Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya

ज्ञान शांति मैत्री

Wardha, (Maharashtra) INDIA

Self-Study Report

For
University Accreditation
Volume-I

Submitted to
National Assessment And Accreditation Council (NAAC)

Bangalore - 560 072

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PREFACE

As a developing country India aspires for expansion and enhancement of higher education system and bringing its institutions at par with international standard. In this context ascertaining and assuring quality in teaching-learning, research, extension and governance assumes great significance. To this end, the scheme of accreditation by the National Assessment and Accreditation Council (NACC) offers a quality control mechanism. Against this backdrop Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya (MGAHV), Wardha proposes to undergo the process of assessment and accreditation by the NAAC.

Though only 17 years old MGAHV is growing as a unique centre of higher learning. With the Gandhian framework in view the University hopes to advance the cause of Hindi and to work for the proper placing of Hindi on the national and international linguistic, literary and cultural geography in an effective, natural and realistic fashion. The University views Hindi as a window to the world and a window into India.

During a short span of its existence MGAHV has made considerable progress in terms of physical infrastructure and academic programmes. It has residential as well as distance education modes. Currently it offers 54 courses leading to PG, M.Phil. and Ph.D. degrees and diplomas organized into 7 schools. Some of these courses are also run at the University's regional centers of Kolkata and Allahabad. The University attracts students from different parts of the country and abroad. The University is promoting the use of ICT. The entire campus has Wi-Fi facility to enable free access to internet and E-resources. The University has a strong publication program and publishes journals and books.

Improving the quality and furthering excellence at MGAHV is a major challenge that we are trying to address. The idea to undergo the process of assessment and accreditation by the NACC came as an opportunity to address the issue of quality in the process of imparting education and running the institution.

It is our pleasure to submit the Self Study Report (SSR) to the NACC. The Steering Committee for NACC has worked hard to prepare the SSR and I compliment the members for their effort. It is hoped that the suggestions of the NACC Committee would help us in positioning the University to work with vigor and realize its mission of pursuing quality higher education and academic excellence.

(Professor Girishwar Misra)
Vice Chancellor

Wardha, Maharashtra
The 6th September, 2014

EXECUTIVE SUMMARY

The **Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya** (MGAHV) came into existence through an Act of Parliament which received the assent of the President on January 08, 1997 and was published in the Gazette of India Extraordinary on the same date. This is an Act to establish and incorporate a teaching University for the promotion and development of Hindi language and literature, through teaching and research, with a view to enabling Hindi to achieve greater functional efficiency and recognition as a major international language and to provide for matters connected therewith or incidental thereto. It was the first international university established in the country at Wardha, Maharashtra, a place famous as the ``Karamabhoomi'' of Mahatma Gandhi where he lived and worked for many years.

MGAHV: A Unique and Alternative Institution

It has been the great desire of the national leaders as well as the Hindi well-wishers that Hindi should occupy its rightful status on international forum of United Nations to express the sentiments and feelings of the Indian people and coordinating the linguistic communication not only among the people of Indian origin spread over different countries across the globe. There was also a vision to establish a Central Hindi University to promote and develop Hindi to its fullest potentiality as an international language. This vision was materialized on 29th December 1997 with the establishment of Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya (MGAHV). The University strives to advance the cause of Hindi and to work for its appropriate placing in the national and international linguistic, literary and cultural arena in a robust manner. The motto of the University that guides it is ज्ञान, शान्ति, मैत्री "Knowledge, Peace and Friendship".

Gandhism aims at providing opportunity for personal and social growth and development in unison. Ethical behavior, world fraternity and cultural interaction constitute the basic tenets of the Gandhian thought. MGAHV's curricula and programmes try to incorporate these components. The University is offering courses and academic programmes with respect to Non-Violence and Peace, Women's Studies, Buddhist Studies, Dalit and Tribal Studies, Media Studies, Diaspora and Transnational Studies, Social Work, Education and Psychology. It also promotes the study of Hindi as an alternative language for technology and business. To this end there are courses

in Hindi Language and Literature, Drama and Film Studies, Translation and Interpretation, Linguistics and other related fields.

The MGAHV is mainly a residential University, but has its regional centers at Kolkata and Allahabad. It positions itself as an international platform to offer various courses of higher education seeped in Indian ethos and traditions and combines with the modern technologies to achieve its goals.

