and Healthcare facilities House building loan Reimbursement of transport expenses Children educational loans Festival loan advance
Students (Rs. 593.49 Lakhs)	Campus accommodation and boarding Medical and Healthcare facilities



	Life Insurance facility Coaching facilities for career opportunities Mentoring and counselling facilities Placement facilities Special facilities for persons with disabilities
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6.5 Total corpus fund generated

Rs. 454 Crores

6.6 Whether annual financial audit has been done Yes

No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	--	Yes	Directorate
Administrative	Yes	State Audit & AG Audit	Yes	Pre-Audit

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes

Yes

No

For PG Programmes

Yes

No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

The University continues to implement continuous evaluation process including two internal assessments per semester, assignments, seminars and project works besides the semester end examination. Further, the University has introduced provision for issuing photostat copies evaluated answer scripts to concerned students on payment of prescribed fees with a view to ensuring transparency in evaluation system. The adaptation of the Secured Electronic Distribution of Examination Papers (SEDEP) by the Examination Branch for professional courses offered at the Colleges of Engineering and



College of Commerce and Business Management is also a reform activity taken up during the year.

In addition to the above, as part of automation of activities of Examination branch, the following changes were carried out recently.

1. APONLINE - Receiving of revaluation applications through APONLINE centers is introduced to facilitate students. The facility introduced for BE/B.Ed./B.Pharm. PG courses, MBA & MCA and extended to UG A-2015 exams.
2. Online Bill generation and deposition of amount to the respective accounts of examiners.
3. Degree certificates are being sent by post within 15 days.
4. Development of Software for Online Allotment of Practical examiners to B.Sc./B.Com./B.A. Annual -2014 examinations. Access to the software is given to Board of Studies Chair Persons to various colleges/subjects for making allotment. The necessary software developed by EDP section in Examination Branch under the supervision of concerned Additional Controllers.
5. Online Practical Awards Submission for UG Courses Annual-2015 by respective examiners.
6. Installation of RO water plant in the examination branch to meet the needs of drinking water.
7. Expected to complete installation of H.T connection at spot valuation very soon.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Osmania University is one of the pioneering institutions who supported autonomy to its colleges. At present, two constituent, two campus and eleven affiliated colleges are autonomous. The University understands the importance of autonomy as it provides a certain degree of freedom and yet enforces self-rule and discipline decentralising academic activities and providing healthy competition. Autonomous colleges are able to design and implement new courses. Osmania University supports academic autonomy by providing expertise as subject experts and administrative guidance by nominating university staff as members of various statutory bodies of autonomous colleges.



The university also guides and directs their recruitment processes. The university provides logistic support to colleges that are newly approved autonomous colleges. The university without delay approves viable courses and programmes encouraging autonomous colleges to take up challenging demand based plans.

#### 6.11 Activities and support from the Alumni Association

The Alumni Association of Osmania University (AAOU) envisages itself as a partner in the progress of the University. This Association unfolds before the Alumni a series of opportunities to serve this great University and lend cooperation in full measure to its success and sustenance.

##### **Activities**

In order to make the organization more vibrant and dynamic, a series of activities were executed. Some of them are Inaugural function, annual lecture series, foundation and alumni day celebrations etc.

- The alumni organisation is using the University website extensively to reach its alumni spread far and wide across the globe.
- Dr. Venkat Maraju, CEO, Source Trace Systems, Atlanta, USA delivered a ‘Guest Lecture’ at ICSSR Hall, OU Library.
- Mr. Ramanarayana Dachupalli delivered a ‘Guest Lecture’ at Department of Mechanical Engineering, UCE.
- The association has proposed:
  - Endowment Chairs in the name of donor member
  - Scholarships to poor & meritorious PG students in the name of donor
  - Institution of endowment lectures
  - Support to Department schemes

##### **Projects:**

Many other Alumni members have pledged to contribute to Alumni Centre and also interested to sponsor some scholarships to the poor and needy university students.

