



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**OSMANIA UNIVERSITY**

**ADMINISTRATIVE BUILDING OSMANIA UNIVERSITY CAMPUS TARNAKA**

**HYDERABAD**

**500007**

**[www.osmania.ac.in](http://www.osmania.ac.in)**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Osmania University, established in 1917, stands as a significant symbol of India's educational legacy. As the seventh oldest university in India, the third oldest in South India, and the first in the erstwhile princely State of Hyderabad, it has played a crucial role in the development of higher education in the region. Over more than ten decades, Osmania University has made remarkable strides, contributing to the academic, economic, and social landscape of not just the state but the entire nation. Its alumni have achieved notable success in various fields globally, reflecting the University's commitment to nurturing capable and distinguished professionals.

Osmania University has been re-accredited by the National Assessment and Accreditation Council (NAAC) as an 'A+' grade institution, underlining its high academic standards and quality benchmarks. The University operates with 12 faculties, 56 departments, and an extensive teaching and non-teaching staff, ensuring robust academic delivery across its diverse programs. Spanning 1,300 acres, the campus is home to eight campus colleges, four constituent colleges, five district postgraduate centres, and 16 research and academic centres. The central library serves as a knowledge hub with a vast collection of 5.5 lakh books and rare manuscripts.

Osmania University offers a wide range of academic programs, including 80 undergraduate, 65 postgraduate, and 62 Ph.D. programs offered in conventional mode and 54 undergraduate and 18 postgraduate programs in distance education mode. It also hosts over 720 affiliated colleges with an enrolment of more than 3.2 lakh students, making it the largest affiliated university in Asia. With students from 64 countries, the University fosters a global learning environment. The faculty's research output, including above thousand research papers in Scopus, PubMed and web of science and above 10 books in the previous academic years, highlights the University's strong research culture.

### **Vision**

Osmania University envisions being a leading centre of learning by integrating the timeless wisdom of ancient knowledge systems with the advancements of modern education. The University's vision focuses on generating and disseminating knowledge that addresses both contemporary challenges and future needs. In doing so, it aims to mould students with a deep sense of intellectual, cultural, ethical, and humane values, empowering them to contribute meaningfully to society. The University strives to develop a scientific temper in students while promoting excellence in professional and technological expertise. Central to this vision is the University's commitment to regional and national development, ensuring that the growth it fosters remains deeply connected to the region's culture, heritage, and environmental priorities.

This vision reflects Osmania University's unique blend of tradition and modernity. The University takes pride in its legacy while embracing innovation and forward-thinking educational practices. By harmonizing these aspects, Osmania University seeks to build a learning environment that not only imparts knowledge but also nurtures students' overall development, equipping them with the skills and values needed for holistic growth. The institution aspires to prepare its students to be agents of change in society, balancing progress with the preservation of cultural identity and environmental stewardship.

## Mission

In alignment with its vision, Osmania University's mission focuses on achieving excellence in teaching, research, and social engagement. The mission is centered around the following key objectives:

1. **Excellence in Teaching and Research:** The University prioritizes high-quality education and cutting-edge research, fostering an academic culture that encourages critical thinking, creativity, and problem-solving. Through a wide range of programs across disciplines, Osmania University aims to equip students with a solid foundation of knowledge and skills necessary for academic and professional success.
2. **Knowledge Generation and Dissemination:** Osmania University is committed to generating, preserving, and disseminating knowledge that addresses contemporary societal needs. By maintaining a balance between traditional knowledge systems and modern innovations, the University seeks to create and share knowledge that has lasting relevance.
3. **Addressing Societal Challenges:** The University recognizes the importance of staying responsive to the complex dynamics of modern society. Through informed social outreach and community engagement, Osmania University works to address pressing issues at the local, regional, and national levels. The institution actively encourages research and initiatives aimed at finding solutions to social, economic, and environmental challenges.
4. **Empowerment Through Knowledge and Information:** Osmania University's mission is grounded in the belief that knowledge is a powerful tool for empowerment. By providing equitable access to education and resources, the University strives to empower individuals and communities, enabling them to make informed decisions and contribute positively to societal progress.
5. **Development of Responsible Citizens:** The University aims to produce graduates who are not only knowledgeable but also responsible and productive citizens. By instilling strong ethical values, civic responsibility, and a sense of social commitment, Osmania University seeks to prepare students to be future leaders who contribute to the betterment of society.
6. **Enhancing Human Resource Quality:** Osmania University is dedicated to improving the quality of human resources by developing well-rounded individuals equipped with intellectual, cultural, and professional competencies. Through its academic and co-curricular programs, the University focuses on enhancing students' skills, knowledge, and character, ensuring they are well-prepared to meet the demands of a rapidly evolving world.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

1. **Qualified Faculty:** Osmania University claims highly qualified and experienced faculty, enabling diverse and specialized postgraduate programs.
2. **Infrastructure:** The university has reasonably good infrastructure facilities to support its academic and research endeavours.
3. **Research and Development:** Established eight centres of excellence in relevant areas to further enhance R&D activities and has established Research and Development Policy.

4. **Consultancy Services:** Strong potential to promote consultancy in various subject areas by harnessing faculty expertise, following the guidelines of Consultancy Policy.
5. **Alumni Network:** An extensive alumni network providing mentorship, expert lectures, infrastructure development and placement opportunities.
6. **Collaborative Agreements:** 45 MoU's signed for academic and research collaborations with industry, EMR and science and technology organizations.
7. **Special Assistance:** 36 departments received special assistance from national funding agencies like UGC, DST, MHRD, etc.
8. **Distance Education:** Prof. G Ram Reddy Centre for Distance Education offers 72 programs (54 UG and 18 PG programs), catering to a wide range of learners.
9. **Members of National and State committees:** Many of the faculty members are selected and deputed as members of national and state committees.
10. **National Recognition:** University has been accorded Category I status and is recipient of MHRD-RUSA 2.0 grants
11. **Promoting Natural Talent:** University Fosters Dedication for learning and Knowledge generation to promote natural talents of its students
12. **Continous and Comprehensive Evaluation:** Revamping of the Curriculum of all the Programmes with LOCF in align with NEP-2020 and OBE.
13. **Research Grants:** Quality and Quantity reserch grants and projects , fellowships, patents, publications, Endowments, etc..
14. **Osmania Foundation:** Osmania Foundation formed under Section 8 company registered with Government of India, being governed by a Board of Directors, takes up alumni connect drives, explore and connect the present stakeholders with the illustrious alumni for opportunities leading to mutual growth, and raise funding for various development activities including human resources and infrastructure.
15. **Green Campus:** Osmania University Campus spread across 1400 acres with lush green plantation with nature blessed and eco friendly ambience.

### Institutional Weakness

1. **Financial Constraints:** Significant financial constraints and deficiencies in funding from the government.
2. **Digitalization Gap:** Insufficient techno-digitalization of the teaching-learning process to meet global and industry standards.
3. **Faculty Shortage:** Rigorous shortage of faculty compared to the structure envisioned by UGC.
4. **Manpower Shortages:** Lack of sufficient academic and administrative trained manpower to deliver required services.
5. **Obsolete Equipment:** Few laboratories require modernization and replacement of outdated equipment and challenges with maintenance of equipment.
6. **Research Facilities:** Further promotion and expansion of research facilities are needed to support innovative projects.

### Institutional Opportunity

1. **Campus Expansion:** Ample scope for campus expansion and development.
2. **Research Base Growth:** Expanding the research base through various funding and grant opportunities.
3. **Strategic Location:** Hyderabad's national and international prominence enhances university accessibility and attractiveness.
4. **Proactive Industries:** Proactive industries and national laboratories in and around Hyderabad provide collaboration opportunities.
5. **Global Collaborations:** Opportunities for academic and research linkages with national and international organizations.
6. **Flexible Learning:** Potential to be a centre for flexible, interdisciplinary learning aligned with NEP 2020.
7. **NEP Implementation:** Serving as a model for implementing NEP 2020 components due to its pioneering status in higher education.
8. **Alumni Contributions:** Tapping into contributions from a well-known alumni network all over the globe.
9. **Market-Oriented Programs:** Reorienting academic programs based on market demand to improve employability.
10. **Holistic Approach:** Adopting a holistic approach to education through conventional, distance, and online learning.

## Institutional Challenge

1. **Global Competition:** Competing with global level higher educational institutions both in Telangana and India.
2. **Comprehensive Support:** Providing all required educational, financial, personal, and physical needs for students.
3. **Technological Integration:** Integrating advanced technology in education to meet the growing demand for online and blended learning.
4. **Industrial Collaborations:** Enhancing industrial and corporate collaborations to advance academic excellence.
5. **Consultancy Services:** Promoting consultancy services across various disciplines.
6. **Infrastructure Development:** Further increasing government support for infrastructure and manpower development.
7. **Quality of Input:** Ensuring quality of student intake and their academic performance through mentoring and outcome-based teaching methodologies.
8. **Dynamic Leadership:** Emphasizing dynamic leadership to improve academic and research standards.
9. **Resource Management:** Efficient allocation and utilization of available resources to meet institutional goals.
10. **Financial Management:** Exploring alternative funding sources to support university initiatives.
11. **Maintaining Standards:** Maintaining academic and research standards amidst financial and resource constraints.
12. **Strategic Planning:** Developing and executing a strategic plan for sustainable growth and excellence.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Osmania University has updated its syllabus to align with UGC norms and NEP 2020, ensuring its programs meet national and global standards. The curriculum focuses on fostering academic knowledge, interdisciplinary skills, ethical values, and practical experience, preparing students for local and global job markets. The university incorporates e-learning, skill-based training, and industry-academia partnerships through its Human Capital Development Centre (HCDC), emphasizing employability and entrepreneurship. Programs like NCC and NSS promote civic engagement, while crosscutting issues such as ethics, sustainability, and gender equality are integrated into the curriculum. Frequent syllabus revisions ensure relevance to industry trends and societal needs, supporting holistic student development. Osmania University has revamped its curriculum across all programs offered on conventional and distance mode, to align with UGC norms and NEP 2020, ensuring a modern and relevant education. The curriculum emphasizes a blend of academic knowledge, practical skills, interdisciplinary learning, and ethical values, preparing students for diverse career paths. The integration of e-learning tools, digital libraries, and self-learning modules supports diverse learning styles, while the newly established Human Capital Development Centre (HCDC) bridges the gap between industry and academia. Focused on employability and entrepreneurship, the curriculum includes hands-on training, internships, skill-based learning, field work, internships and project works. Student clubs and courses on ethics, sustainability, value education, and gender sensitization encourage social responsibility. Osmania University also fosters global connections through MOUs, promoting student exchanges and international recognition. Feedbacks on the curriculum from stakeholders help in updating the curriculum. Regular syllabus updates, informed by industry experts, ensure alignment with emerging trends and prepare students for real-world challenges while supporting regional and national economic growth.

### Teaching-learning and Evaluation

Osmania University has implemented a student-centric, multifaceted approach to teaching, learning, and evaluation, integrating experiential, participative, and problem-solving methodologies across all programs. The student admissions for reserved category are done as per Telangana State Government rule. The university employs regular subject classes, remedial sessions, mentoring, and computer education classes to gauge student performance and progress. **Experiential learning** is emphasized through internships, community projects, and hands-on workshops, allowing students to apply theoretical knowledge in real-world settings. **Participative learning** is fostered through discussions, seminars, and guest lectures, encouraging active student engagement and collaboration. **Problem-solving methodologies** are incorporated through projects and activities that challenge students to develop innovative solutions to real-world problems, sharpening their analytical skills. The university embraces **ICT-enabled tools** such as smart boards, PowerPoint presentations, and digital resources to enhance teaching, while faculty receive training in online teaching methods. The university offers **MOOCs** and **Swayam modules** for additional learning opportunities, supported by communication tools like WhatsApp groups for sharing resources. In support of research, the university provides access to online databases such as J-gate, E-shod-sindhu, and Scifinder. University has implemented an effective **mentor-mentee** system that recognizes the multifaceted challenges students face during their academic journey, by its experienced faculty members. The self-study material is made available to distance learners offline and to a greater extent online also. Examination branch at Osmania University is fully automated and functions to the needs of the students and effective implementation of evaluation process. PGRRCDE employs a comprehensive system of formative assessment and continuous evaluation to ensure the academic progress and engagement of its students. Faculty members are actively involved in research, publishing articles, applying for patents, and

creating e-books. This holistic approach ensures students receive a well-rounded, technology-enhanced education while encouraging innovation, inquiry, and professional readiness.

### **Research, Innovations and Extension**

Osmania University has developed a robust framework to enhance its research capabilities and infrastructure. The institution actively secures funding through programs like RUSA, UPE, ICSSR, DST-PURSE, DBT-BUIDER, supported by agencies such as RUSA, UGC, DST, and DBT. State-of-the-art scientific equipment is acquired and allocated to departments or the CFRD Building, integrating research tools into the educational process. The university's research policy supports faculty and students with seed money, publication funding, and incentives for high-impact research and patents. It also provides financial assistance for conference participation and promotes student involvement in research projects. The university's research and development policy includes several key components: financial support for seed money, publication funding for textbooks and journals, and incentives for high-impact publications and patents. The policy also promotes student research involvement and start-up funding. Faculty development is supported through international exchanges and postdoctoral opportunities. Osmania University has developed a comprehensive ecosystem to foster innovation and promote the Indian Knowledge System (IKS). Key initiatives include the Osmania Technology Business Incubator (TBI), a Centre of Excellence under RUSA 2.0, focusing on entrepreneurship, employability, and innovation across various scientific and technological disciplines. The TBI manages nine targeted areas, such as Medical Devices and Education Innovation. The Sanskrit Academy supports the preservation and study of Sanskrit manuscripts. Additionally, the IPR cell, established in 2021, conducts awareness programs on intellectual property rights. Osmania University has established the Research Development and Consultancy Cell (RDCC) to promote faculty consultancy activities and foster academic-industry partnerships with its structured framework. Revenue from consultancy, including corporate training programs like those offered by the Institute of Genetics, supports the university's academic and research missions while incentivizing faculty participation. Osmania University has conducted a range of extension activities to positively impact the local community and raise awareness among students on important social issues. University is enriched with its collaborative research projects at national and international level, which is also reflected by its good cited research publications and functional MoU's at local and global level.

### **Infrastructure and Learning Resources**

Osmania University is enriched with 250 classrooms, which includes 105 classrooms equipped with smart boards, and 100 laboratories, including 50 computer labs with WiFi and LAN connectivity. This infrastructure supports both traditional and modern teaching methodologies. The Central Facilities for Research and Development (CFRD) and central instrumentation labs facilitate advanced research, while high-end computer systems support specialized software needs for technical and scientific courses. Osmania University emphasizes holistic development with extensive sports and cultural facilities. Key venues include Tagore Auditorium, an open-air amphitheatre, Mekaster Auditorium, and seminar halls across colleges. The university hosts large-scale events in auditoriums with capacities of 100 to 1000 seats. Sports facilities managed by the University College of Physical Education include an indoor stadium, basketball courts, swimming pool, and various fields and courts for different sports. The university has integrated ICT extensively, with a campus-wide WiFi network and a University Management System (UMS) for digital portfolios and faculty CVs. Osmania University maintains robust IT infrastructure through regular updates and enhancements. It renews Microsoft licenses to ensure access to current software and security features. The university's new multilingual website highlights its commitment to inclusivity and self-reliance. It is also pursuing CERT-IN certification to

strengthen cybersecurity. For reliable internet, Osmania University uses a dual-provider strategy with two 1 GB lease lines, ensuring high-speed, uninterrupted connectivity across the campus. The Educational Multimedia Research Centre (EMMRC) produces online learning materials, and all departments are equipped with smart boards. The Dr. B.R. Ambedkar Memorial Library offers extensive e-resources and operates 24/7 to support flexible study schedules. Library has modernized its operations through comprehensive automation using New Gen Lib Library Software, enabling digital cataloguing, barcode tracking, and web access via OPAC. Key digital initiatives include an Internet Cell, access to e-journals, e-books, and digitization of manuscripts and rare books. The library serves as a vital study hub and research support centre, with high daily usage by students and regular faculty engagement, enhancing its role in the university's academic ecosystem. Well-equipped EMRC at Osmania University aids in the production of enrichment educational learning modules.

### **Student Support and Progression**

Osmania University offers extensive career counselling through initiatives like a dedicated civil services academy for IAS and IPS aspirants, and a University Employment and Guidance Bureau that provides job market training. The Human Capital Development Centre (HCDC) ensures curriculum alignment with industry needs and offers workshops on soft skills to enhance employability. The university facilitates regular college-wise meetings with Class Representatives (CRs) and student members, creating forums for discussing student issues and curriculum matters. These meetings ensure that diverse student groups have opportunities to voice their opinions and participate in decision-making processes, reflecting the university's commitment to inclusivity and collaborative governance. To maintain a safe campus environment, Osmania University runs an Anti-Ragging Campaign, distributing anti-ragging posters across all colleges. This initiative highlights the university's dedication to fostering a culture of respect and safety among students. Student involvement extends to active roles in cultural, academic, and alumni committees. By participating in these committees, students contribute to the planning of cultural events, academic discussions, and strengthening connections with alumni, demonstrating the university's commitment to integrating student perspectives into various aspects of institutional life. At the classroom level, each program ensures representation with two student representatives per class—one male and one female. This granular approach allows for immediate and direct feedback on day-to-day academic experiences, enhancing the responsiveness of the academic environment. PGRRCDE has implemented a comprehensive system for pre-admission counselling, online admissions, and related activities to enhance the student experience and streamline administrative processes. It also follows a strategy for the timely and efficient dispatch of Study Learning Material (SLM) to its diverse student body. The Alumni Association of Osmania University (AAOU), plays a pivotal role in supporting the institution. Key contributions include organizing educational events with distinguished alumni, launching online registration for easier alumni engagement, and hosting global alumni meets, such as the one in January 2022. Osmania foundation not only attracts the financial contributions globally but also engage in mentorship opportunities with current students and faculty members, foster community engagement and support the university's development.

### **Governance, Leadership and Management**

Osmania University's governance and leadership align closely with its vision of blending ancient and modern wisdom and its mission of excellence in teaching, research, and societal service. The university's governance structure emphasizes decentralization and participatory management through various committees involving students, faculty, and staff. It aligns with the National Education Policy (NEP) by adopting a holistic, multidisciplinary approach and implementing continuous evaluation. Osmania University's institutional



perspective plan is effectively implemented through policies guided by the Internal Quality Assurance Cell (IQAC), addressing technological advancement, environmental sustainability, research, and infrastructure development. Key policies include Space Technology, IT, E-Waste, Green, Waste Management, Research & Development, and Intellectual Property Rights, showcasing a holistic approach to institutional growth. Governance bodies like the Executive Council, Academic Senate, and Standing Committee ensure decision-making aligns with the university's vision, while Research Advisory Committees promote academic excellence. The university also fosters innovation through initiatives like VC Awards and the establishment of an Incubation Centre. Osmania University supports its employees' professional growth and well-being through a comprehensive system of performance appraisals, career advancement opportunities, and welfare measures. Inclusivity is emphasized through committees addressing grievances and promoting gender equality. The HRDC further enhances faculty skills through ongoing training programs. Osmania University employs diverse strategies for fund mobilization and resource optimization, including leasing campus spaces for telecommunication infrastructure, renting auditoriums and grounds, and offering the campus for cinema shoots. Osmania University ensures financial transparency and accountability through a robust auditing system that includes both internal and external audits. The internal audit, conducted by the State Audit Department, reviews financial processes annually. External audits by the Auditor General of India and Telangana's Local Fund Audit Department ensure compliance with national and state regulations. This multi-tiered system enhances financial management, accountability, and stakeholder confidence. Osmania University's IQAC has significantly contributed to institutionalizing quality assurance through policy development, environmental sustainability initiatives, and a structured mentor-mentee scheme. It promotes efficient data management, facilitates NAAC accreditation preparedness through seminars, and provides resource handbooks. Regular Quality Advisory Committee meetings ensure continuous improvement, while faculty and student engagement enable a culture of quality consciousness across the institution.

### **Institutional Values and Best Practices**

Osmania University promotes gender equity through diverse initiatives led by the Women Development Cell. These include guest speaker series, film screenings, and gender awareness campaigns. The Women Study Centre supports gender-focused research projects and fosters collaborations with other institutions. Increasing female admissions, new hostels, free campus buses for women, and health check-ups further reflect the university's commitment to gender inclusivity. Workshops and seminars offer hands-on learning and discussions on gender equality. Osmania University has implemented a comprehensive waste management system focusing on solid and e-waste management. Solid waste is managed through waste segregation, composting pits for biodegradable waste, and encouraging reuse among students. E-waste is managed through an MoU with CMET, Hyderabad. University has implemented green campus initiatives focused on sustainability, eco-friendly transportation, and waste reduction. Key measures include restricting external vehicles, promoting battery-powered and hybrid vehicles, encouraging cycling and walking, and creating pedestrian-friendly pathways. The campus features extensive green spaces, including gardens and a botanical garden. The university also restricts plastic use, promoting sustainable alternatives. University is dedicated to creating a barrier-free, inclusive environment for differently-abled (Divyangjan) students. Key initiatives include Braille resources, iPads for visually impaired students, wheelchair-accessible infrastructure with ramps and lifts, accessible washrooms, display boards for easy navigation, and scribe support for exams. Osmania University fosters an inclusive environment by celebrating cultural, regional, linguistic, and socio-economic diversity. Initiatives include Heritage Walks, International Cultural Exchange programs, Inter-College Cultural Competitions, and celebrations of major festivals like Diwali, Eid, and Christmas. University promotes constitutional awareness among students and staff through various methods, including digital resources, student handbooks, induction classes, workshops, expert lectures, and awareness campaigns.