The Mission of the University

Committed to an alternative perspective on education the University aspires to build a flexible system to attract competent faculty, raise teaching standards, and encourage research in frontier areas and nurturing talent. MGAHV is designed to have flexibility in its design to permit it to grow by responding to the social and intellectual context. It has residential as well as distance education mode. The University would go for appropriate ICT technology advances available today. It strives for the coequality of Hindi with other major languages of the world. The target audience of MGAHV cannot be delimited to the Hindi speaking people alone. The university believes that reaching out to the non – Hindi speaking population is as important as reaching out to the Hindi speaking population. It is especially important in the light of current trend of globalization. The University's Act announces a commitment to multilingual orientation. Hindi has to function in a multilingual environment. It may be noted that India is a linguistic area and the Indian languages share features which confer a linguistic meta-identity on the Indian nation. At the international level, this multilingual environment forms links between the Indian knowledge system and other knowledge systems of the world. MGAHV intends to be eco-friendly to the multilingual environment. It would attempt to project Hindi as a language which seeks to reach out to the Indian people in the manner guaranteed by its high communicability index. It would try to enhance the communicability index to make it more effective for intellectual dialogues. It may be noted that at the international level Hindi is the language of the biggest segment of the Indian Diaspora. Also, there are groups of persons and institutions who have intellectual interest in India and Hindi.

The Act states that the University aims at promoting and developing Hindi language and literature in general and for that purpose, to provide instructional and research facilities in the relevant branches of learning, to provide for active pursuit of comparative studies and research in Hindi and other Indian languages, to create facilities for development

and dissemination of relevant information in the country and abroad, to offer programmes of research, education and training in areas like translation, interpretation and linguistics for improving the functional effectiveness of Hindi, to reach out to Hindi scholars and groups interested in Hindi abroad and to associate them in teaching and research and to popularize Hindi through distance education system.

Endeavours of the University

MGAHV has been trying to imbibe Gandhian spirit to advance the cause of Hindi and to work for a respectful place of Hindi at national as well as international levels. It is undertaking teaching Hindi to foreign students, offering courses in foreign languages and bringing out learning resources, initiating Diaspora and Transnational Studies and publishing the work of those regions and translating Hindi works in other languages.

During its short span of existence MGAHV has made substantial progress in terms of physical infrastructure and academic programmes. It has residential as well as distance education mode. At present it offers 54 academic courses leading to PG, M.Phil. and Ph.D. degrees and diplomas organized into 7 schools of studies. Some of these courses are also run at the regional campuses of Kolkata and Allahabad. The Wardha campus has residences for teaching and non teaching staff, hostels for boys and girls, guest house, international guest house, academic blocks housing different schools and departments and a health clinic. The construction of an auditorium, an academic block, a transit hostel, museum, distance learning block and residences for officers is in progress. There is a small shopping complex including a book store. The campus has provision for rain water harvesting. The University attracts students from different parts of the country and abroad. The campus is Wi-Fi enabled. The University has a very strong publication program and publishes journals and books. The key aspects of the endeavors include the following:

1. Translation of creative works in various knowledge-disciplines and treasure of knowledge available in other languages of the world in to Hindi.
2. Working as a bridge between Hindi scholars of Indian origin as well foreigners scattered around the world.
3. Preparation of database of studies/research in Hindi for dissemination.
4. Translation of Hindi literature in to other languages of the world (i. e. French, Spanish, Chinese, Arabic etc.)
5. To make efforts for recognizing Hindi as an international language.
6. Imparting education in several contemporary fields of studies through Hindi language.

The University offers a variety of courses and follows the credit system for evaluation. The Directorate of Distance Education of the University is gaining strength. At present 19 courses are on run in distance mode including B.A., M.A., M.B.A. and Diplomas. The Foreign Teaching Cell offers courses for learning Hindi to the foreign students worldwide. The cell proposes to start online courses in the near future. Teacher Development Programmes are a regular feature and the faculty is motivated to attend Refresher and Orientation courses. The University has executed many remarkable Major Research Projects namely Wardha Hindi Shabdkosh, Hindi Samaj Vigyan Vishwakosh (in 6 volumes) and Spanish-English-Hindi Dictionary and Saksham (Hindi Spell Checker). Approximately 20 major and minor research projects were awarded by UGC, ICSSR, MGAHV and other agencies are ongoing by faculty members. A Central Library containing up to date books approximately 1,17,770 including different disciplines with OPAC and other latest facilities houses at campus for research support and acquiring knowledge.

The University offers an inspiring ambience of socio-cultural life. Many cultural, literary and programmes related to social works are being organized engaging students, teachers and staffs. The University takes initiative in recognizing and honoring intellectuals of Indian origin who have contributed in various field i.e. literature, public life, academics etc. With this idea, the University has awarded honorary D.Litt. to Shri Abhimanyu Anat, a great litrary personality of Mauritius, in the year 2008 and the Honourable President of Mauritius Sir Anerood Jugnauth in 2009.

The University has a unique initiative to invite three renowned scholars as writer-in-residence every year. These scholars interact with students, research scholars and teachers and provide them required suggestions/directions for their research and teaching.

The Grievance Redressal Cell constituted by the University caters to the needs of students and staff. The Departments cater to the placement needs by taking initiative for Skill Enhancement through trainings. The University supports an eco-friendly campus. The University houses Swami Sahajanand Museum having an exclusive collection and display of original manuscripts and belongings of important writers of Hindi literature.