- Mr. Ramanarayana Dachupalli donated for setting up a dome at the Department of Mechanical Engineering, UCE.



- The 1984-88 batch of undergraduates of the Department of Electronics and Communication Engineering, UCE donated the Foundation'88 Block at the R&D centre of the department.

The respective alumni at various departments and colleges are active in contributing to the progress of alma mater.

#### 6.12 Activities and support from the Parent – Teacher Association

The parent-teacher associations are in place in colleges offering professional courses. Regular meetings of PTAs are conducted to get inputs for improving the teaching and learning environment.

#### 6.13 Development programmes for support staff

Capacity building and training programmes to junior staff including contractual staff are conducted by the Directorate of Placement Services to enhance work efficiency.

#### 6.14 Initiatives taken by the institution to make the campus eco-friendly

The University campus is spread over an area of more than 1600 acres, and about 60% of the area is under green cover. The campus is also home to over 1200 species of plants, 120 species of birds, 32 species of dragonflies, over 50 species of butterflies, and 30 species of snakes, lizards and amphibians. This verdant cover attracts numerous local inhabitants from the surrounding areas to use the campus for morning walks and evening leisure.

- The University strives to maintain the character of the campus initiatives directed towards groundwater recharging through arresting surface runoff by check-dams, harvesting pits, maintaining lakes etc.
- Generating compost using biodegradable material.
- Regular plantation activity.
- Reduction in use of firewood in hostel kitchens.
- Implementation of effective protocols for waste disposal.
- Encouraging judicious use of electricity and water.
- Use of waste water for gardening purpose.





**Criterion – VII**

**7. Innovations and Best Practices**

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- APONLINE- Receiving of revaluation applications through APONLINE centres has been introduced to facilitate students. The facility introduced for BE/B.Ed./B.Pharm., PG courses, MBA & MCA and extended to UG exams.
- Online bill generation and deposition of amount to the respective accounts of examiners has been promoted.
- Degree certificates are being sent by post to the appropriate recipients within a period of 15 days.
- Development of software for online allotment of practical examiners to B.Sc./B.Com./B.A. Annual – 2015 examinations. Access to the software is given to Board of Studies Chair Persons to various colleges/subjects for making allotment. The necessary software developed by EDP section in Examination Branch under the supervision of concerned Additional Controllers.
- Online Practical Awards Submission for UG Courses Annual-2015 by respective examiners.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

The minutes were forwarded to respective sections for effective implementation of the 'Action Plan'. At the end of the year, all the directions in action plan have been successfully implemented.



7.3 Give two Best Practices of the institution (*as per the format in the NAAC Self-study Manuals*)

**Best Practice – I:**

**1. Title of the Practice:**

Promotion of research and research output

**2. Goal:**

To facilitate participation, provision of budget, fellowships, and facilities to promote research culture among faculty and students.

**3. The Context:**

The University caters to the needs of the rural populace and students who join to pursue their post-graduation course and subsequently their research work are mostly first generation learners. This has been a challenge to retain the talent in research field.

**4. The Practice**

The University, through the Dean, Development and UGC Affairs, Research, Development and Consultancy Centre, and Central Facilities for Research and Development ensures that the research facilities and the required training to the stakeholders are provided on a continuous basis. The lack of opportunities in the research related fields in job prospects is one of the limitations.

**5. Evidence of Success**

As many as 120 research fellowships have been provided under different research programmes funded through UGC and DST extended to the University under the UPE and PURSE schemes.

**6. Problems Encountered and Resources Required**

The creation of the research opportunities in University is limited only by the limited opportunities in research fields.

**8. Responsible:**

Dean, Development and UGC Affairs, Osmania University

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**Best Practice – II:****1. Title of the Practice:**

University Foreign Relations Office as a single window facility for foreign students

**2. Goal:**

Providing affordable, quality education to foreign students maintaining global standards with the following objective criteria:

- To mark and ensure the presence of Osmania University on the global map.
- To offer world-class higher education to foreign students hailing from different countries, more particularly third-world countries.
- To preserve and disseminate Indian culture, tradition and heritage in other countries.
- To forge friendly relations with other countries.
- To make the education of foreign students socially and culturally relevant.
- To transform the potential of students to suit global needs.