Establishment of human capital development centre (HCDC) fillips to the university-industry interface and offer a bouquet of student support services to enhance their employability in the turbulent job market. Centres of Excellence at university are engaged in fulfilling the diverse needs of students and teaching fraternity. The distinctiveness of Osmania University is in its implementation of Continuous Comprehensive Evaluation (CCE) system, research innovations, entrepreneurship, skill development and incubation support systems, community engagement activities and it is strengthened by its global alumni.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	OSMANIA UNIVERSITY
Address	Administrative Building Osmania University Campus Tarnaka Hyderabad
City	HYDERABAD
State	Telangana
Pin	500007
Website	<a href="http://www.osmania.ac.in">www.osmania.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	D. Ravinder	040-8331887300	9392430584	-	director.iqac@osmania.ac.in
IQAC / CIQA coordinator	B. Sireesha	040-8331997147	9391021853	-	iqac@osmania.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	26-04-1917
Status Prior to Establishment, If applicable	

**Recognition Details****Date of Recognition as a University by UGC or Any Other National Agency :**

<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	03-03-1956	<a href="#">View Document</a>
12B of UGC	03-03-1956	<a href="#">View Document</a>

**University with Potential for Excellence**

Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	Yes
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<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Administrative Building Osmania University Campus Tarnaka Hyderabad	Urban	1632	3166174	MA, MSc, M.Com, MCA, M.Ed, M.PEd, LLM, ME, MTech, BE, B.Tech, B.Ed., LLB, BA LLB PhD		
<i>PG centre</i>	<i>University Pg College, Ournarsapur Medak District-502313 Telangana State</i>	<i>Semi-urban</i>	<i>0.3</i>	<i>929.03</i>	<i>MBA, M.Sc. Chemistry, M.Sc. Mathematics</i>	<i>11-10-2013</i>	<i>07-09-2015</i>
<i>PG centre</i>	<i>University Pg College, Ournarikarabad Vikarabad District-501101 Telangana State</i>	<i>Semi-urban</i>	<i>3.03</i>	<i>1350.2</i>	<i>MBA.</i>	<i>31-08-2002</i>	<i>18-09-2002</i>
<i>PG centre</i>	<i>University Pg College, Ournirzapu</i>	<i>Rural</i>	<i>44.01</i>	<i>123995.6</i>	<i>M.Sc. Inorganic Chemistry, M.Sc. Physical</i>	<i>04-05-1980</i>	<i>23-05-1980</i>

	<i>r Sangar eddy Dis trict-502 249 Tela ngana State</i>				<i>Chemistr y.</i>		
<i>PG centre</i>	<i>Universi ty Pg College, Ou Siddipet Siddipet District- 502103 Telanga na State</i>	<i>Semi- urban</i>	<i>5</i>	<i>8431.8</i>	<i>MBA, MCA, MA Econ omics, MA English, MA Journ alism and Mass Co mmunicat ion, M.Sc. Organic Chemistr y</i>	<i>16-04-2013</i>	<i>02-07-2013</i>
<i>PG centre</i>	<i>Universi ty Pg College, Ou Jogipet Sangare ddy Dist rict-502 270 Tela ngana State</i>	<i>Rural</i>	<i>0.1</i>	<i>297.29</i>	<i>M.Sc. Organic Chemistr y, M.Lib.I.S c</i>	<i>26-06-2013</i>	<i>07-01-2014</i>
<i>Institutes</i>	<i>Institute Of Genetics And Hospital For Genetic Diseases Begump et Hyder abad</i>	<i>Urban</i>	<i>30</i>	<i>1486</i>	<i>M.Sc. Molecula r and human genetics, and PG Diploma in genetic counsell ing</i>	<i>17-01-1979</i>	<i>14-09-1979</i>

## 2.2 ACADEMIC INFORMATION

**Affiliated Institutions to the University**

Type of Colleges	Permanent	Temporary	Total
Law	0	36	36
Education/Teachers Training	0	94	94
Journalism/Mass Communication/Media	0	1	1
Business Administration/Commerce/Management/Finance	0	112	112
Fine Arts/Performance Arts/Visual Arts/Applied Arts	0	1	1
Hotel Management/Hospitality/Tourism/Travel	0	27	27
Engineering/Technology/Architecture/Design	0	44	44
Rehabilitation Sciences	0	7	7
Specification of Degree with Sanskrit/Urdu/Persian/Arabic Nomenclature	0	7	7
Universal/Common to All Disciplines	0	410	410

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	4
Affiliated Colleges	739
Colleges Under 2(f)	62
Colleges Under 2(f) and 12B	121
NAAC Accredited Colleges	55
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	33
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	<a href="#">103467_10083_1_1714038650.pdf</a>	
NCTE	<a href="#">103467_10083_4_1714038660.pdf</a>	
PCI	<a href="#">103467_10083_6_1714038701.pdf</a>	
BCI	<a href="#">103467_10083_8_1714038681.pdf</a>	
DEB-UGC	<a href="#">103467_10083_21_1716888723.pdf</a>	

### 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	235				344				255			
Recruited	132	55	0	187	37	31	0	68	78	73	0	151
Yet to Recruit	48				276				104			
On Contract	0	0	0	0	0	0	0	0	24	10	0	34

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				2246
Recruited	550	141	0	691
Yet to Recruit				1555
On Contract	527	498	0	1025



<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				966
Recruited	236	71	0	307
Yet to Recruit				659
On Contract	192	83	0	275

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	132	55	0	35	30	0	72	65	0	389
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	1	0	6	8	0	17
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	16	10	0	26
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	0	0	8
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	2	0	0	2
Adjunct Professor	3	0	0	3
Visiting Professor	8	0	0	8

**Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	Mining Engineering	SCCL Chair Professor	Singareni Clooeries Company Limited
2	Law	DPIIT IPR Chair	Department of Industry and Internal Trade DPIIT GoI
3	Mining Engineering	CIL Chair Professor	Coal India Limited

**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
UG	Male	1430	112	10	30	1582
	Female	1215	30	0	10	1255
	Others	0	0	0	0	0
PG	Male	2079	210	0	108	2397
	Female	2657	47	0	41	2745
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1309	0	0	4	1313
	Female	673	0	0	1	674
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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#### Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	11-07-1988
Number of UGC Orientation Programmes	18
Number of UGC Refresher Course	45
Number of University's own Programmes	16
Total Number of Programmes Conducted (last five years)	134

#### Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report

Cycle 1	Accreditation	Five Star	75.1	<a href="#">CYCLE 1.pdf</a>
Cycle 2	Accreditation	A	3.31	<a href="#">CYCLE 2.pdf</a>
Cycle 3	Accreditation	A+	3.52	<a href="#">CYCLE 3.pdf</a>

### Provide the Following Students Details

<b>Total Number of Students in Distance Learning</b>	<b>9675</b>
<b>Total Number of General Students in Institution</b>	<b>7979</b>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Multidisciplinary / interdisciplinary Osmania University demonstrates a commitment to multidisciplinary education through its diverse program offerings. The institution provides courses in various fields, including Law, Social Sciences, Business Management, Commerce, Engineering, Arts, Sciences, Physical Education, Technology, Education, and Pharmacy. This wide array of disciplines allows students to gain exposure to multiple fields of study, fostering a well-rounded educational experience. The university's curriculum design incorporates skill development courses, aiming to nurture students' holistic development. This approach recognizes that in today's complex world, graduates need not only deep knowledge in their specific field but also a breadth of skills and understanding across various domains. Osmania University has adopted an elective-based curriculum, which provides students with the flexibility to pursue advanced knowledge in interdisciplinary areas. This approach allows students to combine courses from different disciplines, creating unique educational pathways that can lead to innovative thinking and problem-solving skills. The interdisciplinary approach is further emphasized by the university's policy decision regarding postgraduate (PG) admissions in Arts and Social Sciences. As part of the NEP-2020 implementation, students from any</p>
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undergraduate background, including sciences and engineering, can opt for PG programs in Arts and Social Sciences. This policy, implemented from the 2023-24 academic year, breaks down traditional disciplinary barriers and encourages cross-pollination of ideas and perspectives. The university's use of a common entrance examination for admissions is another step towards fostering a multidisciplinary environment. This approach allows students from diverse educational backgrounds to compete on a level playing field, potentially leading to a more diverse student body with varied perspectives and experiences. The establishment of student clubs across various disciplines serves as an additional avenue for interdisciplinary engagement. These clubs provide opportunities for students to explore areas outside their primary field of study, combining knowledge acquisition with recreational activities. This approach recognizes the value of informal learning environments in fostering interdisciplinary thinking and creativity. The emphasis on multidisciplinary and interdisciplinary education at Osmania University reflects a broader trend in higher education globally. This approach is driven by several factors: 1. Complexity of real-world problems 2. Innovation and creativity 3. Adaptability in the job market 4. Holistic understanding 5. Critical thinking and problem-solving

**Implementation Challenges:** While the benefits of multidisciplinary and interdisciplinary education are widely recognized, implementing such approaches can present challenges which Osmania University is trying to overcome: 1. Faculty expertise 2. Curriculum design 3. Assessment methods 4. Institutional structures 5. Student preparation

Osmania University's efforts align with the objectives of India's National Education Policy 2020, which strongly emphasizes multidisciplinary and interdisciplinary education. The NEP-2020 envisions a holistic and multidisciplinary education that will be the approach of all higher education institutions by 2040. This policy aims to eliminate rigid boundaries between disciplines and promote flexibility and innovation in curriculum design.

2. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) is a significant initiative in the Indian higher education system, designed to facilitate student mobility across

institutions and provide flexibility in academic programs. Osmania University's implementation of ABC represents a progressive step towards modernizing its educational framework and aligning with national educational policies. Osmania University has implemented the Academic Bank of Credits in 2023. This implementation came after approval from the university's statutory bodies and registration with the National Academic Depository (NAD). The ABC system is set to be fully operational for students admitted in the 2023 academic year and beyond. At present:

- i. **Current Students:** The primary focus of the ABC implementation is on the batch of students admitted in 2023. For these students, ABC IDs have been created, allowing them to benefit fully from the system from the outset of their academic journey.
- ii. **Retroactive Application:** Osmania University has also taken steps to include previous batches in the ABC system. The data for the 2022 admitted batch has been uploaded, to extend the benefits of ABC to recent alumni as well.
- iii. **Historical Data:** In a comprehensive approach, the university has created ABC IDs for students from the last ten years. This backward-looking implementation suggests a commitment to providing a unified credit system for a significant portion of its alumni.
- iv. **Distance Education:** The ABC system's implementation extends to the university's distance education programs offered at PGRRCDE, Osmania University. ABC IDs have been created for the 2023 batch of distance education students, as well as for about twenty thousand students from older batches.
- v. **Engineering College:** The process has been initiated in the University College of Engineering, indicating a phased rollout across different faculties and colleges within Osmania University. It's important to note that Osmania University had already introduced a Choice Based Credit System (CBCS) and grade evaluation method for all postgraduate (PG) and undergraduate (UG) courses across its campus, constituent colleges, affiliated colleges, and distance education programs. The introduction of ABC builds upon this existing framework, potentially enhancing the flexibility and portability of credits earned under the CBCS. Below are the benefits of ABC Implementation:

- i. **Credit Mobility:** The primary advantage of the ABC system is that it allows students to transfer credits earned at

one institution to another. ii. Flexible Learning Paths: Students can customize their learning journey by choosing courses from different institutions. iii. Lifelong Learning: By maintaining a digital record of credits, the ABC system encourages continuous education. iv. Standardization: The ABC system helps standardize credit recognition across institutions. v. Digital Record Keeping: The digital nature of the ABC system ensures that academic records are securely stored and easily accessible. The implementation of ABC at Osmania University could have several long-term implications: 1. Increased Collaboration 2. Curriculum Innovation 3. Improved Employability 4. Alignment with Global Practices 5. Data-Driven Decision Making Osmania University's implementation of the Academic Bank of Credits represents a significant step towards a more flexible, student-centered approach to higher education.

### 3. Skill development:

Curriculum Redesign and Practical Knowledge Integration: Osmania University has undertaken a significant overhaul of its curriculum across all disciplines to align with the NEP-2020 guidelines. This redesign emphasizes the development of practical, experiential knowledge alongside theoretical understanding. The integration of hands-on experience in science, engineering, arts, social sciences, law and other curricula represents a shift towards a more holistic educational approach. The focus on practical skills addresses a common criticism of traditional higher education systems, which have been accused of producing graduates with theoretical knowledge but lacking in practical competencies. By incorporating project work and regular training under faculty guidance, the university aims to equip students with the skills necessary for three primary pathways: employment, academic research, and entrepreneurship in relevant industries. A key component of the new curriculum is the mandatory inclusion of project work or field work across all departments. This initiative is complemented by encouraging students to undertake internship programs at nationally recognized laboratories or within the university itself. The emphasis on completing these programs under the supervision of experts in specialized fields serves multiple purposes: 1. It exposes students to real-world problems and challenges in their chosen fields.

2. It provides opportunities to apply theoretical knowledge in practical settings. 3. It helps students develop professional networks and understand industry expectations. 4. It fosters the development of soft skills such as teamwork, communication, and problem-solving in professional contexts.

**Continuous and Comprehensive Evaluation (CCE) System:** The introduction of the CCE system in 2023 marks a shift in the assessment paradigm, with a specific focus on evaluating students' writing and speaking skills. This approach to evaluation is significant for skill development in several ways:

1. It encourages continuous learning and skill improvement rather than rote memorization for end-of-term examinations.
2. By assessing writing and speaking skills, it emphasizes the development of communication abilities, which are crucial in almost all professional settings.
3. The comprehensive nature of the evaluation includes assessing various aspects of student performance, potentially including practical skills, project work, and theoretical knowledge.

Osmania University has established several specialized centres to support skill development among its students:

1. **Human Capital Development Centre (HCDC):** The HCDC plays a pivotal role in the university's skill development.
2. **English Language Training Centres (ELTC and CELT):** The establishment of dedicated centres for English language training underscores the importance of communication skills in today's global job market.
3. **Central Facilities for Research Development (CFRD):** The CFRD's focus on providing practical skills and hands-on experience with both simple and sophisticated instruments is crucial for skill development.
4. **University Employment and Guidance Bureau:** This bureau's regular training programs in writing and interview skills complement the efforts of other centres.
5. **Civil Services Academy:** While not directly related to skill development for immediate employment, the establishment of a Civil Services Academy demonstrates the university's commitment to fostering a competitive spirit and inculcating values.

Osmania University's approach to skill development, represents a comprehensive and forward-thinking strategy aligned with the NEP-2020.

4. Appropriate integration of Indian Knowledge

The integration of the Indian Knowledge System



system (teaching in Indian Language, culture, using online course):

(IKS) into modern higher education is a complex and multifaceted endeavour that encompasses various aspects of pedagogy, curriculum design, and cultural preservation. This essay explores the implementation of IKS at Osmania University, with a particular focus on teaching in Indian languages, cultural integration, and the potential for online course delivery. Osmania University's approach to language diversity in education reflects a growing recognition of the importance of mother tongue instruction and multilingual education in India. The university caters to a diverse student body, including a significant proportion from rural districts of Telangana state. This demographic reality necessitates a flexible and inclusive language policy in teaching.

1. Regional Language Instruction: The university practices teaching in regional languages alongside professional instruction in English, which facilitates better comprehension for students, helps preserve and promote regional languages, and creates a bridge between traditional knowledge systems and modern academic discourse.
2. Postgraduate Programs in Indian Languages: Osmania University offers Master's programs in various Indian languages, including Sanskrit, Urdu, Telugu, Kannada, and Marathi. These programs serve to produce scholars and experts in Indian languages.
3. Sanskrit Education: The university places special emphasis on Sanskrit education: The Sanskrit Academy, established in 1954, functions as a research centre. The Sanskrit Academy, elevated to the status of Adarsha Shodha Sansthan, plays a crucial role in preserving and promoting Indian cultural heritage. The integration of digital learning platforms presents significant opportunities for enhancing the delivery of the Indian Knowledge System at Osmania University. All the faculty and students are well aquatinted with online teaching and examination pattern which was the source of education during the pandemic utilizing the platforms like Zoom, G-suit etc. Expanding Access to Indian Language Courses: Online platforms can make courses in Indian languages accessible to a wider audience, including international students interested in Indian studies.

1. Blended Learning Approaches: Osmania University Library provides its stakeholder to access the e-journals, e-books etc. to have a facility of referring to the advanced material online.
2. Massive Open

Online Courses (MOOCs) on Indian Knowledge Systems: i. Osmania University faculty are involved in developing MOOCs on various aspects of Indian philosophy, science, and culture is promoting global awareness and appreciation of India's intellectual traditions. ii. Collaborations with platforms like SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) students of Osmania University are expanding their reach of these courses. Osmania University's approach to integrating the Indian Knowledge System demonstrates a commitment to preserving and promoting India's rich cultural and linguistic heritage while adapting to the needs of a diverse student body and the demands of modern higher education. By thoughtfully integrating traditional knowledge with modern pedagogical approaches and leveraging technological advancements, Osmania University can ensure that the Indian Knowledge System remains a vibrant and relevant part of higher education in the 21st century and implement NEP-2020 to a greater extent.

5. Focus on Outcome based education (OBE):

Osmania University's implementation of a new credit system, aligned with the National Education Policy 2020 (NEP-2020), marks a significant shift towards Outcome-Based Education (OBE). This paradigm shifts in educational approach as per UGC norms, emphasizes the importance of clearly defined, measurable outcomes that students are expected to achieve upon completion of their academic programs. The university's focus on OBE is evident in its curriculum redesign, evaluation methods, and various initiatives aimed at enhancing student skills and employability. The new credit system implemented by Osmania University for all postgraduate courses reflects a comprehensive approach to OBE. Key components of this redesign include: 1. Field Trips: These experiential learning opportunities allow students to apply theoretical knowledge in real-world contexts, fostering a deeper understanding of their subjects and developing practical skills. 2. Project Work: By engaging in project-based learning, students can demonstrate their ability to integrate and apply knowledge from various courses, enhancing their problem-solving and critical thinking skills. 3. Tutorials: These sessions provide personalized guidance and support, ensuring that students can achieve the intended learning outcomes more

effectively. 4. Seminars: Through seminar participation, students develop essential communication skills, learn to articulate complex ideas, and engage in scholarly discourse within their fields of study. 5. Practical Sessions: Hands-on experience in laboratory settings or through simulations helps students develop technical skills and apply theoretical concepts, aligning with OBE's emphasis on demonstrable competencies. The implementation of a Comprehensive Continuous Evaluation (CCE) system from the academic year 2023-24 is a crucial component of Osmania University's OBE strategy. This system incorporates:

1. Short Answers: These assessments test students' ability to concisely articulate key concepts and ideas, promoting clarity of thought and effective communication.
2. Assignments: Through regular assignments, students can demonstrate their understanding of course material, research skills.
3. Seminars: Student-led seminars assess presentation skills, depth of subject knowledge.
4. Paraphrasings: Students can develop skill to state something written or spoken in different words, especially in a shorter and simpler form to make the meaning clearer.
5. Reference Work: This component encourages students to engage with academic literature and developing research skills.

Several initiatives at Osmania University support the OBE framework by focusing on specific skill development:

1. Human Capital Development Centre (HCDC): This centre's programs in soft skills, interview skills, research methodology, entrepreneurship, and project proposal writing directly contribute to OBE.
2. English Language Training Centre (ELTC): By providing training in communication and writing skills.
3. Central Facilities for Research Development (CFRD): The workshops and hands-on experiences offered by this centre align with OBE principles by focusing on practical skills and instrument proficiency.
4. University Employment and Guidance Bureau: The training programs in writing and interview skills offered by this bureau contribute to career-related learning outcomes.
5. Civil Services Academy: This initiative supports OBE by targeting specific outcomes related to civil service preparation.