The MGAHV is marching ahead in 21st century with the idea to mentor students to be leader in their chosen fields by acquiring knowledge the necessary skills and attitude. The University tries to nurture the talents of students to make them competent human resource for the development of society.

Strengths of the University

1. This University is the only Central University of the state situated in an arid zone of Maharashtra. The campus is being developed as green belt through plantation and use of water harvesting technology.
2. The University campus has facilities like separate hostels for boys and girls, international hostel for foreign students, VIP guest house, teachers and staff quarters, transit hostel, dispensary, gymnasium, officer's club, Post Office, Bank, shopping complex, Book Store and sports ground. An auditorium with a capacity of 1000 persons is under construction.
3. The University publishes three literary magazines and a news-letter. The University supports a website www.Hindisamay.com dedicated to Hindi language and literature. It is preparing a reposition of Hindi literature. It also presents a weekly literary magazine in Hindi.
4. The University runs several unique courses in Hindi i.e. Translation Technology, Language Technology, Computational Linguistics, Informatics, Non Violence and Peace Studies, Women Studies, Drama and Film Studies, Media Studies, Social Work, Dalit and Tribal Studies, Buddhist Studies and Diaspora and Transnational Studies etc. Most of these courses are non-conventional and innovative. At present very few Universities run these courses that too through English medium.
5. The faculty of University is well-qualified, trained and experienced in respective fields.
6. As the medium of instruction is Hindi in this University, it caters the academic needs of Hindi speaking region of the country, widely known as Hindi belt.
7. The curricula of the University are designed and developed to meet the challenges of time and its pace by giving emphasis on latest techniques and methods, adopting new theories and concepts of humanities and social sciences, computer knowledge, knowledge of Indian and foreign languages.
8. The teaching-learning process in this University is not only limited to class room interaction. The University also provides well equipped laboratories, computer labs, departmental libraries, audio-visual presentation, field works, educational tours, inter-disciplinary approach, promoting and providing opportunities to faculty and students to participate in national and international seminars, workshops and conferences to develop skills and competencies.
9. The University has a pool of experts and panel of visiting scholars on various subjects.
10. Smart-Class has been established in the School of Language and other departments are also in the process of developing smart classes.

11. The University has adopted the policy of periodical updating and revision the courses in order to respond to the contemporary needs. Most of the Departments have revised the courses.
12. The University has a Placement Cell, NET Coaching Centre, SC/ST Cell, Grievance cell, Gender-sensitization Cell, Anti Ragging Committee and Squad, Innovation Club and Environment Club, etc.
13. The University has a Central Library with large collection of books, reference books, magazines, reading rooms and a museum for preserving manuscripts of famous authors which is quite helpful for research scholars and students.
14. The University provides fellowship to students and research scholars which works as a catalyst to attract younger generation.
15. A good number of students qualify NET/JRF every year, for which the University has a NET coaching centre to facilitate skill building among the students.

Weaknesses of the University

1. The geographical location of this University poses a hurdle for student intake especially for the post graduate level courses. The connectivity is also a problem for students because it is located approximately 75 kilometres away from Nagpur.
2. As the courses are non-conventional, the intake is satisfactory but enthusiasm about the conventional courses is quite high in the students and research scholars.
3. The courses which are widely unknown and unfamiliar to the students of Hindi belt results in poor student intake.
4. The shortage of teaching material and reference books in Hindi, lack of required supporting staff and specialized faculties and infrastructure is an important issue to be tackled.

Opportunities of the University

1. This University provides and imparts education in various courses in Hindi which are usually taught through English medium in other Universities.
2. The technical aspects of subjects are given much emphasis in teaching-learning process and curriculum is designed to cater the needs of technique driven market.
3. This University runs some part-time courses (e.g. CCA, DCA and Indian & Foreign languages) which allow working people to pursue their studies.
4. The wide range of courses is a boon for students and research scholars to excel and develop their skills.

5. This is the only Central University of Maharashtra so the local students get opportunity to take up higher education in non conventional subjects.
6. Keeping in view of social responsibilities and human values the University provides few subjects to produce a good number of students for nation building process.
7. The University has done MoU with various National and International Institutes and Universities for running educational programmes as well as exchange of students.
8. The studio and laboratories enrich student's skill and provide first-hand knowledge of the relevant techniques and methods.
9. The students and research scholars participate in national and international seminars and workshops organized by this University. Educational tour and field work are organized as an integral part of learning experience.

Challenges of the University

1. The main challenge of this University is to attract students especially at the level of Post Graduation.
2. As this University is dedicated to provide education through Hindi medium there is a need to develop and provide study material, research journals, reference books and texts in Hindi. Large scale translation of study materials, research journals, reference books and text material from English to Hindi is required.
3. The budgetary constrains hinder up-gradation of laboratories and studios.
4. Creation of a focus on job orientation is needed.
5. Greater interaction with the Universities in India and abroad to augment teaching-learning process.
6. Interface with various sections of society including industry needs to be increased and systemized.