**3. The Context:**

Osmania University is one of the leading universities in India, in imparting quality higher education. It caters to the diverse needs of students, society, and the country. It provides quality education and research not only to Indian students but also to students from other nations. Since the number of foreign/international students desirous of pursuing various courses in Osmania University is ever-increasing, the university has established the University Foreign Relations Office as a single window agency to meet their needs.

**4. The Practice**

- The University has centralized admissions of foreign students and established University Foreign Relations Office (UFRO) to process the admissions of foreign students and/or Indian NRIs to various undergraduate, postgraduate, research and other diploma courses offered in campus, constituent and affiliated colleges.
- The UFRO hosts a website that gives all the necessary information with regard to courses offered, eligibility and fee structure for pursuing the course.
- UFRO offers guidance to the students desirous of taking admission in choosing the course of study and college by them.
- The university facilitates health security for all the foreign students to cover hospitalization due to sickness and also accident claims.



- The University has specially designed courses in English for foreign students to build their capacity in understanding the course content.
- The University conducts annual cultural programmes for foreign students to create awareness on Culture and Heritage of India and International Youth Festival in co-ordination with the office of Students Welfare, Osmania University.
- The University provides residential accommodation for international male students.
- Initiated the process of creating a database under Foreign Students Information System (FSIS) maintained by FRROs office of Govt. of India.
- The University is conducting regular Degree Award Ceremonies (Convocations) exclusively for foreign students shortly after the results are announced every year, to enable them to take admission in other foreign countries.
- An initiative has been taken by the university to allow the foreign students to pursue add on courses such as certificate & diploma courses in soft skills and computer related courses without affecting their regular course of study.
- The University is providing psychological counselling through 'Sahayam', (a Counselling Centre) for the students who are facing psychological and emotional instabilities, including home sickness.

***Obstacles faced/Problems encountered:***

- Some foreign students, particularly from Gulf countries, have constraints in communicating in English.
- Some foreign students are unwilling or unable to contribute towards the medical/health insurance citing economic factors.

**5. Evidence of Success**

The Osmania University has the second largest number of foreign students studying in India, and a lot more students from around 80 Countries are expressing interest to join the various courses offered by Osmania University. In the year, 2012-13, a total of 1341 foreign students joined the University. Every year, around 300 foreign students undergo a certificate course in English as a Foreign Language offered at Centre for English Language Training (CELT), Dept. of English, University College of Engineering, O.U., and English Language Training Centre (ELTC), Dept. of English, University College of Arts & Social Sciences, O.U. Students are benefitted from the English course and are able to communicate by the end of the course.



## 6. Problems Encountered and Resources Required

The incidence of undue and unexpected costs of health/treatment of diseases has come down as the same is being taken care of by specially designed/tailor-made (group) medical and health insurance of all the foreign students. Students are also happy with this kind of tailor-made insurance scheme where they are considered not only for the immediate emergencies/casualties but also are treated for the pre-existing diseases. Finally, the UFRO attends to all the needs of foreign students under the 'single window system'.

### *Resources Required:*

- Finances for construction of office block with seminar hall and other facilities.
- Separate hostel accommodation for women students.
- Funds for creation of a state-of-the-art and interactive website to promote the activities of Osmania University in general and UFRO in particular at international level.
- Appointment of Student Counsellors.
- A Transit Guest House for parents of the international students who seek admission into Osmania University.

## 8. Responsible

Director, University Foreign Relations Office, OU

## 7.4 Contribution to environmental awareness / protection

Conduct of environmental awareness programmes through NSS and NCC volunteers regularly.

Regular celebrations of important days such as International Biodiversity Day, International Water Day, World Environment Day, Vanamahostav Week etc. were among the few activities taken up to create environmental awareness/protection.