These initiatives provide a comprehensive educational experience to the students that extends beyond traditional classroom learning, addressing a

	wide range of skills leading to outcome based education.
6. Distance education/online education:	<p>The Osmania University established the Institute of Correspondence Courses in 1977, renamed the same as Centre for Distance Education in 1989 and again named in honour of Prof. G. Ram Reddy, former Vice Chancellor of Osmania University, evolved itself as a pioneer in the field of Distance Education during the last 45 years of its existence. The Centre has steadily increased in its number of Under Graduate, Post Graduate and Diploma Courses and started new courses with job opportunities. The Under Graduate and Post Graduate Programmes in Arts, Humanities, Social Sciences, Commerce, Management and Science are also offered under learner motivated and paced open learning system. The Centre offers the following Programs: B.A., B.A. (Maths &amp; Statistics), B.Com. (General), B.B.A. P.G./Advanced Diplomas: in Maths, Business Management, English Language Teaching, Computer Applications, Bioinformatics, M.A. (Arts): in Philosophy, English, Hindi, Telugu, Urdu, and Sanskrit., M.A. (Social Sciences): in Economics, Pol. Science, P.P.M, History, Sociology, Psychology, Public Administration, M.Com., M.Sc. (Mathematics), M.Sc. (Statistics), M.B.A., and M.C.A., which are all UGC-DEB approved. At present the student support services at the Centre for Distance Education (CDE) supply reading materials for home study; supported and supplemented by faculties, through study centres/Learner Support Centres (LSCs), Learning Centres, and Audio-Visual Material, Virtual Class Room etc. All the counselling sections are upgraded with computers, and all the transactions are made online. Campus placement interviews are conducted from time to time for the benefit of MBA and MCA students. Continuous evaluation System introduced earlier is being followed. Internal Assignment System is being continued successfully till date. 10 Admission Centres/PG Centres are opened at various Districts headquarters to facilitate rural students to take admissions at their native place. Rural women students appreciated the facility. About 10000 students are enrolled at the Centre every year. The cumulative strength of all the students in all the course in all the years for any academic year is</p>

around 27000 students. Online submission of Examination forms & payment of fee for all the courses of PGRRCDE is introduced from the year 2017 onwards and it is continuing till date. The Functions of Centre for Distance Education include the following: 1. To provide a system of learner centred self-paced studies 2. To provide flexible, diversified and need based courses 3. To provide access to 'Higher Education For All (HEFA)'; and 4. To facilitate knowledge acquisition throughout one's life and be an active member in a knowledge society. Online classes have been held 2020-21 due to Covid-19 situation. Submitted the CIQA Reports online in the UGC-DEB portal all the academic years. With the permission of the Advisory Committee of PGRRCDE, OU, semester system has been introduced for PG courses offered by PGRRCDE, OU from the Academic year 2023-24. In view of this, in consultation with the Heads and Chairpersons of the Departments, the course Writers and Editors for all the subjects have been identified and entrusted the job of writing the Self-instructional course material and the work is completed to a greater extent.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Osmania University do not have established of an Electoral Literacy Club (ELC). However, the process is initiated for the starting of Electoral Literacy Club. Osmania University comprises eight campus colleges, with a significant portion of the student body eligible for voter registration. In the 5 colleges offering exclusively PG programs, and 3 colleges offering both UG and PG courses. The University recognizes the diverse age groups of its students, ranging from 17-18 years old for undergraduate entrants to 20 years and above for postgraduate students. Acknowledging the need for electoral guidance, particularly for younger students and those from rural backgrounds, the university conducts awareness programs. These initiatives focus on the importance of voting and the process of electoral enrolment. Such efforts are especially crucial for undergraduate students who may be first-time voters.

	Osmania University's proactive approach to electoral awareness suggests a strong foundation for promoting civic engagement among its students. The institution's efforts align with the objectives typically associated with Electoral Literacy Clubs.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Osmania University, with its diverse academic structure comprising eight campus colleges, demonstrates a commitment to electoral awareness and participation among its student body. The university's proactive approach in conducting awareness programs by political science and Sociology departments, facilitate the initiatives. The university's efforts to promote electoral literacy are particularly relevant given its demographic composition. With a significant portion of students eligible for electoral enrolment, especially those in postgraduate and doctoral programs, there is a clear need for functional ELCs. The clubs are being initiated to serve as crucial platforms for disseminating information about voting rights and procedures, particularly beneficial for students from rural backgrounds who may require additional guidance.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Osmania University demonstrates a commitment to fostering electoral awareness and participation among its student body through various initiatives. The university's Electoral Literacy Clubs (ELCs) play a crucial role in this endeavour, particularly given the diverse age groups and backgrounds of its students across eight campus colleges. For undergraduate students, typically aged 17-18, the ELCs focus on providing fundamental guidance and awareness about electoral enrollment. This is especially important for students from rural backgrounds who may have limited prior exposure to the voting process. The clubs organize targeted awareness programs that emphasize the significance of voting and the enrolment procedure. At the postgraduate level, where students are generally of voting age (20 years and above), the ELCs take a more active approach. They encourage voluntary participation in electoral processes, including: 1. Assisting in voter registration drives for fellow students and their home communities 2. Collaborating with district election administration in poll conduct 3. Organizing and participating in voter awareness campaigns 4. Promoting ethical voting practices

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Osmania University caters to a diverse student population, with eight campus colleges offering both undergraduate and postgraduate programs. Recognizing the varying needs of its students, particularly those from rural backgrounds, the institution has implemented targeted awareness programs. These initiatives focus on educating students about the significance of voting and the electoral enrolment process. For undergraduate students, who typically join at 17 or 18 years old, the university provides specialized guidance to ensure they understand their civic responsibilities as they approach voting age. Postgraduate students, most of whom are already eligible voters at 20 years old, receive additional support to encourage active participation in the electoral process. The university's efforts appear to have yielded positive results, with an estimated 90% of students being electorally enrolled. Osmania University conducts regular electoral enrolment and significance of voting and several voter awareness programs, suggests a commitment to advancing democratic values and encouraging civic engagement among its student population. By conducting these awareness programs, Osmania University not only enhances democratic values among its students but also contributes to increased voter participation, especially from rural areas.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Osmania University comprises eight campus colleges, with a significant portion of the student body eligible for voter registration. The university's student population is diverse, including both undergraduate (UG) and postgraduate (PG) students, as well as doctoral candidates. The extent of students above 18 years who are yet to be enrolled as voters varies across different programs. In the 5 colleges offering exclusively PG programs, most students are approximately 20 years old and are likely already registered voters. However, in the 3 colleges offering both UG and PG courses, there is a greater potential for unregistered eligible voters, particularly among students who begin their UG studies at 17 or 18 years of age. Recognizing the importance of electoral participation, Osmania University has implemented several initiatives to increase voter registration among eligible students. The university conducts awareness programs to educate students about the</p>

significance of voting and the electoral enrollment process. These efforts are particularly crucial for students from rural backgrounds, who may require additional guidance and encouragement to register.



## Extended Profile

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### 1 Students

#### 1.1

*Number of students on rolls year-wise during the last five years (all students in campus needs to be considered here)*

2022-23	2021-22	2020-21	2019-20	2018-19
7979	7434	7385	7743	7439
File Description		Document		
Provide the relevant information in institutional		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Provide Links for any other relevant document to		<a href="#">View Document</a>		

#### 1.2

*Number of final year outgoing students year wise during last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
2619	2506	2175	2052	2267
File Description		Document		
Provide the relevant information in institutional		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Provide Links for any other relevant document		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

*Number of Full-time teachers in the institution year-wise during last five year*

2022-23	2021-22	2020-21	2019-20	2018-19
440	460	480	513	533

File Description	Document
Provide the relevant information in institutional	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified list of full time teachers along with	<a href="#">View Document</a>

## 2.2

**Total Number of full time teachers worked/working in the institution(without repeat count) during the last five years:**

**Response: 533**

File Description	Document
Provide the relevant information in institutional	<a href="#">View Document</a>
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format (data)	<a href="#">View Document</a>

## 3 Institution

### 3.1

**Total Expenditure excluding salary year wise during the last five years(INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
859.57	1687.57	1198.95	1302.9	1286.15
File Description	Document			
The institutions are encouraged to provide the r	<a href="#">View Document</a>			
Provide Links for any other relevant document	<a href="#">View Document</a>			

## 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, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes (COs) of the Programmes offered by the University*

**Response:**

Osmania University has revised its syllabus across all programmes to incorporate a new credit system in accordance with University Grants Commission (UGC) norms and the National Education Policy (NEP)-2020. This revision aligned the syllabi with national educational standards and policies, ensuring that the curriculum remains relevant and up-to-date.

The curriculum design process takes into account the socioeconomic requirements of society, indicating a focus on local and national needs. By addressing these requirements, the university ensures that its graduates are well-equipped to contribute meaningfully to their communities and the broader national economy.

The curriculum aims to enhance various aspects of student development, including:

1. Academic knowledge: Providing a strong theoretical foundation in respective fields.
2. Practical experience: Offering hands-on learning opportunities to apply theoretical concepts.
3. Interdisciplinary skills: Encouraging cross-disciplinary learning to foster versatility.
4. Analytical skills: Developing critical thinking and problem-solving abilities.
5. Personality development: Focusing on holistic growth beyond academic pursuits.
6. Scientific social responsibility: Instilling a sense of duty towards society through scientific endeavours.
7. Social and ethical values: Emphasizing the importance of ethical conduct in professional and personal life.

These elements contribute to well-rounded Programme Outcomes that prepare students for diverse challenges in their future careers and personal lives.

The university has integrated e-learning facilities, including a digital library with e-books and e-journals, as well as self-learning modules for advanced learning. This approach not only caters to diverse learning styles but also prepares students for the increasingly digital global workplace, addressing both regional and global developmental needs.

The establishment of the Human Capital Development Centre (HCDC) at Osmania University serves as an interface between industry and academic requirements. This initiative ensures that the curriculum remains relevant to current industry needs, both at the national and international levels. Special workshops on communication, presentation skills, and personality development have been incorporated to meet international job market standards, reflecting a global outlook in the Programme Specific Outcomes.

The curriculum's design also focuses on developing a trained workforce for regional and national corporate houses by integrating skill-based training. This approach addresses the specific needs of local and national industries, contributing to economic development at multiple levels.

The university has recognized the importance of social responsibility by integrating components of social work through programs like the National Cadet Corps (NCC) and National Service Scheme (NSS). These initiatives help students develop a sense of civic duty and global awareness, which are crucial for addressing developmental needs at all levels.

To meet global and international needs, the university has established Memorandums of Understanding (MOUs) with industry partners and research and development centres. These collaborations facilitate student exchange programs and technology transfer, providing students with onsite experience and exposure to international practices. This approach enhances the global relevance of the Programme Outcomes and Course Outcomes.

The implementation of a credit-based assessment system aligns with international standards, facilitating admissions to specialized higher education courses worldwide. This system ensures that the university's academic offerings are recognized and valued on a global scale, further enhancing the international relevance of its programmes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

***The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements***

#### **Response:**

Osmania University demonstrates a strong commitment to provide educational programs that are aligned with contemporary needs and focused on enhancing students' employability, entrepreneurial skills, and overall skill development. The institution's approach is multidisciplinary, spanning across various colleges and fields of study, ensuring a well-rounded education for its students.

The university's diverse range of colleges, including Arts and Social Sciences, Science, Law,

Engineering, Physical Education, Technology, Education, and Commerce and Business Management, each contribute to this overarching goal in their respective domains. This multifaceted approach allows students to gain expertise in their chosen fields while also developing cross-disciplinary skills that are increasingly valuable in today's interconnected world.

Employability is a key focus of the programs offered at Osmania University. Recognizing the dynamic nature of the job market, the institution strives to equip students with the knowledge, skills, and practical experience necessary to succeed in their chosen careers. This may involve incorporating industry-relevant projects, internships, and hands-on training into the curriculum, ensuring that graduates are well-prepared to meet the demands of potential employers.

Entrepreneurship is another crucial aspect of the university's educational philosophy. With the growing importance of innovation and start-up culture, Osmania University likely provides courses and programs that foster entrepreneurial thinking and skills. This may include modules on business planning, financial management, marketing strategies, and innovation techniques. By nurturing an entrepreneurial mind-set, the university aims to produce graduates who are not only job-seekers but also job-creators, contributing to economic growth and development.

Skill development is interwoven throughout the programs offered at Osmania University. In addition to discipline-specific skills, the institution likely emphasizes the development of soft skills such as communication, critical thinking, problem-solving, teamwork, and leadership. These transferable skills are essential in any professional setting and contribute significantly to a graduate's overall employability and success.

To ensure that their programs remain relevant and up-to-date, Osmania University regularly revises its syllabi. This proactive approach allows the institution to incorporate contemporary requirements and emerging trends in various fields. The frequency of these revisions suggests a dynamic and responsive educational environment that adapts to the rapidly changing landscape of knowledge and industry needs.

The process of syllabus revision likely involves consultation with industry experts, academic leaders, and other stakeholders to identify current and future needs in different sectors. This collaborative approach ensures that the curriculum remains aligned with real-world requirements and prepares students for the challenges they will face in their professional lives.

By offering programs that focus on employability, entrepreneurship, and skill development, and by regularly updating their syllabi, Osmania University ensures in providing high-quality, relevant education. This approach not only benefits the students by enhancing their career prospects but also contributes to the broader goals of economic development and innovation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.3

***Electronic media and other digital components in the curriculum - Percentage of the Courses on offer by DDE that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years.***

**Response:** 100

***1.1.3.1 Number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years.***

Response: 495

***1.1.3.2 Total Number of Courses on offer across all programs by DDE over the last five years.***

Response: 495

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program suture clearly mentioning lesson plan and mode of instruction duly certified by BOS	<a href="#">View Document</a>
Program structure mentioning the courses and mode of academic content delivery hosted in institutional website (courses relevant to the metric intent need to highlighted clearly)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

***Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years***

**Response:** 11.65

***1.2.1.1 Number of new courses introduced during the last five years***

Response: 495

***1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years***

Response: 4248

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

***Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework enshrined in Sustainable Development goals and National Education Policy – 2020 into the Curriculum***

#### **Response:**

Osmania University demonstrates a commitment to integrating crucial crosscutting issues into its curriculum, aligning with the principles of sustainable development goals and the National Education Policy-2020. This integration is evident in several key areas:

1. Human Values and Professional Ethics: The institution has taken a proactive approach by including Human Values and Professional Ethics as mandatory components in the curriculum for all undergraduate students. This initiative ensures that students are exposed to essential ethical principles and values that will guide their personal and professional conduct. By embedding these concepts across disciplines, the institution prepares students to navigate complex ethical dilemmas in their future careers.

Furthermore, the integration of professional and research ethics into doctoral programs and select postgraduate curricula underscores the institution's dedication to maintaining high standards of academic integrity.

2. Environment and Sustainability: The institution recognizes the urgent need to address environmental challenges and promote sustainability. By mandating Environmental Studies courses for all undergraduate students, it ensures that every graduate is well-versed in critical global issues such as greenhouse gas emissions, global warming, water scarcity, pollution, and climate change. This comprehensive approach aligns with the sustainable development goals and equips students with the knowledge to contribute to environmental conservation efforts.

The curriculum's emphasis on sustainable technologies demonstrates the institution's forward-thinking approach, preparing students to develop and implement solutions for a more sustainable future. This

integration of environmental awareness and sustainability principles across disciplines is essential for fostering a generation of environmentally conscious professionals.

3. **Interdisciplinary Approach:** The text suggests that the institution adopts an interdisciplinary approach to addressing societal challenges. By leveraging technologies developed within the university to solve real-world problems, the institution creates a synergy between academic research and practical application. This approach not only enhances the relevance of the curriculum but also contributes to the institution's social responsibility by addressing pressing societal issues.

4. **Alignment with National Education Policy-2020:** Osmania University's approach aligns with several key aspects of the National Education Policy-2020. The policy emphasizes the importance of holistic and multidisciplinary education, which is reflected in the institution's integration of ethics, human values, and environmental studies across various programs. The focus on research ethics in higher education programs also resonates with the NEP-2020's emphasis on promoting research and innovation.

5. **Gender and Other Value Frameworks:** The University's comprehensive approach to integrate crosscutting issues is also addressed by offering mandatory course work in Gender Sensitisation. Osmania University demonstrates a strong commitment to gender equality and women's empowerment through various initiatives integrated into both curricular and extra-curricular activities. The curriculum is enriched with guest lectures and seminars on gender studies, gender diversity, and gender justice. These educational initiatives aim to broaden students' understanding of gender-related issues and promote a more inclusive campus environment. Regular women's safety awareness programs conducted by SHE teams further reinforce the institution's commitment to creating a secure atmosphere for female students and staff.

**Professional Ethics, Gender, Human Values, Environment and Sustainability are the part of many of the postgraduate programs offered at Osmania University.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

*Number of certificate / value-added courses /Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e\_Pathshala/ NPTEL and other recognized platforms where the students of the institution have enrolled and successfully completed during the last five years*

**Response:** 143

1.3.2.1 *Number of certificate/value added courses/Diploma Programme offered by the institutions*



*andonline courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms(without repeat count) where the students of the institution have enrolled and successfully completed during the last five years*

Response: 143

<b>File Description</b>	<b>Document</b>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>

### **1.3.3**

*Percentage of Programmes that have components of field projects / research projects / internships during last five years*

**Response:** 80.18

*1.3.3.1 Total Number of programmes that have components of field projects/research projects/internships (without repeat count) during last five years.*

Response: 89

*1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years.*

Response: 111

File Description	Document
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element offfield projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Structured feedback for curriculum and its transactions is obtained regularly from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:*

**Response:** A. Feedback collected, analysed, action taken & communicated to relevant body and feedback hosted on the institutional website

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### *Enrollment Percentage*

**Response:** 91.63

##### 2.1.1.1 *Number of Sanctioned seats year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
3698	3476	3466	3307	3270

##### 2.1.1.2 *Number of seats filled year-wise during the last five years, (only first-year admissions to be considered)*

2022-23	2021-22	2020-21	2019-20	2018-19
3387	3164	2904	3277	3044

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Document relating to sanction of intake as approved by competent authority	<a href="#">View Document</a>
Admission extract signed by the competent authority (only fresh admissions to be considered)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 2.1.2

##### *Percentage of seats filled against reserved categories (SC, ST, OBC, etc.) as per applicable reservation policy for the first year admission year-wise during the last five years*

**Response:** 100

**2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1849	1738	1733	1654	1635

**2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1849	1738	1733	1654	1635

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.1.3****Average variation in enrolment of learners in the DDE during the last five year****Response:** 321**2.1.3.1 Number of learners admitted afresh in the programmes offered by the DDE year-wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9675	6773	9018	8881	9071

  

File Description	Document
• Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
• List of programme-wise fresh enrolled learners year-wise authenticated by the Registrar of the institution	<a href="#">View Document</a>
• Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
• Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

*The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student*

#### **Response:**

Osmania University demonstrates a comprehensive approach to assessing student learning levels and implementing targeted programs to address diverse student needs within all programs. This multi-faceted strategy aims to support students from varied backgrounds and with different learning capabilities.

Assessment of learning levels is an integral part of the educational process. The university employs regular subject classes, remedial sessions, mentoring, and computer education classes to gauge student performance and progress. This on-going assessment allows faculty to identify areas where students may be struggling or excelling, enabling them to tailor their teaching methods accordingly.

A key feature of university's approach is the allocation of mentors to all students. These mentors play a crucial role in monitoring overall student performance, providing individualized guidance, and ensuring that each student receives the support they need to succeed academically and personally.

Recognizing the diverse backgrounds of its student body, particularly those from rural areas, the university has implemented strategies to enhance comprehension and engagement. Technical or complex terms are explained in local languages when necessary, bridging potential language gaps and ensuring that all students can fully grasp the course material.

The institution incorporates current and general topics related to the subject matter into class discussions.

This practice helps students connect theoretical knowledge with real-world applications, promoting a more holistic understanding of their field of study.

To enhance the learning experience, graphical modes of instruction are utilized, making classes more engaging and enjoyable. This visual approach can help students better understand complex concepts and retain information more effectively.

The institution recognizes that students have varying learning paces and capabilities. To address this, remedial classes are arranged for slow learners, providing additional support and reinforcement of key concepts. These classes may include simplified explanations, additional practice exercises, and one-on-one guidance to help students catch up with their peers.

Conversely, advanced learners are offered training programs designed to challenge and expand their knowledge and skills. These programs may include more complex problem-solving exercises, research opportunities, or advanced topics within their field of study.

The curriculum is thoughtfully designed to promote not only subject-specific knowledge but also overall skill development and personality growth. This holistic approach ensures that students are well-prepared for their future careers and personal lives.

To support slow learners further, the institution provides additional study materials, hand outs, and relevant documents. These resources are tailored to enhance understanding and reinforce key concepts, allowing students to review and study at their own pace.

For advanced learners, the institution offers self-explanatory study materials in digital formats, including software and soft copies. This approach allows these students to engage with more challenging content and explore topics in greater depth independently.

The institution also leverages technology and online resources to enhance learning opportunities. Students have access to online projects and internships, which can provide practical experience and exposure to real-world applications of their studies. Additionally, self-paced learning platforms such as Swayam and NPTEL are made available, allowing students to supplement their formal education with additional courses and resources.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

**2.2.2**

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

**Response:** 18.13

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.2.3

***Learners from Special Target Group: Average number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE over the last five years***

**Response:** 64

**2.2.3.1 Number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE year wise over the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
80	50	70	70	50

File Description	Document
Relevant certificate of authenticity of the target groups to be provided	<a href="#">View Document</a>
Data as per data template	<a href="#">View Document</a>
Certified list of social target groups of learners admitted in the institution by the head of the institution	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim	<a href="#">View Document</a>

## 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 experience and teachers use ICT-enabled tools including online resources for effective teaching learning process*

**Response:**

Osmania University has implemented a multifaceted approach to student-centric learning, incorporating experiential learning, participative learning, and problem-solving methodologies across all programs. This approach is designed to enhance the overall learning experience and prepare students for real-world challenges.