SECTION – C
PROFILE OF THE UNIVERSITY

Name and Address of the University

Name:	MAHATMA GANDHI ANTARRASHTRIYA HINDI VISHWAVIDYALAYA	
Address:	GANDHI HILLS	
City: Wardha	Pin: 442005	State: MAHARASHTRA
Website:	www.hindivishwa.org	

2. For communication:

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	PROF. GIRISHWAR MISRA	(O) 07152 230904 (O) 07152 230907 (R) 07152 230241 (R) 07152 230242	-	07152 230903	vc@hindivishwa.org
Pro Vice Chancellor (s)	PROF. CHITRANJAN MISHRA	(O) 07152 252148 (R) 07152 241889		07152 252148	pvctomgahv@gmail.com
Registrar (Acting)	PROF. DEVRAJ	(O) 07152 232519 (O) 07152 230902	75990 45113	07152 247602	dr4devraj@gmail.com
Steering Committee / IQAC Co-ordinator	DR. SHOBHA PALIWAL	(O) 0715 230912	73878 12625	07152 230903	shobhapaliwal95@gmail.com

3. Status of the University:

State Private University	
Central University	Central University
University under Section 3 of UGC (Deemed University)	
Institution of National Importance	
Any other (please specify)	

4. Type of University:

Unitary	Unitary
Affiliating	

5. Source of funding:

Central Government	Central Government
State Government	
Self-financing	
Any other (please specify)	

6.   a.   Date of establishment of the university: **29 December, 1997** by an Act of Parliament

       b.   Prior to the establishment of the university, was it a/an

i.	PG Centre	No
ii.	Affiliated College	No
iii.	Constituent College	No
iv.	Autonomous College	No
v.	Any other (please specify)	-

       If yes, give the date of establishment …………………… (dd/mm/yyyy)

7.   Date of recognition as a university by UGC or any other national agency:

Under Section	dd	mm	yyyy	Remarks
i. 2f of UGC*	-	-	-	
ii. 12B of UGC *	-	-	-	
iii. 3 of UGC #	-	-	-	
iv. Any other ^ (specify)	-	-	-	

     *   Enclose certificate of recognition.

     #   Enclose notification of MHRD and UGC for all courses / programmes / campus/ campuses.

     ^   Enclose certificate of recognition by any other national agency/agencies, if any.

8.	**Has the university been recognized**		
	a.	By UGC as a University with Potential for Excellence?	No
	b.	For its performance by any other governmental agency?	No
9.	Does the university have off-campus centres? **Allahabad**- Date of establishment- **09-05-2009** date of recognition : ……**15-02-2011** **Kolkata**- Date of establishment - **01-07-2011** date of recognition : …**15-02-2011**		Yes
10.	Does the university have off-shore campuses?		No

11.   Location of the campus and area:

		Location *	Campus area in acres	Built up ar in sq. mts
i.	Main campus area	North & South (Rural)	212	64190
ii.	Other campuses in the country	1. Allahabad* (Urban) 2. Kolkata (Urban)	0.57 Hired	918 NA
iii	Campuses abroad	NA	NA	NA