The University has initiated action for procurement and installation of Solar Power Unit at Examination Branch under 'go green' programme.

7.5 Whether environmental audit was conducted?

Yes

No



7.6 Any other relevant information the institution wishes to add (for example SWOT Analysis)

**SWOT ANALYSIS**

The SWOT Analysis of Osmania University for the academic year 2014-15 is useful for strategic planning of ensuing academic year 2015-16. This brief report reflects on effective functioning of its various organs pertaining to academics, research and governance.

A SWOT analysis of the University system in its various facets is presented based on Student Feedback, Self-Appraisal of Faculty, Departmental Annual Reports, Peer Review Reports of visiting Committees of UGC and various Funding Agencies, SCOPUS database, National and International Web based Reports and Rankings.

**STRENGTHS**

**Academic:**

One more Department of Telugu has been added to SAP status at DRS-I level. Three more departments such as Public Administration, English and Commerce have been elevated to DRS – II under SAP of UGC. The Department of Communication and Journalism has also been elevated to CAS – II. The Department of Linguistics revived its status of CAS – IV. The Department of Botany has achieved CAS – I status. The Departments such as Zoology (DSA – I), Biochemistry (DRS – III), Physics (DSA – III) and Geophysics (DSA – III) have been elevated to higher levels to receive funding under SAP of UGC.

Necessary steps have been taken to improvise the existing CBCS for all PG programmes offered in the University campus by providing choice for Add-on courses and option for Project Oriented Dissertation.

In view of the restructuring of PG programmes, the syllabi of all PG programmes have been revised.

**Research:**

- In addition to the existing Memorandum of Understanding's, one more with national organization has been signed.
- Granted affiliation to five more research centres to expand the research activities.
- Receipt of new research schemes worth of Rs. 5.80 crores.
- Four of the faculty have been awarded with Research Awards by the UGC.
- Four of the faculty were awarded the Professor Emeritus by the UGC.



- Two of the faculty were awarded with the UGC - BSR Faculty Fellowship.
- One faculty awarded Raman PDF's under Obama-Singh's Initiative of UGC, New Delhi.

**Governance:**

The University monitors the equity and inclusive activities through different Cells.

The e-Governance Cell is developing different modules to strengthen the automation and computerization of various organs of administration.

The recruitment of 160 teaching faculty has been completed.

**WEAKNESSES**

Unable to market the available expertise and capabilities of the faculty

Non-provision for appointment of well trained technicians for operation and maintenance of high-end equipment;

Lack of initiation for appointment of adjunct faculty and provision for formal mechanism of joint-faculty status for existing faculty sharing their expertise for existing and newly introduced interdisciplinary courses;

Lack of inculcation of Human Values through special teaching practices

Absence of formal mechanisms for

1. Academic counselling for building career path.
2. Utilization of expertise of superannuated faculty.
3. Sabbatical leave for teachers.

**OPPORTUNITIES:**

- Vast campus with ample scope for expansion.
- Expanding research base through various programmes of UGC and other agencies.
- Emergence of Hyderabad in the National and International scenario (in IT, BT, Pharmaceuticals and other centres')
- Presence of pro-active industries and national laboratories in the vicinity
- Enhanced national and international accessibility



**THREATS:**

- The number of affiliated UG and PG colleges in the University has reached exceeding levels. Any further expansion through affiliation would be detrimental to the University functioning.
- Global competition
- Increasing operational and maintenance charges
- Depletion of trained and senior manpower
- Alignment between Academic Reforms and Administrative Reforms
- Need to create an environment of hope for prospective future by aligning the competencies with engagement for inclusive opportunities

It is our endeavour to convert the weaknesses into strengths and challenges into opportunities to the advantage of students, scholars, faculty, and the other recipients of knowledge.