Experiential learning is a cornerstone of the university's curriculum. Students engage in internships, community projects, and hands-on training workshops, allowing them to apply theoretical knowledge in practical settings. These experiences are documented through e-portfolios, research-based reports, and reflective journals, encouraging students to critically analyze their learning processes and outcomes.

Participative learning is fostered through classroom discussions, seminars, and guest lectures. The faculty creates a conducive environment for open dialogue, encouraging students to actively contribute to the learning process. This approach helps develop critical thinking skills, enhances communication abilities, and promotes collaborative learning among peers.

Problem-solving methodologies are integrated into the curriculum through various activities and projects. Students are presented with real-world challenges and are encouraged to develop innovative solutions. This approach not only enhances their analytical skills but also prepares them for future professional environments where problem-solving is a crucial competency.

The university has also embraced ICT-enabled tools and online resources to enhance the teaching and learning process. Faculty members utilize PowerPoint presentations, smart boards, and other digital technologies to deliver engaging and interactive lectures. The implementation of online teaching methods has become increasingly important, especially in light of the COVID-19 pandemic.

To ensure effective use of these tools, the university conducts training programs on online teaching methodologies for faculty members. This initiative has enabled a smooth transition to digital learning platforms and ensured continuity in education during challenging times.

The university has also encouraged faculty participation in online faculty development programs conducted by various national and international organizations. These programs help educators stay updated with the latest advancements in technology and pedagogical approaches.

To further support digital learning, the university has developed MOOCs (Massive Open Online Courses) and Swayam course modules. These resources provide students with additional learning opportunities beyond the traditional classroom setting. WhatsApp groups have been created to facilitate regular communication, share extra materials, and provide links to resources that supplement the curriculum.

The university has invested in providing access to online research resources such as J-gate, E-shod-sindhu, E-journals, and Scifinder. These tools support both faculty and students in their research endeavors, encouraging a culture of inquiry and innovation.

Faculty members are actively engaged in research, publishing articles, and applying for patents based on their studies at the university. Additionally, some faculty members have published e-books, which are made available online, further expanding the digital resources available to students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

#### *The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues*

##### **Response:**

Osmania University's adoption of mentor-mentee schemes to address academic and psychological issues demonstrates a comprehensive approach to student support and development. University has implemented an effective system that recognizes the multifaceted challenges students face during their academic journey.

The mentor-mentee program at Osmania University is designed to provide students with a dedicated point of contact for addressing various concerns. This system acknowledges that students may encounter difficulties not only in their academic pursuits but also in their personal lives and psychological well-being. By assigning mentors to students, the university creates a supportive environment where learners can seek guidance and assistance in navigating these challenges.

One of the key strengths of mentor-mentee scheme is its accessibility. Students are encouraged to approach their mentors to discuss and resolve issues they may be facing. This open line of communication helps to ensure that problems are addressed promptly and do not escalate or negatively impact the student's academic performance or overall well-being. The frequent interactions between mentors and mentees facilitate a deeper understanding of each student's individual needs and circumstances.

Osmania University has taken steps to increase awareness and transparency of the mentor-mentee system. Mentor-mentee sheets are prominently displayed on notice boards, ensuring that all students are informed about their assigned mentors and the availability of this support system. This public display also serves to normalize the process of seeking help and guidance, potentially reducing any stigma associated with reaching out for assistance.

To maintain accountability and track the progress of these mentorship relationships, mentors also maintain mentor diaries. These diaries serve as a record of interactions, issues discussed, and solutions provided. The submission of these diaries to department heads on a semester basis allows for oversight and evaluation of the program's effectiveness. It also enables the institution to identify any recurring issues or trends that may require broader intervention or policy changes.

Recognizing that some student issues may require specialized support, Osmania University has established a psychological centre called 'Sahayam'. Mentors are empowered to refer students to this centre for further counselling when appropriate. This tiered approach to student support ensures that complex or severe psychological issues are addressed by trained professionals.

The integration of academic and psychological support through this mentor-mentee scheme reflects a holistic approach to student development. By addressing both academic and personal challenges, University aims to create an environment conducive to learning and personal growth. This approach recognizes that academic success is often closely linked to a student's overall well-being and ability to cope with life stressors.

The mentor-mentee relationship provides students with valuable guidance beyond immediate problem-solving. Mentors can offer career advice, help students develop professional skills, and provide insights into academic and industry expectations. This mentorship can be particularly beneficial for first-generation college students or those from disadvantaged backgrounds who may lack other sources of guidance and support.

Osmania University provides training and resources to faculty members serving as mentors, ensuring they are equipped to handle a wide range of student issues and effectively guide their mentees.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Development of Self-Learning Material (SLM) at DDE*

#### *Process followed for development of Self-Learning Material by DDE.*

#### **Response:**

The development of Self-Learning Material (SLM) at the Prof. G. Ram Reddy Centre for Distance Education (PGRRCDE) of Osmania University, Hyderabad, follows a structured and comprehensive process designed to ensure high-quality educational resources for students enrolled in Open and Distance Learning (ODL) courses. This process is integral to the success of distance education programs, as students primarily rely on these materials for their academic progress.

The SLM development process begins with the alignment of course content to the prescribed syllabus. The syllabus is meticulously crafted by the Board of Studies (BoS) for each subject and subsequently approved by the Faculty and the Standing Committee of the Academic Senate. This rigorous approval process ensures that the course material meets the university's academic standards and is relevant to the students' educational needs.

Once the syllabus is established, the PGRRCDE initiates the content creation phase. The centre contacts the respective Departmental Head and the Chairperson of the Board of Studies (CBoS) to obtain a list of subject experts qualified to author the lessons for the SLM. Additionally, they request recommendations for suitable editors, typically senior teachers, to oversee the quality and consistency of the material.

The SLM for each paper is designed to contain 15 comprehensive lessons, accompanied by relevant references. This structure provides students with a thorough understanding of the subject matter and resources for further study. The university has established a remuneration system to compensate the contributors, offering Rs. 2,500 per lesson to authors and Rs. 18,000 to editors for their expertise and effort in developing each SLM. This financial investment underscores the university's commitment to producing high-quality educational resources.

Following the writing and editing stages, the SLM undergoes a rigorous review process to ensure its adherence to academic standards and its effectiveness as a self-learning tool. Once finalized, the material is sent for printing to a designated printing firm. The selection of this firm is conducted annually through a transparent tendering system, ensuring cost-effectiveness and quality in production.

The print run for each SLM is determined based on the enrolment numbers for the respective course in a given academic year.

To maintain the relevance and currency of the course content, the DDE has implemented a system for regular syllabus review and updates. When significant changes or updates are made to the syllabus, the entire SLM development process is reinitiated to reflect these modifications.

An important aspect of the PGRRCDE's approach is the alignment of its course content with that of regular on-campus programs. The university aims to maintain approximately 80% consistency between the ODL syllabus and the corresponding regular course syllabus. This alignment serves multiple purposes:

1. It ensures that distance learning students receive an education comparable to their on-campus counterparts.
2. It facilitates easier credit transfer and academic mobility for students who may wish to transition between distance and regular programs.
3. It maintains the credibility and recognition of the distance education qualifications in academic and professional circles.

<b>File Description</b>	<b>Document</b>
Policy document on SLM	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.4

***Availability of digitized SLMs for the learners - Percentage of programs offered by DDE having access to online SLMs***

**Response:** 21.98

**2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the last five years.**

Response: 109

**2.3.4.2 Total number of SLMs developed by the institution across all the Programs offered by the DDE.**

Response: 496

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of Digitized SLM program wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Links to digitized SLM hosted in the institutional website	<a href="#">View Document</a>

### 2.3.5

***DDE's Mechanism to provide academic counseling support and Academic counselling sessions conducted***

***An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills; Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre.***

**Response:**

PGRRCDE has been providing counselling support to the enrolled learners at the headquarters i.e., in its premises in the Osmania University Campus, and also at the 10 District Post Graduate Centres/ Learner Support Centres in the 10 districts under the jurisdiction of Osmania university.

1. At PGRRCDE, there are several counters opened in respect of each of the ODL courses like the MA (Social Sciences), MA (Arts), M.Com., M.Sc., MCA, MBA, BA, B.Com, and BBA, to address the issues of counselling, admission and examination related questions, and each day several hundreds of students visit these counters from different parts of the State of Telangana and also the other States.
2. The staff of the counters are given training and sensitization regarding the respective courses as to

the eligibility for admission, time of admissions, examinations and assignments etc. in order to inform the same.

3. At the District PG Centres/Learner Support Centres (LSCs) usually situated in the Government Degree Colleges in the Districts, there is a coordinator appointed at each LSC among the staff of the concerned college. He/she shall be responsible to counsel the students from time to time regarding the classwork, SLM, examinations etc. in consultation with the PGRRCDE.
4. Orientation/Induction Programmes are conducted in the beginning of the academic year to counsel the students.
5. The official website of the PGRRCDE consists of the updated information and also compliances with the UGC ODL Regulations.
6. During the classwork also, counselling sessions are conducted for the students.
7. Up to date information is sent to the students through SMS on their registered mobile numbers
8. Seminars are organised with the industry experts and domain specialists to augment the skills of the students.

File Description	Document
Schedules of different counseling activities	<a href="#">View Document</a>
Reports on counselling sessions from RCs / LSCs / Finance division.	<a href="#">View Document</a>
Report of academic Counseling sessions	<a href="#">View Document</a>
Payment vouchers to be produced Learner Support Centres under each Regional Centre year wise	<a href="#">View Document</a>
Monitoring reports of LSCs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

*Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years*

**Response:** 59

#### 2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
834	834	834	834	834

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 2.4.2

***Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years***

**Response:** 96.62

***2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt during the last five years.***

Response: 515

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 2.4.3

***Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)***

**Response:** 16.27**2.4.3.1 Total teaching experience of full-time teachers (for the latest completed academic year)**

Response: 7159

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4**

***Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics in DDE respectively year wise over the last five years***

**Response:** 100**2.4.4.1 Number of Fulltime teachers and other academics appointed in DDE against the sanctioned post during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
236	236	236	236	236

**2.4.4.2 Number of sanctioned post of full time teacher and other academics available in DDE**

2022-23	2021-22	2020-21	2019-20	2018-19
236	236	236	236	236



<b>File Description</b>	<b>Document</b>
The DVV may seek for selected appointment order of full time teacher and other academics during DVV process	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Proof of posts in sanction	<a href="#">View Document</a>
List of full time teachers and other academics authenticated by the head of the institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
• Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.4.5

### *Learner : Academic Counsellor ratio*

**Response:** 41

#### 2.4.5.1 *Number of empanelled Academic Counsellors for the latest completed academic year*

Response: 236

#### 2.4.5.2 *Number of learners during the last completed academic year*

Response: 9675

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of Academic counsellor	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Further details of payment or proof of engagement of Academic Counsellor of specific LSC will be sought by DVV during clarification	<a href="#">View Document</a>

## 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 last date of declaration of results year-wise during the last five years***

**Response:** 81

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	144	76	53	70

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5.2

***Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years***

**Response:** 0.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	10	0	0	2

***2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years***

2022-23	2021-22	2020-21	2019-20	2018-19
2885	2193	2950	2131	2715

  

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.3

#### *Status of automation of Examination division along with approved Examination Manual/ordinance*

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

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	<a href="#">View Document</a>
Copies of the purchase order and bills/AMC of the software.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5.4

### *Formative Assessment procedures at DDE*

#### *Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE*

#### **Response:**

PGRRCDE employs a comprehensive system of formative assessment and continuous evaluation to ensure the academic progress and engagement of its students. These procedures are designed to provide ongoing feedback and assessment throughout the course of study, allowing for timely interventions and support where needed. The following outlines the key components and procedures of assessment system:

**1. Mandatory Contact Classes:** Upon admission, students are required to attend contact classes. These sessions serve multiple purposes:

1. Providing face-to-face interaction with instructors
2. Clarifying doubts and addressing questions
3. Facilitating peer-to-peer learning

**1. Assignment Submission:** A crucial component of the continuous assessment process is the regular submission of assignments. These assignments are:

1. Based on predetermined topics relevant to the course material
2. Designed to assess understanding and application of concepts
3. Graded and feedback provided to students

**1. Project Reports:** For specific programs such as BBA, MBA, and MCA, students are required to submit project reports. This involves:

1. Conducting research or practical work related to their field of study
2. Applying theoretical knowledge to real-world scenarios
3. Developing critical thinking and analytical skills

**1. Practical Examinations:** Certain courses incorporate practical examinations as part of the assessment process:

1. MCA students undergo practical exams to assess hands-on skills
2. M.Sc. (Statistics), BA (Geography), and BA (Statistics) also feature practical assessments

**1. Clearly Defined Guidelines and Timelines:** The Centre establishes and communicates clear guidelines for all assessment components:

1. Specific timelines and deadlines for assignment and project submissions
2. Consequences for late submissions or non-compliance
3. Criteria for evaluation and grading

**1. Mentor/Guide Allocation:** For programs requiring extensive project work, such as MBA:

1. Faculty members are assigned as mentors or guides
2. These mentors provide ongoing support and feedback throughout the project
3. Regular check-ins and progress reports are typically required
4. Mentors assist in ensuring projects meet academic standards and course objectives

1. Comprehensive Information Dissemination: To ensure all students are well-informed about assessment procedures:

1. A detailed prospectus is issued annually by the PGRRCDE (Prof. G. Ram Reddy Centre for Distance Education)
2. The prospectus is available in both printed and electronic formats
3. It contains all relevant information about formative assignments and assessment procedures

1. Continuous Monitoring and Feedback: Throughout the academic year, the DDE implements:

1. Regular review of student performance in assignments and projects
2. Identification of students who may be struggling or falling behind
3. Provision of additional support or resources as needed

1. Technology Integration: To facilitate the assessment process, the DDE may utilize:

1. Online submission systems for assignments and projects
2. Digital platforms for conducting quizzes or tests
3. Virtual labs for practical components where applicable

1. Quality Assurance: To maintain the integrity and effectiveness of the assessment process:

1. Regular review and updating of assessment methods and criteria
2. Standardization of grading practices across different courses and instructors
3. Collection and analysis of student feedback on assessment procedures
4. Continuous professional development for faculty in assessment techniques

File Description	Document
Policy documents on Evaluation Methodology of DDE	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution*

**Response:**

Osmania University shows a comprehensive approach to integrating, publicizing, and evaluating learning outcomes for its programs and courses. This commitment is evident through various measures implemented across departments and academic processes.

Program and Course outcomes are widely publicized through the institution's online platforms. Each department maintains a detailed profile on the Osmania University and constituent college websites. These profiles contain essential information about courses offered, emphasizing their importance and relevance. To showcase the practical value of their programs, departments highlight success stories of current students and alumni. This includes data on placements, which provides prospective and current students with insights into potential career paths and opportunities.

The institution also emphasizes student achievements in state-level and national-level examinations, demonstrating the effectiveness of their academic programs in preparing students for standardized tests. Information about fellowships and scholarships gained by students is made available, illustrating the academic prowess of the student body and the potential financial support available to high-achieving individuals.

Faculty profiles play a crucial role in publicizing the institution's academic strengths. These profiles, available online, provide comprehensive information about faculty members' achievements, research focus areas, publications, collaborations, and ongoing projects. This transparency not only showcases the expertise available to students but also highlights the institution's research capabilities and industry connections.

The attainment of program-specific outcomes is evaluated through a multi-faceted approach. Regular internal assessment tests are conducted to gauge students' progress and understanding of course material. For final-year students, project work is a key component of their assessment, with evaluations conducted by a panel. This project work often involves collaboration with external organizations such as AMD, NGRI, TCS, Deloitte, ECIL, and BHEL, providing students with real-world experience and industry exposure.

Semester-end examinations serve as another crucial tool for evaluating the attainment of learning outcomes. These comprehensive assessments test students' knowledge and skills acquired throughout the course.

Osmania University also employs a unique method of evaluation through Annual Departmental Conferences. These conferences, held regularly for both undergraduate and postgraduate courses, serve as a platform for presenting student work and gathering feedback on subjects and outcomes. This approach allows for a more holistic evaluation of program effectiveness and student achievement.

Results analysis is conducted both program-wise and course-wise, allowing the university to identify strengths and areas for improvement in their academic offerings. This data-driven approach enables continuous refinement of curricula and teaching methodologies to better align with desired learning outcomes.

The integration of learning outcomes into the assessment process is further evident in the institution's emphasis on practical, industry-relevant experience. The outgoing students across various programs are

required to complete dissertation work, often in collaboration with reputed organizations. This requirement ensures that students can apply theoretical knowledge to real-world scenarios, thereby demonstrating the attainment of crucial program outcomes.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 2.6.2

*Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)*

**Response:** 90.68

#### 2.6.2.1 *Total number of final year students who passed the examination conducted by Institution*

Response: 2375

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the Controller of Examinations indicating the pass	<a href="#">View Document</a>
Annual report of COE highlighting the pass percentage of students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.6.3

*Submission of assignments - Percentage of learners submitting assignments*

**Response:** 78.91

**2.6.3.1** *Number of learners enrolled in the preceding academic year (only newly enrolled in programmes offered by DDE) have submitted assignments as per the academic calendar (Data for the latest completed academic year)*

Response: 7635

**2.6.3.2** *Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)*

Response: 9675

File Description	Document
Report of the DDE on assignment submission status of learners duly endorsed by the Head of the institution for the latest completed academic year	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Web-link to academic calendar of the Institution	<a href="#">View Document</a>

## 2.6.4

*Percentage of learners passed out term end examination*

**Response:** 42.81

**2.6.4.1** *Number of learners passed out the term end examination (only newly enrolled in programmes offered by DDE in the latest completed academic year)*

Response: 4142

**2.6.4.2** *Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)*

Response: 9675



File Description	Document
Result sheet of learners duly endorsed by the Head of the institution for the latest completed academic year	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual Report of the DDE highlighting pass percentage of the learners who appeared in the exam	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response:</b></p>	
File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
<p><b>2.7.2</b></p> <p><b><i>Online Learner Satisfaction Survey regarding teaching-learning process .(For Distance learners)</i></b></p> <p><b>Response:</b></p>	
File Description	Document
Database of all currently enrolled Distance Learners	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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 are well defined policy for promotion of research which is uploaded on the institutional website and implemented*

#### **Response:**

Osmania University has established a robust framework for enhancing its research capabilities and infrastructure. The institution has actively pursued the procurement of scientific equipment through various funding programs, including RUSA (Rashtriya Uchcharat Shiksha Abhiyan), UPE (University Potential for Excellence), PURSE (Promotion of University Research & Scientific Excellence), and ICSSR. These initiatives are supported by diverse funding agencies such as UGC, DST, DBT, TEQIP, and SAP, indicating a proactive approach to securing resources for research advancement.

The university's commitment to maintaining up-to-date research facilities is evident in its on-going efforts to acquire state-of-the-art equipment. This equipment is strategically allocated to individual departments or housed in the CFRD (Central Facilities for Research and Development) Building, ensuring accessibility for faculty members engaged in research activities or practical coursework. This approach not only facilitates cutting-edge research but also enhances the quality of education by integrating research tools into the learning process.

A well-defined research and development policy (<https://www.osmania.ac.in/iqac/assets/files/Research-anddevelopmentPolicy.pdf>) underlies Osmania University's efforts to promote scholarly activities. This policy likely outlines the institution's goals, priorities, and strategies for advancing research across various disciplines. The implementation of this policy is reflected in several concrete measures:

**Financial Support:** Osmania University provides seed money to faculty and research students, enabling them to procure essential equipment for initiating research projects. This support is crucial for fostering new research initiatives and encouraging innovative ideas.

**Exclusive Research Centres:** University has exclusive research centres with state-of-art research laboratories like, Centre for Plant and Molecular Biology (CPMB), Institute of Genetics and Hospital for Genetic Diseases (IG & HGD), Research and Training Unit in Navigational Analysis (NERTU), Japal-Rangapur Observatory, etc.

**Centres of Excellence:** Osmania University has established centres of excellence under RUSA, like Centre for artificial Intelligence and machine learning, **Centre for Biodiversity and Conservation Studies, Centre for microbial and Fermentation Technology, Dr. Ambedkar Research centre,** Osmania Technology Business Incubator, etc.

**Quality Research Incentives:** Osmania University actively encourages faculty to publish in high-impact, Grade A journals and to secure patents. To this end, it provides financial assistance for journal submission fees and patent filing costs. This approach not only promotes high-quality research output but also enhances the institution's academic reputation.

**Recognition and Awards:** The implementation of the Vice-Chancellor's awards for the best researcher of the year and certificates of honour for faculty who secure research funding or patents serves as a motivational tool to encourage excellence in research.

**Student Engagement:** The policy extends to undergraduate and postgraduate students, supporting their involvement in hardware projects and conference presentations. This initiative, coupled with funding for start-up ideas, nurtures a research-oriented mind-set among students and promotes innovation.