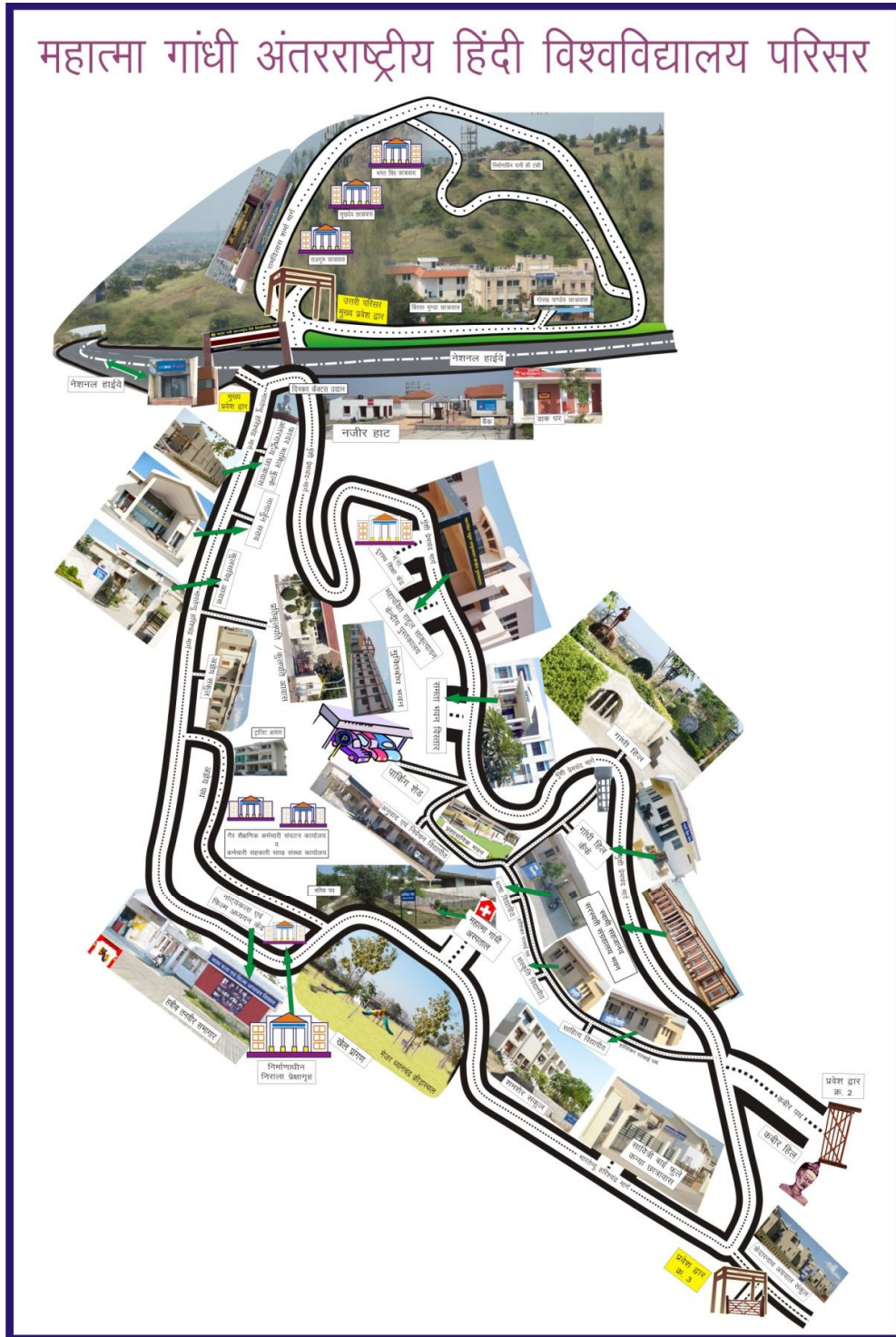* The construction of campus is in progress. Currently it is run in a rented building.
 (* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify)

If the university has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

Map of India

Map of Maharashtra

…(13)…

महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय परिसर

12.   Provide information on the following: In case of multi-campus University, please provide campus-wise information

- **Auditorium/seminar complex with infrastructural facilities**
  a) An auditorium (Habib Tanveer Sabhagaar) with a seating capacity of 100 equipped with modern audio facilities and lighting is available for all functions of the University such as conferences, workshops and cultural programmes.
  b) Nirala Prekshagrih (Under Construction)   Capacity 1000   Seats
- **Sports facilities**
  a) Playground   -   Yes
     - Volleyball Court   -   Available
     - Badminton Court   -   Available
     - Cricket Ground   -   Available
  b) Gym Facility   -   Available
  c) Swimming Pool   -   No
  d) Gymnasium   -   Yes
  e) Any other (please specify)
- **Hostel**
  ✓ Boys' Hostel   -   Yes
     (i)   Number of hostels   03
     (ii)   Number of inmates   -   354
     (iii)   Facilities   -   Mess, Daily Newspaper, Internet facility (Wi-Fi), Common Rooms, Guest Rooms, Generator, TV, Solar Water Heater, Gymnasium
  ✓ Girls' hostel   Yes
     (i)   Number of hostels   01
     (ii)   Number of inmates   -   152
     (iv)   Facilities   -   Mess, Daily Newspaper, Internet facility (Wi-Fi), Common Rooms, Guest Rooms Generator, TV, Solar Water Heater, Gymnasium
  ✓ Working women's hostel   -   No
     (i)   Number of hostels
     (ii)   Number of inmates
     (iii)   Facilities
- Residential facilities for faculty and non-teaching-
  Residential facility available for teachers and non-teaching staff of the University. Staff quarters are well connected by road. The list of quarters are given below-

Sl.No.	Type of Quarter	No. of Residence
1	Type-VA*	10
2	Type-D*	18
3	Type-C	30

 *For Faculty

Transit Hostel- 01 (no. of residence 06)

- **Cafeteria** - The University has 03 Cafeteria, 02 Cafeteria adjacent to administrative building and one adjacent to International Hostel.

- **Health centre** – Nature of facilities available – inpatient, outpatient, ambulance, emergency care facility, etc.   -
Health facility for the students, researchers and residents are rendered free of cost at the Hospital in University campus. Two Doctors and one supporting staff are working in the Hospital.