**Recent Accomplishments:**

- **Accredited with ‘FIVE STAR’** (2001) and **‘A’ GRADE** (2008) by NAAC, and filed application for 3<sup>rd</sup> Cycle of Accreditation
- Ranked **7<sup>th</sup>** in India (*India Today*-Nielson, May 2014)
- Ranked **10<sup>th</sup>** in The Week-Hansa Research Survey 2014
- Accorded **DST-PURSE** status based on Scopus database
- Awarded **DBT -ISLARE** (only state university)
- **Six** Departments conferred with **CAS** status
- **17** Departments with UGC-SAP status (DRS / COSIST / ASIST / ASIHSS)
- **Eight** departments recognised for DST-FIST programme
- **DST – National Nanoscience Initiative’s** support for PG programme (2008)
- UGC – **Advanced Centre for American Studies (ACAS)**
- **Two** constituent colleges conferred with “CPE” status by the UGC
- **Two** Campus Colleges were selected for **TEQIP-II** status (MHRD)
- **Highest number** of UGC-CSIR Fellowships
- 100% placement for students of professional courses
- **UGC-CPEPA:** Bioprospecting of Medicinal Plants for Healthcare, (2011)
- Conferred with coveted status of “**University with Potential for Excellence**” (2012)





- Awarded with 'CoE in Intensification of Chemical and Bio-processes' (2013)
- Established the thematic partnership between University of Bristol, UK and Osmania University, India under the UGC-UK India Education and Research Initiative (UKIERI)
- The Centre for Prototyping and Testing of Industrial Products (CPTIP) has been awarded the '**Academic Research Award of Excellence**' by Additive Manufacturing Society of India (AMSI).

8. **Plans of institution for next year**

- To complete the 3<sup>rd</sup> Cycle of Accreditation by the NAAC
- To strengthen the CBCS and introduction of CBCS at UG level
- To further strengthening of the automation of the University
- To reorganise the language departments
- To take action to mitigate safety issues on the campus including the deployment of closed circuit cameras on entire campus
- To conduct student union elections
- To initiate and strengthen the green initiatives and conduct energy and green audit
- To deploy closed circuit cameras on entire campus
- To establish biodiversity park on campus
- To revive Osmania University Development and Welfare Fund
- To launch 'Fund Raising Drive' to meet the expenses for campus development activities in view of the Centenary Celebrations
- To strengthen the teaching-learning process
- To promote 'Swacch OU'

*Signature of the Director, IQAC*  
Name: Prof. U. Vijaya Bhaskara Reddy

*Signature of the Chairperson, IQAC*  
Name: Ms. Ranjeev R. Acharya

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OSMANIA UNIVERSITY  
HYDERABAD – 500 007

No. 795<sup>7</sup>/Stat./Acad/2014

Dated: 15-07-2014

To  
All the Principals of Campus & Constituent Colleges offering M.A./ M.Sc./M.Com./  
MSW/MCJ/B.Li.Sc./M.Li.Sc./M.P.Ed. courses of Osmania University.

Sub:- Almanac of M.A./M.Sc./M.Com./MSW/MCJ/B.Li.Sc./M.Li.Sc./M.P.Ed.  
courses for the academic year 2014-2015 – Approval communicated – Reg.  
\*\*\*

Sir/Madam,

I am to communicate the approval of the University for the following almanac of  
M.A./M.Sc./ M.Com./MSW/MCJ/B.Li.Sc./M.Li.Sc./M.P.Ed. courses for the academic year  
2014-2015:-

Semester I & III:

1.	Commencement of Classes	23-07-2014
2.	Cut off date for readmission	18-08-2014
3.	I Internal Assessment Test	18-09-2014 & 19-09-2014
4.	Short Vacation	02-10-2014 to 12-10-2014
5.	Reopening after Vacation	13-10-2014
6.	II Internal Assessment Test	28-10-2014 & 29-10-2014
7.	Last date of Instructions	17-11-2014
8.	Preparatory Holidays	18-11-2014 to 24-11-2014
9.	Conduct/Completion of Seminar/Project/Practical Examinations	19-11-2014 to 22-11-2014
10.	Commencement of Examinations	25-11-2014

Semester II & IV:

1.	Commencement of Classes	08-12-2014
2.	Cut off date for readmission	03-01-2015
3.	Short Vacation	10-01-2015 to 18-01-2015
4.	Reopening after Vacation	19-01-2015
5.	I Internal Assessment Test	03-02-2015 & 04-02-2015
6.	II Internal Assessment Test	03-03-2015 & 04-03-2015
7.	Last date of Instructions	28-03-2015
8.	Preparatory Holidays	29-03-2015 to 07-04-2015
9.	Conduct/Completion of Seminar/Project/Practical Examinations	31-03-2015 to 04-04-2015
10.	Commencement of Examinations	15-04-2015

Note: The Heads of the Institutions/Departments may review the syllabus covered on  
monthly basis and take remedial measures if required for completion of syllabus on time.

Yours Sincerely,

*Handwritten Signature*  
REGISTRAR

PTO



## Annexure II

### Analysis of Students' Feedback

The feedback from the students is obtained at the end of each semester for taken any corrective measures needed with respect to the courses offered, the quality of teaching and learning environment, on the facilities and infrastructure, and on other services and activities available to the students.

The feedback on each item was based on a five point scale, with poor, satisfactory, good, very good and excellent, respectively.

The descriptive statistics by 1828 students from Science and Non-Science faculties on the course offered, teachers' abilities, infrastructure both at departmental and college level is presented cumulatively in Table 1 and separately in Tables 2a–d.

**Table 1. Descriptive statistics – Students' (n = 1828) ratings on Course, teacher, departmental and college infrastructure**

Stream	Mean $\pm$ Std. Dev.	Range (Min – Max)	Sample Variance
Course	64.96 $\pm$ 10.04	52.96 (40.61 – 93.57)	100.73
Teacher	72.09 $\pm$ 9.66	54.71 (43.92 – 98.63)	93.34
Departmental Infrastructure	66.5 $\pm$ 7.89	42.8 (45.48 – 88.28)	62.29
College Infrastructure	63.56 $\pm$ 7.91	43.74 (42.06 – 85.80)	63.62

**Table 2a. Descriptive statistics – Course ratings**

Stream	N	Range	Minimum	Maximum	Mean	Standard Deviation	Variance
Science	790	36.91	45.43	82.34	65.77	7.50	56.37
Non- Science	1038	52.96	40.61	93.57	69.33	11.22	126.04
Total	1828	52.96	40.61	93.57	67.96	10.04	100.73



**Table 2b. Descriptive statistics – Teacher ratings**

Stream	N	Range	Minimum	Maximum	Mean	Standard Deviation	Variance
Science	790	28.3	53.53	81.83	71.15	6.26	39.20
Non-Science	1038	54.71	43.92	98.63	72.68	11.34	128.59
Total	1828	54.71	43.92	98.63	72.09	9.66	93.34

**Table 2c. Descriptive statistics – Department infrastructure ratings**

Stream	N	Range	Minimum	Maximum	Mean	Standard Deviation	Variance
Science	790	30.23	45.48	75.71	63.84	6.51	42.49
Non-Science	1038	42.06	46.22	88.28	68.16	8.30	68.93
Total	1828	42.8	45.48	88.28	66.5	7.89	62.29

**Table 2d. Descriptive statistics – College infrastructure ratings**

Stream	N	Range	Minimum	Maximum	Mean	Standard Deviation	Variance
Science	790	31.25	42.06	73.31	60.85	6.81	46.42
Non-Science	1038	42.65	43.15	85.80	65.27	8.26	68.36
Total	1828	43.74	42.06	85.80	63.56	7.97	63.62

The Department-wise feedback was all pooled in to two broad categories, namely, science and non-science faculties and the analysis projects (Figure 1) that there is a significant variation in overall grading between science and non-science departments and also between overall grading with respect to courses offered, teachers' abilities and infrastructural facilities both at department and college levels ( $p < 0.05$ ). No significant variation was noted between science and non-science departments.



Figure 1. Students' feedback on ratings on courses offered, teachers' abilities and infrastructure