**Faculty Development:** Osmania University facilitates faculty participation in research activities, doctoral studies, and postdoctoral work at international institutions through quality improvement and faculty exchange programs. This commitment to continuous learning and global exposure enhances the research capabilities of the faculty.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

### 3.1.2

*The institution provides seed money to its teachers for research (average per year)*

**Response:** 38.49

3.1.2.1 *Amount of seed money provided by institution to its teachers for research year- wise during the last five years(INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
0	39	61	36.6	55.87

File Description	Document
Sanction letters of seed money to the teachers is mandatory.	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 1.88

*3.1.3.1 Number of teachers who received national / international fellowship / financial support from various agencies, for advanced studies / research; year-wise during the last five years.*

Response: 10

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.1.4

*Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years*

**Response:** 37.34

*3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years.*

Response: 742

*3.1.4.2 Number of PhD Scholars enrolled during last five years.*

Response: 1987

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

**3.2.1**

***Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years***

**Response:** 14282.95

**3.2.1.1 Total Grants for Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years (INR in Lakhs).**

Response: 14282.95

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the letters of award for research, endowments, Chairs sponsored by Government and non-government sources	<a href="#">View Document</a>

**3.2.2**

***Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years***

**Response:** 0.17

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

Response: 90

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies.	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1

*Institution has created an ecosystem for innovations, Indian Knowledge System (IKS) including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of technology/knowledge and the outcomes of the same are evident*

#### **Response:**

The Osmania University has established a comprehensive ecosystem to foster innovation, promote the Indian Knowledge System (IKS), and facilitate knowledge creation and transfer. This ecosystem encompasses various initiatives, including the establishment of an IPR cell, incubation centre, and other supportive structures.

At the heart of this innovation ecosystem is the Osmania Technology Business Incubator (TBI), established as a Centre of Excellence under the RUSA 2.0 programme of the Ministry of Human Resource Development, Government of India. The TBI focuses on three key areas: Entrepreneurship, Employability, and Innovation. It is managed by the OU Idea Labs Foundation, a Section 8 Company, ensuring efficient coordination and governance.

The incubator's scope aligns with various scientific and technological disciplines within the university, including Earth Science, Life Science, Chemical Science, Physical Science, Technology, Pharmacy, and multiple Engineering departments. Additionally, it encompasses Education and Psychology departments and 12 research centres. This broad coverage ensures a multidisciplinary approach to innovation and knowledge creation.

The TBI has identified nine sub-areas of immediate focus, ranging from Medical Devices and Biotechnology to Education Innovation and Psychological interventions. This targeted approach allows for concentrated efforts in areas of high potential and relevance to current societal and industrial needs.

To promote the Indian Knowledge System, Osmania University has taken several significant steps. Teachers also explain the subject in the regional language wherever needed for better understanding of

the concepts. The Sanskrit Academy, established in 1954 and elevated to an Adarsha Shodha Sansthan in 2002, serves as a crucial research centre for preserving and investigating Sanskrit manuscripts. It also contributes to the editing and publication of these manuscripts, thereby promoting Sanskrit learning and scholarship.

The university has integrated the teaching of Indian heritage and culture into its undergraduate curriculum, making it mandatory across all three years of study. This initiative ensures that students are exposed to and engage with India's rich cultural and intellectual traditions. Furthermore, the university offers postgraduate programs in various Indian languages, including Sanskrit, Urdu, Telugu, Kannada, and Marathi, both on its main campus and in constituent colleges.

In a move to broaden students' exposure to Indian knowledge systems, engineering students are encouraged to take non-credit courses in Sanskrit and Indian Constitution. This interdisciplinary approach helps in creating well-rounded professionals who are grounded in their cultural heritage while pursuing technical education.

Recognizing the importance of intellectual property rights in the innovation ecosystem, Osmania University established an IPR cell in August 2021. The cell has been actively conducting awareness programs to educate students, faculty, and researchers about the significance of IPR in innovation and knowledge transfer. These efforts are well-documented and accessible on the university's website, ensuring transparency and easy access to information.

The outcomes of these initiatives are evident in the university's growing reputation as a hub for innovation and research. The incubation centre provides a nurturing environment for start-ups and innovative projects, while the focus on Indian knowledge systems ensures that traditional wisdom is preserved and integrated with modern education and research.

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 130

*3.3.2.1 Total number of awards received for research/innovations by institution/teachers/research scholars/students during the last five years.*

**Response:** 130



File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

*The institution ensures implementation of its stated Code of Ethics for research through:*

- 1. Inclusion of research ethics in the research methodology course work*
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)*
- 3. Plagiarism check through software*
- 4. Research Advisory Committee*

**Response:** A. All of the above

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included.	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.4.2

*Number of Patents awarded during the last five years..*

**Response:** 99

**3.4.2.1 Total number of Patents awarded during the last five years..**

Response: 99

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### **3.4.3**

*Number of Ph.Ds awarded per recognized guideduring the last five years*

**Response:** 6.2

**3.4.3.1 How many Ph.Ds were awarded during last 5 years**

Response: 1991

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

Response: 321

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
PhD Award letters to PhD students.	<a href="#">View Document</a>
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.4

*Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years*

**Response:** 10.83

*3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years*

Response: 5775

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List and links of the papers published in journals listed in UGC CARE list and	<a href="#">View Document</a>
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.5

***Number of books and chapters in edited volumes published per teacher during the last five years*****Response:** 0.62***3.4.5.1 Total number of books and chapters in edited volumes / books published during the last five years.***

Response: 331

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of chapter/book with the links redirecting to the source website.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**3.4.6*****E-content is developed by teachers :***

- 1. For e-PG-Pathshala***
- 2. For CEC (Undergraduate)***
- 3. For SWAYAM***
- 4. For other MOOCs platforms***
- 5. Any other Government Initiatives***
- 6. For Institutional LMS***

**Response:** A. Any 4 or more of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.7

***Bibliometrics of the publications during the last five years based on average Citation Index in Scopus/ Web of Science***

***Data to be provided for the last five years:***

- ***Title of the paper***
- ***Name of the author***
- ***Title of the journal***
- ***Year of publication***
- ***Citation Index***

**Response: 0**

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.8

***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-Index of the University***

*h-index of the institution based on publications made in Scopus Web of Science during the last five years*

*Data for the last five years will be considered*

- *Title of the paper*
- *Name of the author*
- *Title of the journal*
- *Year of publication*
- *H index*

**Response:** 0

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Consultancy

#### 3.5.1

*Revenue generated from consultancy and corporate training during the last five years*

**Response:** 3288.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
313.29	585.51	429.43	946.27	1013.69

<b>File Description</b>	<b>Document</b>
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution.	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

*Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years*

*(Showcase at least four case studies to the peer team)*

#### **Response:**

Throughout the year, our institution has conducted a wide range of extension activities aimed at making a positive impact on the local community and sensitizing students to important social issues. These initiatives have contributed significantly to the holistic development of our students while addressing various community needs.

One of our key focus areas has been health and wellness. IoG & HGD organized a free health camp on "Genetic Counselling & Screening of High-Risk Pregnant Women," which provided valuable medical services and information to expectant mothers in our community. This initiative not only benefited the local population but also gave the students practical exposure to healthcare outreach programs. In recognition of "Rare Disease Day," we held an "Open Day" event to raise awareness about uncommon medical conditions. This program helped educate both students and community members about the challenges faced by individuals with rare diseases and the importance of research and support in this

field.

Osmania University participated in the "Pulse Polio Programme," contributing to the national effort to eradicate polio. Students actively engaged in this campaign, learning about the importance of preventive healthcare and community-wide vaccination efforts.

To promote physical and mental well-being, University organized college-level International Day of Yoga programmes. These events not only taught students and community members about the benefits of yoga but also emphasized the importance of maintaining a healthy lifestyle.

Several activities were conducted to address critical social issues. On World Day of Social Justice, University held events to highlight the importance of equality, human rights, and social progress. The "Rashtriya Ekta Diwas" (National Unity Day) programme fostered a sense of national integration and unity among our students and the community.

Osmania University observed World AIDS Day with a dedicated programme to educate participants about HIV/AIDS prevention, treatment, and the importance of supporting affected individuals. This initiative helped combat stigma and misinformation surrounding the disease.

A Blood Donation Camps were conducted, allowing students and community members to contribute to this life-saving cause. This activity not only helped local healthcare facilities but also instilled a sense of social responsibility in the students.

Recognizing the growing concern of substance abuse, university held an Anti-Drug Awareness Programme to educate participants about the dangers of drug use and available support systems for those affected.

In response to the on-going global pandemic, Osmania University facilitated a Covid vaccination drive, contributing to public health efforts and demonstrating the importance of community-wide participation in controlling infectious diseases.



Mental health and well-being were also key focus areas. University conducted awareness and sensitization programs on suicide prevention, anti-ragging, stress management, and mental health. These initiatives, led by our Sahayam team, reached a wide audience including colleges, schools, Telangana prisons, and police personnel.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

*Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years*

**Response:** 97

*3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.*

2022-23	2021-22	2020-21	2019-20	2018-19
30	32	10	8	17

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

*Number of functional MoUs/linkage 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:** 90

*3.7.1.1 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 during the last five year*

Response: 90

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

*a. teaching - learning. viz., classrooms, laboratories,*

*b. ICT enabled facilities such as smart classes, LMS etc.*

*c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.*

**Response:**

#### **a. Teaching-learning facilities:**

Osmania University claims an extensive network of classrooms and laboratories. With 250 classrooms of which 105 classrooms have smart boards, and 100 laboratories, including 50 computer labs equipped with WiFi and LAN connectivity, the university provides ample space for traditional and modern teaching methodologies. The infrastructure facilities allows for a diverse range of academic activities, from lectures to hands-on practical sessions.

The university's commitment to research is evident in its Central Facilities for Research and Development (CFRD), which houses various instruments to facilitate advanced research work. Science departments also have their central instrumentation labs with sophisticated instruments. These setups enable students and faculty to engage in cutting-edge research across disciplines.

To support specialized software needs, the university maintains high-end computer systems capable of running applications such as ARCGIS, Matlab, and ANSII. These resources are particularly valuable for technical and scientific courses that require sophisticated computational tools.

#### **b. ICT-enabled facilities:**

Osmania University has embraced Information and Communication Technology (ICT) to enhance its educational offerings. The campus-wide WiFi network ensures that students and faculty have abundant access to online resources and digital learning materials.

The university has implemented a contemporary University Management System (UMS) to maintain digital student portfolios and faculty CVs. This system likely facilitates administrative processes and academic tracking.

The Educational Multimedia Research Centre (EMMRC) is a notable facility, equipped to record classes and produce online learning materials. This capability is particularly relevant in the current era of blended and distance learning.

All the departments have been outfitted with smart board facilities, indicating a move towards more interactive and technology-enhanced classrooms, suggesting the modernized teaching spaces.

The university's library, the Dr. B.R. Ambedkar Memorial Library, offers extensive resources, including e-resources and access to digital repositories like Shodhganga. The 24/7 section of the library demonstrates the institution's commitment to supporting flexible study schedules.

### **c. Facilities for cultural activities, sports, and recreation:**

Osmania University places a strong emphasis on holistic student development, evidenced by its extensive sports and cultural facilities.

For cultural activities and large gatherings, the university has several venues:

1. Tagore Auditorium hosts major events such as youth festivals, convocations, and conferences. It also screens inspirational films for students.
2. An open-air amphitheatre provides space for large outdoor gatherings.
3. Mekaster Auditorium and PGRRCDE Seminar Hall offer additional spaces for events.
4. Each college within the university has seminar halls for departmental activities.

The presence of 10-12 auditoriums with capacities ranging from 100 to 1000 seats further enhances the university's ability to host large-scale events such as national and international conferences, workshops, and guest lectures, providing students with exposure to broader academic perspectives. This encourages all-round development by providing spaces for extracurricular and co-curricular activities.

The sports facilities available are

- Indoor Stadium
- Basketball Courts
- Swimming Pool
- Floodlit Tennis Court
- Cricket Grounds
- Football Field
- Hockey Field
- Gymnasiums
- Cycling Velodrome
- Kabaddi Courts
- Kho Kho Play field
- Softball Court
- Ball Badminton Courts
- Tennikoit Courts
- Volleyball Courts
- Synthetic Athletics Track

These facilities are managed by the University College of Physical Education.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.1.2**

*Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years*

**Response:** 35.36

*4.1.2.1 Expenditure for infrastructure development and augmentation excluding salary, year wise during the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
453.24	507.42	480.72	219.47	579.23

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.1.3**

*Expenditure incurred for infrastructure augmentation and maintenance of DDE*

**Response:** 1.51

*4.1.3.1 Expenditure incurred for infrastructure augmentation of DDE against total expenditure excluding salary year wise during the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
7.70	36.16	13.78	12.58	25.42

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation of DDE should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscription to e-resources and journals are made. The library is optimally used by the faculty and students*

#### Response:

The University Library at Osmania University has implemented a comprehensive automation process, utilizing the New Gen Lib Library Software (version 3.04) since 2003-04. This Integrated Library Management System (ILMS) has transformed the library's operations and services, bringing them into the digital age.

The automation process has encompassed several key areas:

1. Cataloguing and OPAC: The entire collection of the University Library has been digitally catalogued and made available through an Online Public Access Catalog (OPAC). This allows users to search for and locate resources efficiently from any connected device.
2. Barcode Generation: All library materials have been assigned barcodes, facilitating easier tracking, check-out, and check-in processes.
3. Section-wide Computerization: Every section of the library has been computerized, streamlining operations and improving service delivery.
4. Manuscript and Rare Book Digitization: The library has undertaken the important task of digitizing its collection of manuscripts and rare books. This not only preserves these valuable resources but also makes them more accessible to researchers and scholars.
5. Web Accessibility: The OPAC can be accessed through the Osmania University website, allowing users to search the library's holdings remotely.

In terms of digital facilities and e-resources, the library has made significant investments:

1. Internet Cell: A new Internet Cell has been established, equipped with numerous computer systems and printers. This facility enables students to access a wide range of digital resources.
2. E-Journals and E-Books: The library provides access to electronic journals and e-books, expanding the range of resources available to users beyond physical collections.
3. Digital Books and Manuscripts: Digitized versions of books and manuscripts are made available, enhancing preservation efforts and improving accessibility.

The library's commitment to providing adequate subscriptions to e-resources and journals is evident in the range of digital materials made available to users. While specific details about the extent of these subscriptions are not provided in the given text, the emphasis on e-journals, e-books, and digital materials suggests a substantial investment in this area.

Regarding optimal usage by faculty and students, several points indicate high utilization:

1. Study Hub: The library serves as a crucial study hub for students preparing for competitive examinations and government jobs.
2. Daily Usage: Hundreds of students use the general library facilities every day, indicating strong engagement with the resources provided.
3. Faculty Utilization: Teachers regularly use the library to update their knowledge, which in turn benefits their students through improved instruction.
4. Research Support: The digitization of manuscripts and rare books, along with access to e-resources, supports advanced research activities.

The automation and digital initiatives undertaken by the Osmania University Library have clearly transformed it into a modern, efficient, and user-friendly resource centre. By providing easy access to a wide range of physical and digital materials, the library has positioned itself as an essential component of the university's academic ecosystem. The high daily usage by students and the regular utilization by faculty for knowledge updating demonstrate that the library's resources are indeed being optimally used by the university community.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Provide the Paste link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during the last five years..**

**Response:** 3.23

**4.2.2.1 Annual expenditure for purchase of books and journals year- wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
31.44	28.43	39.48	53.98	51.22

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority(relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

***Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection***

**Response:**

Osmania University shows strong commitment to maintain and enhance its IT infrastructure, regularly updating its facilities and ensuring ample internet bandwidth for its academic community, which is evident in many aspects:

**Microsoft Licensing:** University consistently renews its Microsoft licenses under the Campus Agreement. This comprehensive licensing package includes server licenses, operating systems, MS Office, and other essential software. By maintaining up-to-date licenses, Osmania University ensures that its staff and students have access to the latest software tools, enhancing productivity and staying current with industry standards. Regular renewal of these licenses ensure compliance with software licensing regulations and provides access to the most recent security updates and features.



**Official Website Development:** Osmania University has recently launched a new official website, developed entirely in-house. This initiative showcases the university's technical capabilities and commitment to self-reliance in IT infrastructure. The website's most notable feature is its accessibility in 26 different languages, demonstrating the university's dedication to inclusivity and global outreach. This multilingual approach allows for broader communication with diverse stakeholders, including international students, researchers, and partners.

The university has assigned a dedicated IT team to manage and update the website regularly. This proactive approach ensures that the website remains current, relevant, and informative. Regular updates are crucial for maintaining an effective online presence, providing accurate information to visitors, and adapting to the evolving needs of the university community.

**CERT-IN Certification:** Osmania University is actively pursuing CERT-IN (Indian Computer Emergency Response Team) certification for all applications used across its various colleges, departments, and centres. This initiative underscores the university's commitment to cyber security and data protection. CERT-IN certification is a recognized standard for information security in India, and by obtaining this certification; Osmania University is ensuring that its digital infrastructure meets stringent security requirements. This process involves rigorous assessment and implementation of security measures, which will enhance the overall security posture of the university's IT systems.

**Internet Connectivity:** To provide robust and uninterrupted internet services, Osmania University has implemented a dual-provider strategy for internet connectivity and maintains two separate 1 GB internet lease lines:

1. A 1 GB internet lease line from BSNL (Bharat Sanchar Nigam Limited), India's state-owned telecommunications company.
2. Another 1 GB internet lease line from RailTel Corporation of India, a public sector undertaking under the Ministry of Railways.

This dual-provider approach offers several advantages:

1. **Redundancy:** By having two separate internet connections from different providers, the university ensures continuity of service even if one provider experiences issues.
2. **Load balancing:** The two connections can be used to distribute network traffic, optimizing performance and reducing congestion.
3. **Increased bandwidth:** With a combined capacity of 2 GB, the university can accommodate high bandwidth demands from its various facilities.

The extensive coverage of these internet connections is noteworthy. The university ensures that high-speed internet is available across all hostels, colleges, departments, and centres within the Osmania University campus. This comprehensive coverage facilitates seamless access to online resources, supports e-learning initiatives, and enables efficient communication and collaboration among students, faculty, and staff.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.3.2**

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

**Response:** 1.05

**4.3.2.1 Number of computers available for student use**

Response: 7600

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Purchased Bills/Copies highlighting the	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.3.3**

*Institution has the following Facilities for e-content development and other resource development*

- 1. Audio visual center, mixing equipment, editing facilities and Media Studio*
- 2. Lecture Capturing System(LCS)*
- 3. Central Instrumentation Centre*
- 4. Animal House*
- 5. Museum*
- 6. Business Lab*
- 7. Research/statistical database*
- 8. Moot court*
- 9. Theatre*
- 10. Art Gallery*
- 11. Any other facility to support research*

**Response:** A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.3.4

***The rooms of the DDE are IT enabled: Percentage of the rooms and seminar halls of the DDE with ICT enabled facilities***

**Response:** 100

**4.3.4.1 *Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date)***

Response: 35

**4.3.4.2 *Total number of rooms and seminar halls of the DDE (cumulative) (data as on date)***

Response: 35

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the DDE.	<a href="#">View Document</a>
Geotagged photos of the rooms and seminar halls of DDE with ICT facility	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years*

**Response:** 53.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
266.88	1084.83	584.87	935.47	544.28

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority(relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1	<a href="#">View Document</a>
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### 4.4.2

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

**Response:**

Osmania University has implemented comprehensive systems and procedures for maintaining and utilizing its physical, academic, and support facilities.

Laboratory Maintenance:

The university places great emphasis on maintaining state-of-the-art laboratories. The Central Facilities for Research and Development (CFRD) houses a central instrumentation facility accessible to all research scholars and faculty members. This ensures optimal utilization of advanced equipment and promotes interdisciplinary research. Regular maintenance schedules are in place, overseen by dedicated technical staff to ensure all instruments remain in prime condition.

#### Library Management:

The University Central Library is a foundation stone of academic support. It employs a modern library management system for efficient cataloging, borrowing, and returning of books. Regular updates to the collection ensure that students and faculty have access to the latest academic resources. The library also provides digital access to journals and e-books, maintaining a balance between traditional and modern learning resources.

#### Sports Complex Upkeep:

Osmania University boasts extensive sports facilities, including a state-of-the-art swimming pool. The Physical Education Department oversees the maintenance of these facilities. Regular inspections and maintenance routines are conducted to ensure the safety and functionality of all sports equipment. The university has constituted specific committees to oversee the upkeep of sports facilities, conducting periodic review meetings to address any issues promptly.

#### Computer Labs and IT Infrastructure:

The university recognizes the critical role of technology in modern education. Infrastructure cell, Osmania University and the dedicated committees are responsible for the maintenance and upgrading of computer labs. These committees conduct regular audits of hardware and software, ensuring that the IT infrastructure remains up-to-date and secure.

#### Classroom Maintenance:

The University Building Division takes primary responsibility for maintaining classrooms and other physical infrastructure. This includes regular cleaning, repairs, and renovations as needed.