- Facilities like banking, post office, book shops, etc.-
    Yes

Bank Services	Bank of India (with ATM Service)
Post Office	Available at University Campus
Book shops	Available at University Campus

- Transport facilities to cater to the needs of the students and staff - Yes

- Facilities for persons with disabilities -   Ramp provided in all buildings

- Animal house   -
    No

- Incinerator for laboratories   -
    No

- Power house   -   33KV Power Station (work under progress)

- Waste management facility   -   Sewerage treatment plant is being established.

13. **Number of institutions affiliated to the university**   -
    Nil

14. **Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University**

    Yes [   ]   No [√   ]   Number

15. Furnish the following information:

Particulars	Number	Number of Students
(a) University Departments	NA	NA
Undergraduate		
Post graduate	16	162
Research centres on the campus	NA	NA
(b) Constituent colleges	-	-
(c) Affiliated colleges	-	-
(d) Colleges under 2(f)	-	-
(e) Colleges under 2(f) and 12B	-	-
(f) NAAC accredited colleges	-	-
(g) Colleges with Potential for Excellence (UGC)	-	-
(h) Autonomous colleges	-	-
(i) Colleges with Postgraduate Departments	-	-
(j) Colleges with Research Departments	-	-
(k) University recognized Research Institutes/Centres	-	-

16.   Does the university conform to the specification of Degrees as enlisted by the UGC?

Yes [ ]   No [√]

If the university uses any other nomenclatures, please specify.

17. Academic programmes offered by the university departments at present, under the following categories: (Enclose the list of academic programmes offered)

Programmes	Number
UG	-
PG	16
Integrated Masters	-
M.Phil	15
Ph.D.	14
Integrated Ph.D.	-
Certificate	03
Diploma	10
PG Diploma	20
Any other (Advance Diploma)	03
Total	74

School of Language

1	M.A. Hindi (Language Technology)
2	M.A. (Computational Linguistics)
3	Master of Informatics and Language Engineering

1	M. Phil. Hindi (Language Technology)
2	M. Phil (Computational Linguistics)

1	Ph.D. Hindi (Language Technology)
2	Ph.D. Computational Linguistics
3	Ph.D. Informatics and Language Engineering

1	D.C.A.
2	P.G.D. C.A. (L.T.)
3	Diploma in Marathi
4	Diploma in Urdu
5	Diploma in Sanskrit
6	Diploma in English
7	Diploma in Chinese
8	Diploma in Spanish
9	Diploma in Japanese
10	Diploma in French
11	Advance Diploma in Chinese
12	Advance Diploma in Spanish
13	Advance Diploma in Japanese

…(18)…

School of Literature

1	M.A. Hindi
2	M.A. Hindi (Comparative Literature)

1	M. Phil. Hindi
2	M. Phil. Hindi (Comparative Literature)

1	Ph.D. Hindi (Comparative Literature)

1	P.G. Diploma in Comparative Indian Literature
2	P.G. Diploma Hindustani

School of Culture

1	M.A. Non-Violence and Peace Studies
2	M.A. Women Studies
3	M.A. Dalit & Tribal Studies
4	M.A. Buddhist-Studies

1	M. Phil. Non-violence & Peace Studies
2	M. Phil. Women Studies
3	M. Phil. Dalit & Tribal Studies
4	M. Phil. Buddhist Studies

1	Ph.D. Non-violence & Peace Studies
2	Ph.D. Women Studies
3	Ph.D. Dalit & Tribal Studies
4	Ph.D. Buddhist Studies

1	P.G. Diploma in Women Studies
2	P.G. Diploma in Buddhist-Studies
3	P.G. Diploma in Pali Language & Literature
4	P.G. Diploma in Buddhist Tourism & Guiding
5	P.G. Diploma in Tibetan Language & Tibetan Buddhism

School of Translation and Interpretation

1	M.A. Translation Technology

1	M. Phil. Translation Technology
2	M. Phil Migration, Diaspora & Transnational Cultural Studies

1	Ph.D. Translation Technology
2	Ph.D. Migration, Diaspora & Transnational Cultural Studies

1	P.G. Diploma in Hindi Translation
2	P.G. Diploma in Functional Hindi and Translation
3	P.G. Diploma in Interpretation

School of Humanities and Social Sciences

1	M.A. Mass Communication
2	M.Sc. Electronic Media
3	M.A. Anthropology
4	Master of Social Work

1	M. Phil. Mass Communication
2	M. Phil. Anthropology
3	M. Phil. Psychology
4	M. Phil Social Work

1	Ph.D. Mass Communication
2	Ph.D. Anthropology
3	Ph.D. Social Work

1	P.G. Diploma in Production of T.V. Programme
2	P.G. Diploma in Advertisement & Public Relation
3	P.G. Diploma in Forensic Science

School of Creativity

1	M.A. Dramatics and Film Studies

1	M. Phil. Dramatics & Film Studies

1	Ph.D. Dramatics & Film Studies

1	P. G. Diploma in Indian and Western Arts & Aesthetics

School of Education

1	M.A. Education

Regional Centre Allahabad

1	P.G. Diploma in Applied Linguistics
2	Diploma in Urdu Language
3	P.G. Diploma in Translation
4	P.G. Diploma in Drama and Film Studies
5	M.A. Hindi
6	M.A. Social Work
7	M. Phil. Hindi (Comparative Literature)