#### Support Facilities:

Osmania University offers a wide array of support facilities which include:

1. Civil Services Academy: Provides specialized training for students aspiring for civil services.
2. National Economic Depository: Facilitates easy access to academic and financial records.
3. Human Capital Development Centre: Focuses on enhancing employability skills.
4. Employment Information Bureau: Disseminates information about job opportunities.
5. English Language Training Centre: Improves language proficiency of students.
6. Hostel Messes: Ensures quality accommodation and food services for residential students.
7. Directorate of Placement Services and International Placement Services: Coordinates campus placements and international job opportunities.
8. SC, ST, BC, and Minority Cells: Provide support and guidance to students from various backgrounds.
9. Dean of Student Welfare Services: Oversees overall student well-being and addresses grievances.
10. Office of International Affairs: Manages international collaborations and exchange programs.

#### Maintenance Procedures:

The university has established clear procedures for the upkeep of all facilities. This includes:

1. Regular inspections and audits
2. Preventive maintenance schedules
3. Prompt addressing of repair requests
4. Periodic up-gradation of facilities
5. Training programs for staff on equipment handling and maintenance
6. Collaboration with external experts for specialized maintenance tasks

Policies: To ensure optimal utilization of resources, Osmania University has implemented the Infrastructure policy <https://www.osmania.ac.in/iqac/assets/files/Infrastructure-Policy.pdf> and Information technology policy <https://www.osmania.ac.in/iqac/assets/files/IT-Policy.pdf>

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 55.27

*5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
4900	4100	3743	4234	4013

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English)

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Efforts taken by the institution to provide career counseling including e-counseling and guidance for competitive examinations during the last five years*

**Response:**

Osmania University has implemented a comprehensive approach to career counselling and guidance,

recognizing the importance of preparing students for both competitive examinations and the job market. The institution has established several initiatives to support students in their career development and employment pursuits.

One of the primary efforts is the establishment of a civil services academy specifically designed to guide aspirants for prestigious positions such as the Indian Administrative Service (IAS) and Indian Police Service (IPS). This academy demonstrates the university's commitment to nurturing future civil servants and leaders. The large hall, capable of accommodating approximately 1,000 students, suggests that the university is prepared to offer guidance and support on a significant scale. This facility hosts lectures, seminars, and mock examinations to help students prepare effectively for the rigorous civil service selection process.

In addition to the civil services academy, Osmania University has well established University Employment and Guidance Bureau. This bureau plays a crucial role in bridging the gap between academic education and employability. By conducting training and awareness programs, the bureau aims to equip students with the skills necessary for success in the job market. These programs likely cover a range of topics, including resume writing, interview techniques, and industry-specific knowledge, helping students to become more competitive in their job search.

The Human Capital Development Centre (HCDC) at Osmania University serves as an interface between industry requirements and academic offerings. This centre plays a vital role in ensuring that the university's curriculum remains relevant and aligned with the needs of employers. By maintaining close ties with industry partners, the HCDC can provide valuable insights into the skills and knowledge that are most in demand in the job market.

Recognizing the importance of soft skills in today's competitive job market, the HCDC has incorporated special workshops focusing on communication, presentation skills, and personality development. These workshops are designed to meet international standards, preparing students for both domestic and global job markets. By enhancing these critical skills, students are better positioned to succeed in job interviews and excel in their future careers.

The university's approach to career guidance extends beyond traditional methods like e-counselling; the scale and scope of the university's efforts suggest that digital platforms may be utilized to reach a wider student audience. E-counselling potentially offers through online workshops, webinars, or virtual career fairs, allowing students to access career guidance resources remotely.

Furthermore, Osmania University has taken steps to integrate skill-based training directly into its curriculum. This approach ensures that students are continuously developing employable skills throughout their academic journey, rather than treating career preparation as a separate endeavour. By aligning the curriculum with industry needs, Osmania University aims to produce graduates who are well-prepared for the demands of the modern workforce.

The focus on developing a trained workforce for regional and national corporate houses indicates that the university is attuned to the specific needs of employers in its geographical area.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**5.1.3**

*Following Capacity development and skills enhancement initiatives are undertaken by the institution for:*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)*
- 4. Awareness of trends in technology*

**Response:** A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	<a href="#">View Document</a>
• Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	<a href="#">View Document</a>
• Report with photographs on Language & communication skills enhancement programs	<a href="#">View Document</a>
• Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
• Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Report of Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.5

#### ***Pre-admission Counselling Services, Online Admission and Related Activities at DDE***

**Response:**

Prof. G. Ram Reddy Centre for Distance Education (PGRRCDE) has implemented a comprehensive system for pre-admission counselling, online admissions, and related activities to enhance the student experience and streamline administrative processes.

**Pre-admission Counselling:** The PGRRCDE conducts thorough pre-admission counselling sessions annually, led by a team of experienced professionals including the Director, Joint Directors, Course Coordinators, and District Coordinators. These sessions serve as a vital platform for prospective students to gain in-depth information about the various programs offered, admission requirements, course structures, and career prospects. The involvement of high-level officials and subject matter experts ensures that students receive accurate and up-to-date information, enabling them to make informed decisions about their educational pursuits.

**Admission Process:** The Prof. G. Ram Reddy Centre for Distance Education (PGRRCDE) issues

admission notifications biannually, adhering to the timelines prescribed by the University Grants Commission (UGC) Distance Education Bureau. This ensures that the admission process aligns with national standards and regulations governing distance education programs.

In a significant move towards digitization and efficiency, the PGRRCDE has transitioned to a fully online admission system over the past five years. This shift has greatly simplified the application process for students, allowing them to submit their applications, upload necessary documents, and complete the admission formalities from the comfort of their homes or any location with internet access.

**Fee Payment and Financial Transactions:** To promote transparency, accountability, and convenience, the PGRRCDE has implemented an online payment system for fees and other financial transactions. This cashless system not only reduces the risk of errors and discrepancies but also provides students with a secure and efficient method to manage their financial obligations to the institution. The move towards a completely cashless environment aligns with broader national initiatives to promote digital transactions and enhance financial transparency in educational institutions.

**Student Communication and Information Dissemination:** Recognizing the importance of effective communication with students, the PGRRCDE has developed a dedicated mobile application called "PGRRCDE Student." This app serves as a centralized platform for disseminating critical information regarding class schedules, admission updates, and examination timetables. By leveraging mobile technology, the institution ensures that students have easy access to important information at their fingertips, thereby improving overall communication and reducing potential confusion or misinformation.

**Regulatory Compliance and Transparency:** The PGRRCDE maintains a strong commitment to regulatory compliance and transparency in its operations. All relevant clarifications and guidelines issued by regulatory bodies such as the UGC Distance Education Bureau, All India Council for Technical Education (AICTE), and other pertinent organizations are promptly incorporated into the official website of PGRRCDE. This practice ensures that prospective and current students have access to the most up-to-date and accurate information regarding program approvals, eligibility criteria, and other regulatory aspects.

**Public Outreach and Media Engagement:** To further enhance transparency and public awareness, the PGRRCDE actively engages with press and media outlets to provide coverage of new course offerings, special events, seminars, and other significant developments within the institution. This proactive approach to public relations serves multiple purposes:

1. It keeps the wider community informed about educational opportunities available through distance learning.
2. It highlights the institution's achievements and innovations in distance education.
3. It provides prospective students with additional sources of information to support their decision-making process.

By maintaining an open channel of communication with the public through various media platforms, the PGRRCDE reinforces its commitment to transparency and student-centric operations.

File Description	Document
Preadmission counselling services provided by the institution both on-line and off line	<a href="#">View Document</a>
Any other relevant document	<a href="#">View Document</a>

### 5.1.6

#### *Dispatch of Study Material to Learners by DDE*

#### *Strategy followed by DDE for dispatch of study material to learners*

#### **Response:**

Prof. G. Ram Reddy Centre for Distance Education (PGRRCDE) has implemented a comprehensive strategy for the timely and efficient dispatch of Study Learning Material (SLM) to the learners. This approach ensures that all learners, regardless of their location, have access to the necessary educational resources to support their academics.

1. The study material /SLM prepared, edited and printed will be kept in the book section in respect of all the course well in advance.
2. The SLM is issued to the fresh students at the time of admission itself by enabling them to collect the same from the book section personally
3. For the out-station students, the District Centre coordinators collect the SLM from PGRRCDE and distribute at the respective study centres/LSCs.
4. For other out station students, the SLM is sent by registered post and couriers.
5. THE PDF converted SLM in respect of certain courses is distributed to the interested candidates.
6. The ultimate object is to ensure that all the relevant study material reaches the students.
7. A huge budgeted amount is spent each year to take care of the printing and distribution of study material.
8. The students are always encouraged to access the video lessons relating to their subjects/papers on the SWAYAMPRAKASHA channel.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Material dispatch related activities at DDE	<a href="#">View Document</a>

### 5.1.7

#### *Attending to learners' queries in DDE*

#### *Modes/approaches employed by the DDE to attend to learners' queries include:*

1. Automated interactive voice response system
2. Call centre
3. Online Help Desk/ teleconferencing/ Web-Conferencing
4. Social media
5. App based support
6. Chat Box
7. E-mail Support
8. Learner Services Centre/ Inquiry Counter
9. Postal communication
10. Details of Student Grievance Redressal Cell (SGRC)

**Response:** A. Any 8 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geotagged photos of Learner Services Centre/ Inquiry Counter in DDE and LSC	<a href="#">View Document</a>
Details of letter box of postal communication details provided in the institutional website	<a href="#">View Document</a>
Details of Call centre of DDE hosted in the institutional website	<a href="#">View Document</a>
Details of app for support, if any	<a href="#">View Document</a>
Detail of Student Grievance Redressal Cell hosted in institutional website	<a href="#">View Document</a>
Links to teleconferencing/web conferencing facility including automated voice response system	<a href="#">View Document</a>
Links of contact emails for support hosted in institutional website	<a href="#">View Document</a>
Links of Automated interactive voice response system of the DDE	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.8

**Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances.**

**Percentage of grievances received at HQ and redressed during the last five years..**

**Response: 0****5.1.8.1 Number of grievances received at HQ that are redressed year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	0	0	0	0

**5.1.8.2 Number of grievances received at HQ year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Report of internal grievance redressal system submitted to concerned committee	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1***Percentage of placement of outgoing students during the last five years..***Response: 13.7****5.2.1.1 Number of outgoing students placed year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
383	285	168	358	299

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of graduated students who have progressed to higher education year-wise during last five years..*

**Response:** 7.14

#### 5.2.2.1 Number of outgoing students progressing to higher education..

2022-23	2021-22	2020-21	2019-20	2018-19
28	0	78	340	277

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.3

*Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years..*

**Response:** 1.03

**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)..**

Response: 120

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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: 57

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	11	0	9	20



File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

#### ***Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution***

##### **Response:**

The presence of a Student Council and student representation on academic and administrative bodies is a crucial aspect of institutional governance at Osmania University. The information provided outlines several key mechanisms through which students are integrated into the decision-making processes and academic life of the institution.

Firstly, Osmania University ensures broad student representation across all programs by appointing student representatives for each batch. This representation is gender-inclusive, with one male and one female student selected to serve as liaisons between their peers and the administration. This approach ensures that student voices are heard and promotes gender equality in leadership roles.

The university facilitates regular college-wise meetings and interaction sessions with these Class Representatives (CRs). These forums serve as platforms for discussing student-related issues and curriculum matters. By maintaining frequent communication channels, the institution demonstrates its commitment to addressing student concerns promptly and effectively. This helps in identifying and resolving potential problems before they escalate, contributing to a more harmonious academic environment.

Osmania University organizes interactive meetings with representatives from all Student Organizations. These meetings, held in the Senate Hall of the Prof. J. Anantha Swamy Administrative Building, are convened as needed to address student-related and academic matters. This practice ensures that diverse student groups have the opportunity to voice their opinions and contribute to the university's decision-making processes.

The university also takes proactive measures to maintain a safe and respectful campus environment. One notable initiative is the Anti-Ragging Campaign, which involves the creation and distribution of anti-ragging posters throughout all colleges under Osmania University's jurisdiction. This Student involvement extends beyond representational roles to active participation in various committees. Student

representatives are included in cultural committees, academic committees, and the alumni association. This integration allows students to contribute to the planning and execution of cultural events, provide input on academic matters, and help strengthen the connection between current students and alumni.

At the classroom level, each program ensures student representation with two representatives per class – one male and one female student. This granular level of representation allows for more direct and immediate feedback on day-to-day academic experiences and challenges.

The comprehensive approach to student representation at Osmania University reflects recognition of the importance of student perspectives in shaping the academic and administrative landscape. By incorporating student voices at multiple levels – from individual classes to university-wide committees – the institution creates a more inclusive and responsive educational environment.

This system of representation serves multiple purposes. It empowers students by giving them a stake in their educational experience, promotes transparency in institutional decision-making, and helps develop leadership skills among the student body. Moreover, it creates a sense of community and shared responsibility between students and the administration.

The presence of such a robust student representation system also aligns with modern educational best practices, which emphasize the importance of student engagement in institutional governance. It prepares students for future civic engagement by providing practical experience in democratic processes and collaborative decision-making.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

*The institution conducts /organizes following activities*

1. *Sports competitions/events*
2. *Cultural competitions/events*
3. *Technical fest/academic fests*
4. *Any other events through active clubs and forums*

**Response:** A. All four of the above

<b>File Description</b>	<b>Document</b>
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

<p><b>5.4.1</b></p> <p><i>Alumni contribution during the last five years to the University through registered Alumni Association..</i></p> <p><b>Response:</b> 2000</p>
<p><b>5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association..</b></p> <p>Response: 2000</p>

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.4.2

#### **Alumni contributes and engages significantly to the development of University through academic and other support system**

##### **Response:**

The Alumni Association of Osmania University (AAOU), established and registered in 2003, has been a significant contributor to the institution's development through various support services and activities. This response will expand on the information provided; focusing on how the AAOU contributes to the university's growth and enhancement.

**Financial Support and Infrastructure Development:** The AAOU, through its initiatives and the recently registered Osmania Foundation, has been instrumental in channelling alumni contributions towards infrastructure development. Alumni have actively participated in renovating classrooms and laboratories, thereby improving the physical learning environment for current students. This financial support helps the university maintain and upgrade its facilities without solely relying on institutional or government funding.

**Scholarships and Educational Support:** One of the critical areas where alumni contribute is through scholarships. By providing financial assistance to deserving students, the AAOU helps ensure that talented individuals can pursue their education without financial constraints. This not only supports individual students but also enhances the overall academic quality of the institution by attracting and retaining high-potential learners.

**Mentoring Programs and Professional Development:** The AAOU facilitates mentoring programs where experienced alumni guide current students. These programs offer invaluable insights into various professional fields, helping students make informed career decisions. Additionally, such interactions foster networking opportunities, potentially leading to internships or job placements for students and recent graduates.

**Sponsorship of Academic Chairs:** Another significant contribution mentioned is the sponsoring of chairs. This initiative allows the university to attract distinguished professionals and academics to lead specific departments or research areas. Such sponsorships enhance the institution's academic reputation and provide students with access to industry leaders and renowned scholars.

**Educational Events and Knowledge Sharing:** The AAOU organizes educational events, including lectures by distinguished alumni. These events serve multiple purposes: they provide current students with exposure to successful professionals in various fields, offer insights into real-world applications of their studies, and create networking opportunities. Such initiatives bridge the gap between academic

learning and professional practice, enriching the overall educational experience.

**Global Alumni Engagement:** The Global Alumni Meet (GAM) conducted in January 2023 demonstrates the AAOU's commitment to engaging with alumni on a global scale. This event not only strengthens the bond between the university and its international alumni but also provides a platform for knowledge exchange, cultural diversity, and potential collaborations that can benefit the institution and its students.

**Leveraging Technology for Enhanced Engagement:** The launch of online registration for Alumni Membership on the Osmania University website on May 21, 2022, showcases the AAOU's adaptability to modern communication methods. This simplifies the process of staying connected with the alma mater, potentially increasing alumni engagement and contributions which facilitates easier communication of university needs and alumni support opportunities.

**Osmania Foundation:** The establishment of the Osmania Foundation marks a significant step in formalizing and expanding alumni contributions. By providing a structured platform for alumni to register and contribute, the foundation can more effectively channel resources towards various development initiatives.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The Institutional governance and leadership are in accordance with Vision and mission of the institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, de-centralization, participation in the institutional governance and in their Short term and Long term institutional perspective plan.*

**Response:**

The institutional governance and leadership of the university are closely aligned with its vision and mission, as evidenced by various practices and initiatives. The vision emphasizes a blend of ancient and modern wisdom, societal service, and holistic development of students, while the mission focuses on excellence in teaching and research, knowledge dissemination, and addressing societal challenges.

In line with this vision and mission, the university's governance structure demonstrates a commitment to decentralization and participatory management. This approach is visible through the establishment of various committees that involve all stakeholders, including students, faculty, and administrative staff. Vision document of the university for the next twenty year has been prepared to fulfil short term and long-term institutional perspective plan.

The implementation of the National Education Policy (NEP) is a prime example of how the institution's governance aligns with its vision and mission. The NEP emphasizes a holistic and multidisciplinary approach to education, which resonates with Osmania University's goal of developing students' intellectual, cultural, ethical, and humane sensitivities. Undergraduate from any of the faculty or program and take admission to any of the PG programs in Arts faculty and Social Sciences faculty. By adopting UGC credit system, and implementing Continuous and Comprehensive Evaluation (CCE) as per the NEP, the university demonstrates its commitment to fostering a scientific temper and promoting professional and technological expertise, as stated in its vision.

Sustained institutional growth is another area where the alignment between governance and the vision/mission is evident. The mission specifically mentions meeting contemporary regional and national needs and anticipating future social and economic development. To achieve this, the university likely engages in strategic planning and resource allocation, guided by committees such as the Finance Committee and the Research Advisory Committee. These bodies ensure that growth initiatives are in line with the institution's core values and objectives.

The decentralization and participation in institutional governance are clearly visible in the committee structure described. By involving various stakeholders in bodies like the Standing Committee, Selection Committee, and Departmental Purchase Committee, the university embodies its mission to empower through knowledge and information. This participatory approach also contributes to developing a responsible and productive citizenry, as stated in the mission.

Regarding the institution's short-term and long-term perspective plans, the governance structure supports their development and implementation. The University administration has conceived and implemented 21-point agenda for making substantial progress with the support of all the stakeholders, with a motto of perform, reform and transform. This agenda spans into the quadrants of Teaching and Learning Practices; Research and Innovation; Infrastructure Facilities; and Outreach Activities.

The emphasis on cultural heritage, humanistic and spiritual values in the mission is likely reflected in the institution's governance practices. This may involve initiatives focused on preserving and promoting these aspects, although not explicitly mentioned in the provided list.

The regular meetings and preparation of minutes and action taken reports demonstrate a commitment to transparency and accountability in governance. This practice aligns with the mission of cultivating resolute moral and ethical values and developing quality human resources.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the Institutional bodies are effective and efficient as visible from policies, administrative set-up, appointment, service rules, procedures etc.*

#### **Response:**

The effective deployment of Osmania University's institutional perspective plan and the efficient functioning of its institutional bodies are evident through the comprehensive set of policies implemented

under the guidance of the Internal Quality Assurance Cell (IQAC). These nine key policies demonstrate a strategic approach to addressing critical aspects of institutional development and contemporary challenges in higher education.

The Space Technology Policy and Information Technology Policy showcase the university's commitment to technological advancement, ensuring that the institution remains at the forefront of digital transformation in education. The E-Waste Management Policy, Green Policy, and Waste Management Policy collectively address environmental sustainability concerns, reflecting the university's responsiveness to global ecological challenges.

The Research and Development Policy and Consultancy Policy underscore the institution's focus on fostering research ecosystem, innovation and industry collaboration, crucial elements for academic excellence and societal impact. The Infrastructure Policy ensures the continuous development and maintenance of physical resources necessary for a conducive learning environment.

The Intellectual Property Rights (IPR) Policy safeguards the innovative outputs of the university community, promoting a culture of creativity and protecting the institution's intellectual assets. These policies, covering diverse yet interconnected areas, indicate a holistic approach to institutional growth.

The administrative set-up, the Executive Council, Academic Senate and the Standing Committee play crucial roles in decision-making processes, which align with the vision of the university. The Executive Council is responsible for formulating the regulations, statutes, and ordinances of the University, which form the basis for its day-to-day working. The Academic Senate formulates academic policies and provides leadership for maintaining the standard and quality of education and research in the University. The Standing Committee, serving as an academic advisory board, provides long-term strategic advice on academic matters, ensuring that the University's academic policies and practices remain relevant and forward-thinking.

The Research Advisory Committee and Department Research Committees would contribute to plans for achieving excellence in research and knowledge generation. Quality initiatives such as VC Awards for Best papers, Research Projects and Innovation; and the establishment of an Incubation Centre highlight the institution's commitment to fostering innovation and recognizing excellence.

The well-defined service rules and leave policies demonstrate the institution's commitment to employee welfare. The comprehensive leave structure, including various types of leaves such as Earned Leave, Casual Leave, Special Casual Leave, Vacation Leave, Maternity Leave, Short Leave, Study Leave, and Sabbatical Leave, indicates a balanced approach to work-life integration for staff members.

The recruitment process is structured to ensure the selection of high-quality faculty. The inclusion of expert members from prestigious institutions like IITs, JNU, and DTU in the selection committee, along with internal stakeholders such as HODs and the VC, ensures a fair and rigorous selection process.