Regional Centre Kolkata

1	P.G. Diploma in Web Journalism
2	P.G. Diploma in Translation
3	M. A. Hindi (Comparative Literature)
4	M. Phil. Hindi (Comparative Literature)

Courses for Foreign Students

1	Certificate Course in Hindi as an International Language
2	Diploma Course in Hindi as an International Language
3	Certificate Course in Hindi as an International Language (12 weeks)
4	Certificate Course in Hindi as an International Language (3-4 weeks)

18. **Number of working days during the last academic year.** - 180 Days

19. **Number of teaching days during the past four academic years.**

155	162	159	152

('Teaching days' means days on which classes were engaged. Examination days are not to be included)

20. **Does the university have a department of Teacher Education?**

Yes | √ | No | |

If yes,
    (a) Year of establishment ……………… (dd/mm/yyyy)
    (b) NCTE recognition details (if applicable)
        Notification No.:…………………
        Date: …………………………… (dd/mm/yyyy)

(c) Is the department opting for assessment and accreditation separately?

Yes [ ]   No [√]

21. Does the university have a teaching department of Physical Education?

Yes [ ]   No [√]

If yes,
(a) Year of establishment ……………… (dd/mm/yyyy)
(b) NCTE recognition details (if applicable)
Notification No.:…………………
Date: …………………………… (dd/mm/yyyy)
(c) Is the department opting for assessment and accreditation separately?

Yes [ ]   No [ ]

22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered?

Yes [ ]   No [√]   Not applicable

23. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

No

24. Number of positions in the university

Positions	Teaching faculty			Non-teaching staff	Technical Staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the UGC/University/State Government	18	15	59	Group A- 25 Group B – 41 Group C - 51	
Recruited	11	11	40		
Yet to recruit	07	04	19		
Number of persons working on contract basis	--	--	20	03	02
Number of persons working on part-time teachers	--	--	05	--	--

…(22)…

Other Academic Staff Position :

Librarian- 01
Assistant – 01
Research Officer – 03

25.   Qualifications of the teaching staff

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permnent teachers							
D.Sc./D.Litt.	--	--	--	01	--	--	01
Ph.D.	10	01	08	01	25	05	50
M.Phil.	--	--	--	--	04	01	05
PG	--	--	--	--	04	01	05
UG (B.E.)	--	--	01*	--	--	--	01
Temporary teachers							
Ph.D.	--	--	--	--	09	06	15
M.Phil.	--	--	--	--	00	04	04
PG	--	--	--	--	02	01	03
Part-time teachers							
Ph.D	--	--	--	--	01	01	02
M.Phil	--	--	--	--	01	--	01
PG	--	--	--	--	01	01	02

*   Appointed by the Executive Council of the University under 20 (1) of MGAHV Act.
*   **Position of Outsourcing Staff** :
Manpower: 192
Security: 70

26. Emeritus, Adjunct and Visiting Professors:

	Emeritus	Adjunct	Visiting
Number	--	--	73

27.   Chairs instituted by the university:

	Chairs
School / Department	Nil

28. Students enrolled in the university departments during the current academic year, with the following details:

(as on 01-09-2014)

Students	UG	PG	Integrated Masters	M. Phil.	Ph.D.	Integrated Ph.D.	D.Litt.,/ D.Sc.	Certificate	Diploma/ Advance Diploma	PG Diploma
	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F
From the state where the university is located	-	23/15	-	14/14	05/10	-	-	-	48/19	12/19
From other states of India	-	54/70	-	98/43	39/16	-	-	-	52/16	75/43
NRI students	-	-	-	-	-	-	-	-	-	-
Foreign students	-	-	-	-	-	-	-	-	-	-
Total	-	77/85	-	112/57	44/26	-	-	-	100/35	87/62

*M - Male   *F - Female

The University has made Diploma course in any Indian or Foreign Language compulsory for P.G. students so the number of students of Diploma course is 290.

The number of ongoing Ph.D. scholars is 137.

29.   'Unit cost' of education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component = Rs. 337.64 (257284.00 /762=337.64)

(b) excluding the salary component = Rs. 139.05 (105961.00/762=139.05)

30.   Academic Staff College   -   No

- Year of establishment ---------------
- Number of programmes conducted (with duration)

    o UGC Orientation
    o UGC Refresher
    o University's own programmes

31. **Does the university offer Distance Education Programmes (DEP)?**

Yes | √ | No | |

If yes, indicate the number of programmes offered.