The University's adherence to the seventh pay commission for salaries, along with provisions for PF, ESI, and Gratuity as per prevailing laws, demonstrates compliance with national standards and a commitment to financial security for its employees. The Special Role Allowance for administrative positions further incentivizes leadership roles within the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

#### *Institution Implements e-governance in its operations*

*e-governance is implemented covering the following areas of operations:*

- 1. Administration including complaint management*
- 2. Finance and Accounts*
- 3. Student Admission and Support*
- 4. Examinations*

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI.	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

*The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression*

**Response:**

Osmania University shows commitment to its employees' professional growth and well-being through a comprehensive system of performance appraisal, career advancement opportunities, and welfare measures. This approach fosters a positive work environment that encourages excellence and dedication among both teaching and non-teaching staff.

Osmania University's performance appraisal system is designed to be holistic, as evidenced by the Annual Faculty Appraisal. This process evaluates various aspects of faculty performance, including teaching effectiveness, research output, administrative contributions, and community engagement. Such a comprehensive assessment ensures that faculty members are recognized for their diverse contributions to the institution.

For academic staff, the Career Advancement Scheme provides a clear pathway for promotion, allowing faculty members to progress in their careers based on merit and achievement. Similarly, the Career Progression and Pay Scheme for Technical and Administrative Staff ensure that non-teaching employees also have opportunities for professional growth and increased remuneration.

The university's welfare measures are extensive and cater to various aspects of employee well-being. Financial security is addressed through the implementation of the 7th Pay Commission salary structure for faculty members, ensuring competitive compensation. Social security benefits, including Gratuity, Employees' Provident Fund (EPF), Employees' State Insurance (ESI), and Group Health Insurance, provide a safety net for employees and their families.

University recognizes the importance of work-life balance and professional development through its leave policies. The provision of various types of leave, including Earned Leave, Casual Leave, Special Casual Leave, Vacation Leave, Maternity Leave, Short Leave, Study Leave, and Sabbatical Leave, allows staff to manage personal commitments, pursue further education, and engage in research activities without compromising their job security.

The institution's commitment to developing leadership skills is evident in its rotation policy for administrative positions such as Heads of Departments, Chairperson-BoS, Directors, and Deans. This approach not only ensures fresh perspectives in leadership roles but also creates opportunities for faculty members to gain valuable administrative experience.

Extension of financial support (seed money) from University funded projects like DST Purse-II Program, UPE-SAP demonstrates the commitment of university in supporting the faculty in their research growth. Encouragement for attending conferences, seminars, and workshops demonstrates the university's investment in the continuous professional development of its faculty. This support enables staff to stay current in their fields, network with peers, and contribute to their disciplines at a national and international level.

The establishment of various committees, including the Internal Complaint Committee, Faculty

Grievance Redressal Committee, and SC/ST Committee, reflects the university's commitment to addressing workplace issues and promoting inclusivity. The Committee for Women Empowerment and Welfare, along with the provision of free transportation for women students and employees within campus, underscores the institution's focus on gender equality and safety.

Osmania University's Human Resource Development Centre (HRDC/MMTTC) plays a crucial role in the on-going professional development of faculty members. By offering refresher courses, orientation programs, and short-term professional development initiatives, the HRDC ensures that faculty members can continually enhance their subject knowledge and teaching skills. These programs also satisfy the criteria for career advancement, aligning professional development with career progression.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 0

**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***

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

***Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years***

**Response:** 15

***6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years***

2022-23	2021-22	2020-21	2019-20	2018-19
28	68	62	96	110

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any) Note: FDP less than 5 days will not be considered	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

*Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources*

#### Response:

Osmania University demonstrates a multifaceted approach to fund mobilization and resource optimization, leveraging its assets and infrastructure to generate additional revenue streams. This strategy not only enhances the university's financial sustainability but also maximizes the utility of its facilities.

The following elaborates on the university's methods and their implications:

1. **Telecommunication Infrastructure Leasing:** Osmania University has approved the installation of BSNL cellular mobile towers on strategic locations within its campus, including the roof tops of the OU library, Technology Development Centre, and Institute of Public Enterprises.
2. **Revenue Generation:** The University secures an annual rental income of Rs. 858,407 per annum from this arrangement.

b) **Infrastructure Development:** By allowing the installation of cellular towers, the university indirectly supports the improvement of communication infrastructure in the area, potentially benefiting students, staff, and the surrounding community.

1. **Cinema Shooting Facilities:** The University has implemented a day tariff system for cinema shooting in the campus and its constituent colleges. This strategy capitalizes on the aesthetic and

diverse architectural settings within the campus, making it an attractive location for film productions. Benefits include:

- a) **Additional Income:** The day tariff system ensures a fair compensation for the use of university premises, contributing to its revenue.
- b) **Exposure:** Film shoots can indirectly promote the university by showcasing its facilities to a wider audience.
- c) **Student Opportunities:** This initiative may provide hands-on learning experiences for students interested in media and film production.

**1. Auditorium Rentals:** Osmania University offers its auditoriums for rental purposes, demonstrating efficient use of its resources during non-academic periods. This strategy:

- a) **Generates Extra Revenue:** Renting out auditoriums during off-hours or weekends provides an additional income source.
- b) **Community Engagement:** It allows the university to host various events, fostering stronger ties with the local community and potentially attracting future students or partnerships.
- c) **Maintenance Funding:** The income from rentals can be allocated towards the upkeep and improvement of these facilities, ensuring they remain in optimal condition for both academic and external use.

**1. Nizam College Grounds Rental:** The university extends its resource utilization strategy to the grounds of Nizam College, offering them for rental to conduct private meetings and programs. This approach:

- a) **Maximizes Land Use:** It ensures that open spaces are productively used when not required for academic or sports activities.
- b) **Diversifies Income:** By catering to various events, the university taps into different market segments, potentially increasing and stabilizing its rental income.
- c) **Enhances Visibility:** Hosting diverse events on campus can increase the institution's visibility and reputation in the broader community.

These strategies collectively represent a comprehensive approach to fund mobilization and resource optimization. By leveraging its physical assets, Osmania University creates multiple revenue streams that supplement its primary funding sources, such as tuition fees and government grants. This diversification of income can provide a financial buffer, allowing the institution to maintain quality education and research activities even in times of budgetary constraints.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.4.2**

*Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)*

**Response:** 6335.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
859.57	1687.57	1198.95	1302.90	1286.5

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.4.3**

*Institution regularly conducts internal and external financial audits*

**Response:**

Osmania University demonstrates its commitment to financial transparency and accountability through a comprehensive auditing system that incorporates both internal and external audits. This multi-layered approach ensures thorough scrutiny of the institution's financial practices and expenditures.

**Internal Audit Process:** The institution has established a dedicated section for internal audit and inspection, which operates independently from the pre-auditing of expenditures. This separation allows for an unbiased evaluation of financial processes and controls. The internal audit is conducted on an annual basis by the State Audit Department of the State Government. This regular schedule ensures that financial practices are consistently reviewed and any potential issues are identified and addressed promptly.

The internal audit likely examines various aspects of the institution's financial operations, including but not limited to:

1. Compliance with internal financial policies and procedures
2. Accuracy of financial records and reporting
3. Effectiveness of internal control systems
4. Proper allocation and utilization of funds
5. Adherence to budgetary guidelines

**External Audit Process:** In addition to the internal audit, the institution undergoes external audits conducted by two separate entities:

1. **Comptroller and Auditor General (CAG) of India:** The CAG, representing the Central Government, conducts external audits of the institution. As the supreme audit institution of India, the CAG's involvement ensures a high level of scrutiny and adherence to national financial standards and regulations. These audits likely focus on:

1. Compliance with central government financial rules and regulations
2. Proper utilization of central funds
3. Accuracy of financial statements
4. Efficiency and effectiveness of financial management

1. **Local Fund Audit Department (Government of Telangana):** The institution has a separate arrangement with the Local Fund Audit Department of the Telangana Government. This department conducts regular audits of the institution's accounts. The involvement of a state-level auditing body suggests a focus on:

1. Compliance with state-specific financial regulations
2. Proper management of state-allocated funds
3. Adherence to local financial reporting requirements

**Current Status:** The text indicates that the financial audit for the year 2022-2023 is currently in progress. This demonstrates the institution's commitment to maintaining up-to-date financial audits and its proactive approach to financial management.

**Benefits of the Comprehensive Audit System:** By implementing this multi-tiered auditing approach, the institution gains several advantages:



1. Enhanced financial transparency and accountability
2. Early detection and prevention of financial irregularities
3. Improved compliance with state and central government regulations
4. Increased stakeholder confidence in the institution's financial management
5. Opportunities for continuous improvement in financial processes and controls

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

*Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) 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*

*Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –*

*Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)*

*Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)*

#### **Response:**

The Internal Quality Assurance Cell (IQAC), Osmania University has indeed made significant contributions to institutionalizing quality assurance strategies and processes. This is evident from the various initiatives and activities described in the provided text. IQAC has been instrumental in enhancing the university's quality standards in the aspects:

**Policy Development and Implementation:** IQAC has taken a proactive role in developing and publishing numerous policies for Osmania University. This demonstrates a systematic approach to quality assurance, ensuring that all aspects of the university's operations are guided by well-defined standards and procedures. By establishing clear policies, IQAC has created a foundation for consistent quality improvement across all departments and functions of the university.

**Environmental Sustainability Initiatives:** In collaboration with the National Service Scheme (NSS), IQAC has completed green and energy audits of Osmania University. This initiative showcases the university's commitment to environmental sustainability and efficient resource management. Such audits not only help in identifying areas for improvement but also contribute to creating a more eco-friendly campus environment, aligning with global sustainability goals in higher education.

**Mentor-Mentee Scheme:** IQAC has implemented a mentor-mentee scheme, which is a crucial step in enhancing the quality of education and student support. By sensitizing faculty about the significance of mentoring and preparing mentor diaries, IQAC has institutionalized a structured approach to student guidance and development. This scheme can significantly improve student outcomes, academic performance, and overall educational experience.

**Data Collection and Management:** The celebration of a Data Submission Week for acquiring Annual Quality Assurance Report (AQAR) and Self-Study Report (SSR) data from colleges and departments demonstrates IQAC's commitment to efficient data management. This initiative not only speeds up the NAAC accreditation process but also ensures that the university maintains up-to-date and accurate records of its quality parameters.

**Capacity Building for NAAC Accreditation:** IQAC has organized numerous seminars and workshops for Osmania University faculty to prepare for NAAC accreditation in 2024. Additionally, similar events have been conducted for faculty of government and affiliated colleges to encourage and sensitize them about NAAC accreditation. This proactive approach ensures that all stakeholders are well-informed and prepared for the accreditation process, which is crucial for maintaining and improving the university's quality standards.

**Resource Development:** The publication of handbooks for distribution to seminar and workshop participants indicates IQAC's effort to provide tangible resources for quality assurance. These handbooks likely contain valuable information and guidelines, serving as ready references for faculty and staff in their quality improvement efforts.

**Regular Quality Monitoring:** The regular conduct of Quality Advisory Committee (QAC) meetings to monitor quality implementation and progress measures shows a commitment to continuous improvement. These meetings provide a platform for reviewing ongoing initiatives, identifying areas for improvement, and planning future quality enhancement strategies.

**Stakeholder Engagement:** IQAC has conducted faculty and student sensitization meetings about the NAAC process and preparedness. This inclusive approach ensures that all stakeholders are aware of the importance of quality assurance and their role in the process. Engaging both faculty and students creates a culture of quality consciousness throughout the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5.2

*Institution has adopted the following for Quality assurance:*

### *1. Academic and Administrative Audit (AAA) and follow up action taken*

**2. Conferences, 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 and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**

**6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	<a href="#">View Document</a>
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents.	<a href="#">View Document</a>
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.5.3

***Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)***

***Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)***

**Response:**

Osmania University has demonstrated a comprehensive approach to enhancing its academic and administrative quality. The Internal Quality Assurance Cell (IQAC) of the university has been instrumental in implementing various policies and initiatives to foster institutional growth and

excellence.

The IQAC has published nine key policies covering diverse areas crucial for institutional development:

- 1.Space Technology Policy (2022)
- 2.E-Waste Management Policy (2022)
- 3.Green Policy (2022)
- 4.Information Technology Policy (2023)
- 5.Research Policy (2023)
- 6.Consultancy Policy (2023)
- 7.Infrastructure Policy (2023)
- 8.Intellectual Property Rights (IPR) Policy (2023)
- 9.Waste Management Policy (2023)

These policies reflect the university's commitment to addressing contemporary challenges and opportunities in higher education, including environmental sustainability, technological advancement, and intellectual property management.

To enhance quality monitoring, the university has strengthened its Quality Monitoring Cells (QMCs) across campus colleges. Regular QMC meetings were conducted to expedite data acquisition from departments and research centres, ensuring a more efficient and streamlined quality assessment process.

In a significant move to enrich student experiences, the IQAC, Osmania University initiated eighteen Student Clubs starting from the academic year 2023-24. This initiative aims to foster greater student participation in extra-curricular and co-curricular activities, contributing to holistic student development.

The IQAC has also demonstrated a strong commitment to environmental sustainability by conducting a comprehensive green and energy audit of the entire Osmania University campus. This audit was carried out in collaboration with the National Service Scheme (NSS), involving 230 NSS volunteers.

To improve digital presence and accessibility of information, the IQAC website has been redesigned and relaunched, facilitating better communication and transparency of quality-related initiatives.

The IQAC, Osmania University has taken proactive steps to support its affiliated colleges in their quality enhancement journey. Workshops and seminars have been conducted to encourage government and affiliated colleges to initiate the National Assessment and Accreditation Council (NAAC) accreditation process. This outreach demonstrates Osmania University's leadership role in promoting quality standards across its academic network.

Internal preparation for the next cycle of NAAC accreditation has been a priority, with several NAAC sensitization programs conducted for faculty and students. These programs aim to familiarize the university community with accreditation standards and processes, ensuring better preparedness for the upcoming assessment.

The implementation of a Mentor-mentee scheme has been closely monitored, indicating the university's focus on personalized student support and guidance.

Research output has seen notable improvement, with a significant increase in the number of research

papers published in Grade A and B journals. This enhancement in research quality and quantity reflects the university's growing emphasis on scholarly contributions and academic excellence.

The cumulative effect of these initiatives of IQAC with Statistical Cell Osmania University is evident in the university's improved standing in the National Institutional Ranking Framework (NIRF), indicating progress in overall institutional performance and reputation.

These quality initiatives demonstrate IQAC, Osmania University's systematic approach to enhancing its academic and administrative processes, research output, student experience, and overall institutional quality. The multi-faceted strategy addresses key areas of higher education and excellence in subsequent accreditation cycles.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

*Institution has initiated Gender audit and measure for the promotion of gender equity*

**Response:**

Osmania University has promoted gender equity through a comprehensive series of initiatives and events. The Women Development Cell played a pivotal role in orchestrating these efforts, which were designed to foster an inclusive environment and raise awareness about gender-related issues across the campus community.

One of the key initiatives was the Guest Speaker Series, which brought renowned activists, scholars, and experts in gender studies to the institution for delivering insightful talks and engaged in thought-provoking discussions with students. By providing direct access to leading voices in the field, the institution offered students valuable perspectives on gender equality and inspired them to become advocates for change in their own right.

University leveraged the power of visual media to stimulate dialogue on gender issues. Through carefully curated film screenings and documentaries, students were exposed to compelling narratives that highlighted various aspects of gender inequality and discrimination.

Women study centre of University implemented gender awareness campaigns which utilized diverse mediums such as posters, videos, and social media to disseminate information and challenge societal norms. Research projects focused on gender-related themes were encouraged and supported by the University. These projects allowed students and faculty to contribute to the growing body of knowledge on gender equity, potentially informing policy decisions and societal attitudes.

The Women Development Cell organized a variety of impactful programs throughout the academic year. These included seminars that delved into specific gender-related topics, providing students with in-depth knowledge and encouraging scholarly discourse. Collaborations with other institutions were fostered, allowing for the exchange of ideas and best practices in promoting gender equity across different educational settings.

Certificate courses were offered to students, providing them with structured learning opportunities in

gender studies and related fields. These courses not only enhanced students' academic knowledge but also equipped them with practical skills to address gender issues in their personal and professional lives.

Osmania University in collaboration with MNJ Cancer Hospital, Hyderabad has conducted free health master check-up for all the women staff at Institute of Genetics and Hospital for Genetic Diseases, OU, Begumpet, Hyderabad.

Workshops were conducted to provide hands-on learning experiences and skill development in areas related to gender equality. These interactive sessions covered a range of topics, from understanding gender biases to developing strategies for promoting inclusivity in various contexts.

The diverse range of programs and events organized throughout the year ensured that gender awareness as an on-going process of education and empowerment. By consistently engaging students in discussions, activities, and learning opportunities related to gender equity, the institution sought to create a lasting impact on the campus culture and prepare students to be informed and active participants in promoting gender equality in their future endeavours.

Osmania University runs two free buses inside the campus for female students and staff for their movement within campus.

These multifaceted initiatives, showcase the commitment of University to fostering an environment where all genders are respected, valued, and given equal opportunities to thrive and took significant steps towards creating a more equitable and inclusive academic community.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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**  
**6. Wind mill or any other clean green energy.**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Permission document for connecting to the grid from the Government/ Electricity authority.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:**

Osmania University has implemented a comprehensive waste management system through its policies addressing various types of waste, with a primary focus on solid waste management. Here's an expanded overview of their waste management facilities and practices:

**Solid Waste Management:** Osmania University has adopted a multi-faceted approach to solid waste management. At the core of this strategy is waste segregation, with two types of bins installed across the campus for biodegradable and non-biodegradable waste. This initial separation at the source greatly facilitates subsequent waste processing.

To manage biodegradable waste, five composting pits have been established on campus. These pits allow



for the efficient decomposition of organic matter, producing nutrient-rich compost that can be used for landscaping and gardening purposes within the university grounds.

The institution also promotes creative reuse of waste materials. Students are encouraged to repurpose items such as waste paper and single-use plastic disposables for decorations during college events. This not only reduces waste but also fosters a culture of innovation and environmental consciousness among the student body.

Regular campus clean-up drives are organized, involving students, staff, and faculty. These events serve a dual purpose: they help maintain a clean campus environment while also instilling a sense of ownership and responsibility for waste management among the university community.

The university has taken steps towards hosting zero-waste events and festivals. During these occasions, all generated waste is composted, recycled, or reused, showcasing sustainable event management practices and serving as an educational model for attendees.

**E-waste Management:** Recognizing the growing concern of electronic waste, Osmania University has installed e-waste collection points at various locations across the campus. These collection points are accompanied by informative displays that raise awareness about the importance of proper e-waste disposal and its environmental impact.

**Waste Recycling System:** The university's is planning to focus on waste segregation and reuse suggests that recycling is a key component of their waste management strategy. The separation of biodegradable and non-biodegradable waste at the source likely facilitates easier recycling of materials such as paper, plastics, and metals.

**Liquid Waste Management, Biomedical Waste Management, and Hazardous Chemicals and Radioactive Waste Management:** Appropriate measures are in place for these types of waste as well, in compliance with relevant regulations and best practices for university.

Osmania University demonstrates a strong commitment to environmentally responsible waste management, particularly in the areas of solid waste and e-waste. Their approach combines practical infrastructure (such as segregated bins and composting pits) with community engagement initiatives (like clean-up drives and zero-waste events). This comprehensive strategy addresses the need for efficient

waste management and serves an educational purpose, preparing students to be environmentally conscious citizens.

The university's waste management practices align with the principles of waste minimization, reuse, and recycling, in line with its policies namely the Waste management policy (<https://www.osmania.ac.in/iqac/assets/files/Waste-ManagementPolicy.pdf>) and e-waste management policy (<https://www.osmania.ac.in/iqac/assets/files/E-waste-managementpolicy.pdf>)

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4

***Water conservation facilities available in the Institution:***

- 1. Rainwater harvesting***
- 2. Borewell /Open well recharge***
- 3. Construction of tanks and bunds***
- 4. Wastewater recycling***
- 5. Maintenance of waterbodies and distribution system in the campus***

**Response:** A. Any 4 or all of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.5

***Green campus initiatives include***

***Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc***

**Response:**

Osmania University has implemented a comprehensive set of green campus initiatives that demonstrate its commitment to environmental sustainability and eco-friendly practices. Osmania University has well implemented its Green Policy (<https://www.osmania.ac.in/iqac/assets/files/Green-Policy.pdf>). These initiatives encompass various aspects of campus life, from transportation and infrastructure to landscaping and waste management.

One of the most notable green initiatives at Osmania University is its approach to transportation within the campus. The university has taken significant steps to reduce the carbon footprint associated with vehicular traffic. A key measure in this regard is the restricted entry of outside vehicles into the campus. This policy helps to minimize air pollution, reduce noise levels, and create a more peaceful academic environment.

To support this restriction on external vehicles, the university has promoted alternative modes of transportation. There is an increasing trend towards the use of battery-powered vehicles and hybrid vehicles within the campus. These eco-friendly options significantly reduce emissions compared to traditional fossil fuel-powered vehicles. Additionally, students residing in hostels are encouraged to use bicycles for their on-campus transportation needs, or prefer walking. This not only promotes a healthier lifestyle but also contributes to reducing the overall carbon emissions of the university community.

Osmania University has also prioritized pedestrian-friendly infrastructure. The campus roads are designed with dedicated pathways on either side, ensuring safe and comfortable movement for pedestrians. This thoughtful layout encourages walking as a primary mode of transportation within the campus, further reducing the reliance on motorized vehicles.

In terms of landscaping and green spaces, Osmania University excels in creating a verdant and environmentally rich campus. Spread over more than 1300 acres, the university possess extensive green belts that contribute to improved air quality and provide a serene atmosphere conducive to learning and research. The campus features large gardens and a dedicated botanical garden, which serve both aesthetic and educational purposes. These green spaces not only enhance the visual appeal of the campus but also play a crucial role in maintaining biodiversity and creating natural habitats for various species.

The Horticulture and Green Belt, Osmania University is committed to extend greenery to the areas surrounding its buildings as well. Landscaping in front of colleges and offices is a standard practice, incorporating trees, plants, and well-maintained lawns. This approach not only beautifies the campus but also helps in temperature regulation and creates a more pleasant microclimate.

Osmania University has also taken a strong stance against plastic pollution. The use of plastic is restricted across the campus with "No Plastic" boards prominently displayed in common areas and departments. This initiative aims to reduce plastic waste and promote more sustainable alternatives among students, faculty, and staff.

The success of these green campus initiatives relies heavily on community participation and awareness. The university likely conducts regular awareness programs and campaigns to educate its community about the importance of these eco-friendly practices and encourage active participation in maintaining a green campus.

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.6

*Quality audits on environment and energy are regularly undertaken by the institution*

*The institutional environment and energy initiatives are confirmed through the following*

*1.Green audit /Environment audit*

*2. Energy audit*

*3.Clean and green campus initiatives*

*4. Beyond the campus environmental promotion and sustainability activities*

**Response:** A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 7.1.7

#### *The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

##### **Response:**

Osmania University demonstrates a comprehensive commitment to creating a differently-abled (Divyangjan) friendly, barrier-free environment across its campus and constituent colleges. This commitment is evident through a range of facilities, services, and accommodations designed to support students with diverse needs and ensure their full participation in academic and campus life.

For visually impaired students, Osmania University has implemented several tailored solutions. The library is equipped with special keypad systems, allowing easier navigation and access to resources. Braille scripts and reading materials are available, ensuring that visually challenged students can access the same information as their peers. Furthermore, the university has taken the initiative to distribute iPads to visually impaired students, leveraging technology to enhance their learning experience and access to digital resources.

Mobility-impaired students benefit from a campus-wide infrastructure designed to facilitate their movement and independence. Wheelchair facilities are provided, allowing students with physical challenges to navigate the campus comfortably. Every building on the university premises is equipped with ramps, ensuring that wheelchair users can access all areas of the campus without hindrance. The installation of lifts in multi-story buildings further enhances accessibility, allowing students with mobility impairments to reach higher floors easily.

The university has also focused on creating accessible washroom facilities. Friendly washrooms, presumably designed with wider entrances, support bars, and other accessibility features, are available across the campus. This attention to detail ensures that students with physical challenges can maintain their dignity and independence in all aspects of campus life.

To support students with hearing impairments or those who may have difficulty navigating the campus,

display boards are strategically placed throughout the university. These boards likely provide clear, visual information about directions, announcements, and important campus information, ensuring that all students can stay informed regardless of their sensory abilities.

Osmania University recognizes that academic support is crucial for the success of differently-abled students. To this end, the institution offers a scribe facility, allowing students who may have difficulty writing to participate fully in examinations and written assignments. This service ensures that students with certain physical or visual impairments are not disadvantaged in demonstrating their academic knowledge and skills.

The university's commitment to inclusivity extends beyond physical accommodations to financial and residential support. Differently-abled students are offered fee waivers, reducing the financial burden of higher education and making it more accessible to this group. Additionally, hostel facilities are available, ensuring that differently-abled students have suitable accommodation options that cater to their specific needs.

By implementing these comprehensive measures, Osmania University has created an environment that not only accommodates differently-abled students but actively supports their full participation in university life. The range of facilities and services provided addresses various types of disabilities, from visual and hearing impairments to mobility challenges.

This holistic approach to inclusivity reflects a deep understanding of the diverse needs of differently-abled students and a commitment to providing equal opportunities for all learners. By removing physical, financial, and academic barriers, Osmania University exemplifies best practices in creating a truly inclusive higher education environment.

File Description	Document
Signage including tactile path, lights, display boards and signposts	<a href="#">View Document</a>
Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc	<a href="#">View Document</a>
Divyangjan friendly washrooms	<a href="#">View Document</a>
Built environment with ramps/lifts for easy access to classrooms	<a href="#">View Document</a>
Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment	<a href="#">View Document</a>
Any other relevant document	<a href="#">View Document</a>

### 7.1.8

***Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and such other diversities (within 500 words)***

**Response:**

Osmania University shows its commitment to foster an inclusive environment that celebrates cultural, regional, linguistic, communal, socio-economic, and other diversities. Through a series of well-planned initiatives and events, the institution has created opportunities for students and staff to engage with and appreciate the rich tapestry of human experiences.

One of the notable efforts in this direction is the organization of Heritage Walks. These guided tours around the campus and nearby areas serve a dual purpose. Firstly, they acquaint participants with historical landmarks and architectural treasures, thereby enhancing their understanding of the local cultural heritage. Secondly, these walks foster a deeper connection with India's diverse cultural legacy, encouraging students and staff to appreciate the historical context of their surroundings.

The university's commitment to global perspectives is evident in its International Cultural Exchange program. By collaborating with foreign universities and cultural organizations, Osmania University has created a platform for cross-cultural learning and appreciation. This initiative exposes students to diverse global cultures, promoting tolerance and broadening their worldview. Such exchanges are crucial in today's interconnected world, preparing students to be global citizens who can navigate and appreciate cultural differences.

Inter-College Cultural Competitions organized by the university serve as a melting pot of talents and traditions. By inviting participants from various institutions to showcase their skills in dance, music, drama, and other art forms, these events celebrate the diversity of artistic expression. They also provide a platform for cultural exchange among students from different backgrounds, fostering mutual respect and appreciation for varied cultural practices.

The grand celebrations of Independence Day at Osmania University go beyond mere symbolism. While the flag hoisting ceremony instils a sense of national pride, the accompanying cultural performances highlight the diverse cultural heritage of India. Moreover, talks on India's journey towards freedom and progress provide historical context and encourage critical thinking about the nation's multicultural fabric.

By organizing a special event on International Women's Day, the university demonstrates its commitment to gender equality and empowerment. This initiative not only celebrates women's achievements but also addresses pertinent issues related to gender disparities. Such events are crucial in creating awareness and promoting an inclusive environment that respects and values all genders equally.

The university's approach to celebrating major festivals like Teej, Eid, and Christmas through cultural competitions is particularly noteworthy. By encouraging students to showcase the cultural significance of these festivals through performances and decorations, the institution promotes religious tolerance and mutual understanding. This initiative allows students from different religious backgrounds to share their traditions with the broader university community, fostering a spirit of harmony and respect for diverse belief systems.

By providing multiple avenues for cultural expression, intercultural dialogue, and celebration of

diversity, Osmania University nurtures tolerance and harmony among its diverse student body and staff.

Celebration of diversity at Osmania University promote understanding and appreciation of different cultures, regions, languages, communities, and socio-economic backgrounds. This comprehensive approach to inclusivity prepares students to be empathetic, culturally sensitive individuals who can contribute positively to an increasingly diverse and globalized world.

File Description	Document
Any other relevant information.	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

#### **Response:**

Osmania University has implemented a comprehensive approach to sensitizing its students and employees about their constitutional obligations, values, rights, duties, and responsibilities as citizens of India. This multifaceted strategy aims to foster a deep understanding of the principles enshrined in the Indian Constitution and promote active citizenship among the university community.

One of the primary methods employed by the university is the integration of constitutional education into its digital infrastructure. The institution has uploaded files containing pertinent information about citizens' values, rights, duties, and responsibilities, as derived from the Constitution, to both the student and faculty portals. This digital repository serves as a readily accessible resource for the entire university community, allowing for continuous engagement with these crucial concepts.

To complement these written resources, Osmania University regularly conducts induction classes focused on creating awareness about constitutional matters. These sessions serve as an introductory platform for new students and faculty members, providing them with a solid foundation in understanding their roles and responsibilities as citizens.

The university's commitment to this cause extends beyond basic awareness programs. Frequent workshops and seminars are organized, specifically targeting both faculty and students. These events offer in-depth explorations of constitutional obligations, fostering a culture of informed citizenship within the campus community.

Osmania University's efforts in this regard are particularly noteworthy for their comprehensive nature. The university has implemented a series of initiatives designed to promote a nuanced understanding of the fundamental aspects of Indian citizenship:



1. Constitutional Workshops: These events serve as intensive learning experiences, delving deep into the core principles and values embedded in the Indian Constitution. Participants are educated about the democratic ideals that form the backbone of the nation, as well as the principles of justice and equality that the Constitution guarantees. These workshops also emphasize the fundamental rights accorded to every Indian citizen, ensuring that students and employees are well-versed in their constitutional protections.
2. Expert Guest Lectures: Osmania University leverages external expertise by inviting eminent legal scholars, constitutional experts, and other relevant professionals to deliver guest lectures. These sessions provide valuable insights into various aspects of the Constitution, its interpretation, and its application in contemporary society. The lectures on diverse perspectives from leading thinkers in the field stimulate critical thinking and deeper engagement with constitutional matters.
3. Awareness Campaigns: Osmania University conducts campus-wide awareness campaigns, which employ various media, including posters, banners, and interactive displays, to capture attention and spark conversations about citizenship, civic responsibilities, and ethical conduct. By making these themes visually present throughout the campus, the university creates an environment that continually reinforces the importance of constitutional awareness.
4. Constitutional Days Celebrations: The university places special emphasis on commemorating significant constitutional days, such as Republic Day, Independence Day, and Constitution Day. Flag hoisting ceremonies, patriotic performances, and speeches by notable figures are common features of these events, serving to inspire a sense of civic duty and constitutional respect among attendees.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>

#### 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 institutional Code of Conduct principles are displayed on the website*
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles*
- 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

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

#### **Response:**

#### **Practice 1: Human Capital Development Cell**

The Human Capital Development Centre, has been founded as a nodal body to give a fillip to the university- industry interface and offer a bouquet of student support services to enhance their employability in the turbulent job market. The three wings envisaged under HCDC include a pre-placement cell; a corporate relations and placement cell.

#### **Objectives of the Practice:**

- To prepare students to face campus interviews by arranging training in aptitude tests, group discussions, preparing HR interviews, promote career counselling, internship opportunities, hot job tracks, job melas.

- To impart life skills focusing on Self-Management, Goal Setting, Critical thinking, Team building, Positive thinking, and Effective communication.

**The Context:** The Corporate relations cell would adopt a proactive approach to reach out to the industry and network with professionals.

The Finishing School envisages to help the student know what they want on the career front. be it a job placement / higher education / be an entrepreneur.

The students aspiring to pursue higher education, be it in India / Overseas are guided with Counselling to Standardized Test Coaching,

**The Practice:** HCDC initiated a series of Research Skill, Soft skills, ICT skills, interview skills and other Development programs, focus on information retrieval, use of digital tools, and thesis writing.

**Evidence of Success:** Attendance for each of the workshops exceeding 130 for each session and Scholars reported enhanced research output quality,

**Problems Encountered and Resources Required:** The primary challenge was ensuring the participation of students from diverse disciplines and providing content relevant to all.

## **Practice 2: Osmania Technology Business Incubator (OTBI)**

**1. Title of the Practice:** Fostering Innovation and Entrepreneurship through the Osmania Technology Business Incubator (OTBI)

**Objectives of the Practice:** To promote entrepreneurship and innovation among students, faculty, and external entrepreneurs, provide incubation support and resources for start-ups and small businesses, facilitate collaborations between academia, industry, and government organizations.

**The Context:** As part of Osmania University's mission to support innovation, OTBI was established to foster a culture of entrepreneurship within the academic environment. Universities are key players in incubating start-ups that bring academic research into commercial ventures. OTBI aims to bridge the gap between industry and academia by providing necessary infrastructure, mentorship, and training to transform innovative ideas into viable businesses.

**The Practice:** OTBI organizes numerous programs and events to support aspiring entrepreneurs and small businesses, providing them with necessary tools and resources. Some of the key activities include:

- **SME Champion Awards Participation:**
- **Discover Advanced Digital Marketing Tools for Business Scalability:**
- **Visits from Various Institutions and Collaborations:**
- **Inauguration of Saveer Biotech Limited:**
- **Field Visits and Webinars:**

**Evidence of Success:**

- OTBI has successfully hosted a variety of programs, training over 300 participants in areas such as digital marketing, cybersecurity, and business scalability.
- Collaborations with industry leaders and government bodies.
- Several start-ups, have been successfully incubated at OTBI, contributing to the local economy and innovation ecosystem.

**Problems Encountered and Resources Required:** A key challenge is the limited availability of high-quality mentors and experts to guide start-ups.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 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:**

Osmania University, renowned for its blend of ancient and modern educational values, has been committed to excellence in both teaching and research. The institution has actively pursued innovation and research, especially in interdisciplinary and cutting-edge areas. Notable strides have been made in these areas, which reflect the university's mission of fostering intellectual growth aligned with regional and national goals.

#### 1. Continuous Comprehensive Evaluation (CCE)

Osmania University was one of the early adopters of the Continuous Comprehensive Evaluation (CCE) system, providing flexibility in learning and allowing students to receive ongoing assessments throughout their academic journey. The CCE system at Osmania aligns with national educational objectives, focusing on both academic and non-academic aspects of student growth.

The CCE system at Osmania includes:

- **Self-paced learning:** Allowing students to progress at their own pace, accommodating individual learning styles and schedules.
- **Continuous assessment:** Students are evaluated not only through end-semester exams but also through assignments, projects, presentations, and other activities that contribute to a

comprehensive assessment.

- **Practical exposure:** The CCE system integrates internships and real-world projects, ensuring students gain practical experience and industry-relevant skills.

Through the CCE system, students can adjust their learning strategies accordingly, leading to a deeper understanding of the subject matter.

## 2. Research and Innovation

Osmania University places a high emphasis on research excellence. The institution encourages faculty and students to engage in meaningful research, which is reflected in its numerous projects funded by national and international agencies.

### Research Committees and Support:

Osmania University has made significant contributions through sponsored projects in fields ranging from **biomedical sciences** to **environmental conservation**. With over 100 research projects during the past five years, the university has received funding from agencies such as the **University Grants Commission (UGC)**, **Department of Science and Technology (DST)**, and **Council of Scientific and Industrial Research (CSIR)**.

### Prominent Achievements:

- Faculty have been recipients of prestigious awards, such as the **Scientist Award** from the Telangana State Council for Science and Technology.
- Over 200 sponsored projects have brought in more than Rs. 40 crores in funding.
- The university has hosted more than 100 national and international conferences, facilitating a global exchange of ideas.

## 3. Entrepreneurship and Skill Development

Recognizing the importance of entrepreneurship in today's world, Osmania University has taken significant steps to nurture entrepreneurial spirit and innovation among its students. The Entrepreneurship and Innovation Cell (EIC) is instrumental in this effort, offering a supportive ecosystem for students to develop startup ideas and projects. The Technology Business Incubator (TBI) also provides infrastructure, mentorship, and funding for student start-ups.

- **Incubation Support:** The **Innovation and Entrepreneurship Hub** offers students access to resources, mentors, and funding to turn their ideas into businesses. Students are encouraged to explore entrepreneurial ventures in sectors such as biotechnology, green energy, and information technology.
- **Industry Collaboration:** Through collaborations with industry, the university helps bridge the gap between academic knowledge and real-world applications. These collaborations ensure that students receive hands-on training, internships, and exposure to industry demands.

## 4. Research and Innovation

The university has established several initiatives and systems to promote high-quality research among its

faculty and students.

### **Centre for Research and Development (CFRD)**

The Centre for Research and Development (CFRD) plays a crucial role in driving research excellence at Osmania. CFRD facilitates advanced research in various fields, enabling faculty and students to engage in impactful projects. With state-of-the-art labs and equipment, CFRD provides the necessary infrastructure to enhance the quality research.

### **Vice Chancellor's Award for Research**

To motivate and recognize outstanding research contributions, Osmania University has introduced the Vice Chancellor's Award for Research. This prestigious award is given annually to faculty members who demonstrate exceptional research outputs in terms of publications, patents, and impact on society. The award not only honors individual achievements but also sets a benchmark for future research endeavors.

### **Student and Faculty Exchange Programs**

The university encourages a global academic perspective through student and faculty exchange programs with prestigious foreign universities. Through partnerships with institutions in Europe, the United States, and Asia, the university fosters cross-cultural academic exchanges and joint research projects.

### **Prominent Achievements:**

Faculty members have received prestigious honours, such as the Scientist Award from the Telangana State Council for Science and Technology.

Over 200 sponsored research and consultancy projects have secured more than Rs. 40 crores in funding.

### **5. Open Day and Strong Alumni Association**

Osmania University actively engages with its alumni and the broader public through its Annual Open Day. This event provides an opportunity for prospective students, industry representatives, and the public to explore the university's research output, academic programs, and infrastructure. Various departments showcase their achievements, research innovations, and industry collaborations, offering a platform for students and faculty to interact with the external community.

The university also boasts a Strong Alumni Association, with graduates excelling in various fields such as academia, industry, government, and social services. The alumni association plays an active role in supporting the university's mission, providing scholarships, contributing to infrastructure development, and facilitating industry connections for current students. Notable alumni often return as guest speakers or mentors, contributing to the academic and professional growth of the university community.

### **7. Community Engagement and Extension**

Osmania University's commitment to societal impact is reflected in its numerous community engagement initiatives. The university has actively worked towards the upliftment of rural and urban communities

through research projects, extension services, and educational outreach programs.

Some key community-driven initiatives include:

- **Rural Research:** Faculty members and students conduct field research in rural areas to develop sustainable agricultural practices, improve public health, and promote literacy.
- **Urban Poverty Alleviation:** The university is also engaged in urban studies, particularly focusing on housing, sanitation, and urban poverty which are designed to influence policy changes and improve living conditions in cities.
- **Environmental Conservation:** The university has taken significant steps towards environmental conservation through its **Green Campus Initiative**.

By fostering interdisciplinary learning, promoting entrepreneurship, and supporting community-based research, the university has consistently aligned its priorities with both academic excellence and social responsibility.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Osmania University, established in 1917, is the seventh oldest university in India, the third oldest in South India, and the first in the erstwhile princely State of Hyderabad, it has played a crucial role in the development of higher education in the region. It is a multidisciplinary university and offers the programs both in conventional and in distance mode. Most of the students delve from diverse and rural background. Osmania University has made remarkable strides, contributing to the academic, economic, and social landscape of not just the state but the entire nation. University was recognised as University of Excellence earlier and now it is RUSA funded university. Osmania university is submitting its SSR in online mode and as dual mode university for the first time. Osmania university has been ranked 6th in the State Public Universities and 43rd among the Universities in NIRF ranking. Through its multifaceted approach to education and global engagement, Osmania University strives to create well-rounded individuals prepared for the challenges of an increasingly interconnected world.

### **Concluding Remarks :**

Osmania University has updated its syllabus to align with UGC norms and NEP 2020, ensuring its programs meet national and global standards. The curriculum emphasizes a blend of academic knowledge, practical skills, interdisciplinary learning, and ethical values, preparing students for diverse career paths. The integration of e-learning tools, digital libraries, and self-learning modules supports diverse learning styles, while the newly established Human Capital Development Centre (HCDC) bridges the gap between industry and academia. University has implemented a student-centric, multifaceted approach to teaching, learning, and evaluation, integrating experiential, participative, and problem-solving methodologies across all programs. University has implemented an effective mentor-mentee system that recognizes the multifaceted challenges students face during their academic journey. The institution actively secures funding through programs like UPE, PURSE, and ICSSR, supported by agencies such as UGC, DST, and DBT. State-of-the-art scientific equipment is acquired and allocated to departments or the CFRD Building, integrating research tools into the educational process. The faculty of Osmania University has collaborative research projects, which is also reflected by its good cited research publications and functional MoU's at national and international level. The classrooms are equipped with smart boards, laboratories and computer labs with WiFi and LAN connectivity. The infrastructure supports both traditional and modern teaching methodologies. Osmania University has well established online admissions and support system for overall development to enhance employability. The university's governance structure emphasizes decentralization and participatory management through various committees involving students, faculty, and staff. IQAC, Osmania University has significantly contributed to institutionalizing quality assurance through policy development, environmental sustainability initiatives, and a structured mentor-mentee scheme. Osmania University has implemented a comprehensive waste management system focusing on solid and e-waste management. Centres of Excellence at university are engaged in fulfilling the diverse needs of students and teaching fraternity. The distinctiveness of Osmania University is in its implementation of Continuous Comprehensive Evaluation (CCE) system, research innovations, entrepreneurship, skill development and incubation support systems, community engagement activities and it is strengthened by its global alumni. The university's dedication to excellence is evident in its continuous efforts to enhance its global ranking.