Sl.No.	Programmes
1.	M.A. Rural Development
2.	M.A. Hindi
3.	M.B.A. (Hindi medium)
4.	M.A. Social Work
5.	M.A. Library Science
6.	M.A. Journalism and Mass Communication
7.	B.A. Journalism and Mass Communication
8.	B.A. Library Science
9.	B.B.A. (Hindi medium)
10.	P.G. Diploma in Journalism and Mass Communication
11.	P.G. Diploma in Electronic Media Management & Production
12.	P.G. Diploma in Translation
13.	P.G. Diploma in Rural Development
14.	P.G. Diploma in Disaster Management
15.	P.G. Diploma in Management
16.	Diploma in Creative Writing
17.	Diploma in Women Empowerment
18.	Diploma in Tourism Management
19.	Diploma in Business Management

Are they recognized by the Distance Education Council?   -   Yes

**32.** **Does the university have a provision for external registration of students?**

Yes | | No | √ |

33. Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.

Accreditation :   Cycle 1 | √ | Cycle 2 | | Cycle 3 | | Cycle 4 | |

Re-Assessment: | |

…(25)…

34. **Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)** - NA

35. **Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.** - NA

36. **Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).**

IQAC- Date of Establishment - 02/04/2014

37. **Any other relevant data, the university would like to include (not exceeding one page).** -
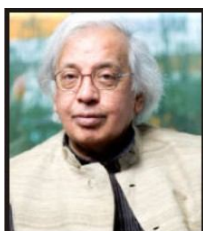
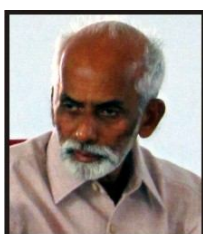**Chancellor**
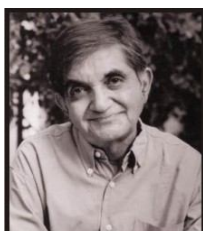
Shri Nirmal Verma
(04-07-2001 to 03-07-2004)

Prof. Namwar Singh
(16-06-2006 to date)

Vice Chancellor

Shri Ashok Vajpai
Ex. I.A.S
(29-12-1997 to 28-12-2002)

Prof. G. Gopinathan
(23-10-2003 to 19-04-2008)

Shri Vibhuti Narain Rai
Ex. I.P.S.
(29-10-2008 to 28-01-2014)

Prof. Girishwar Misra
(05-03-2014 to date)

1. **HindiSamay.com-**

    The University has a website fully devoted for Hindi Literature with its glorious past and magnificent present. The content of HindiSamay.com includes Poetry, Prose, Fiction, Novel and Literary Criticism. It provides a wide spectrum of Hindi literature. The website offers Wardha Hindi Shabda Kosh, Samaj Vigyan Kosh, Ahimsa Vishwa Kosh, Farhag Istilahate Peshewaran for the reference of the readers. A reader also finds a plethora of literary pieces of various genres. "Vividh" offers Laghu Katha (Short Stories), Lok Katha (Folk Stories) and Bal Sahitya (Literature of kids).

2. **Swami Sahajanand Sangrhalaya-**

    The museum is devoted to preserve the manuscripts, letters and articles of the writers and historically important literary Hindi magazines. The museum provides knowledge and glimpse of Hindi writers like Muktibodh, Ram Kumar Verma, Shamsher Bahadur Singh, Hajari Prasad Dwivedi, Nirala, Harivansh Rai Bachchan etc. The museum organises various programmes and activities. "Dr. R. K. Verma Adhyayan Kaksha" was inaugurated, a programme to mark the 19th anniversary of Shamsher Bahadur Singh was organised along with Paricharcha (Group Discussion) on his literature. Regular lectures on writers are organised. The museum also compiles a weekly e-bulletin "Mangalwar post" which highlights progress and activities.

3. **Laboratory of Informatics and Liberal Arts (LILA)-**

    The computer lab is established to provide basic knowledge of computer to the students of Humanities and Social Sciences so that

they can access the modern day technology as well knowledge. It is made mandatory for PG students to learn computer technology. A plan to start course in Digital Humanities is being prepared.

4. Rajbhasha Vibhag-

The Rajbhasha Vibhag of the Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha is fully working Since 13.12.2011 after the appointment of a Regular Hindi Officer. As per the Article 343 of the Constitution, Hindi is the official language of our country. All the 13 types of documents which come under Section 3(3) of Official Language Act 1963 should be invariably issued in bilingual form. The Rajbhasha Department of MGAHV is functional to fulfil these constitutional obligations. The University comes under "B" region. It has been organizing Intensive and Mini Hindi workshops from time to time to impart Hindi knowledge to the employees and to encourage them to work in Hindi. During the year 2013-14 so far 2 Intensive, 5 Mini and 2 Keying workshops have been organized. About 10 officers and 165 employees were trained in these workshops.

5. Publication Division-

This division regularly publishes "Bahuvachan", "Pustak Varta" and "Hindi" (A quarterly Journal on Language, Discourse and Writing). The division has published 60 volumes pertain to Hindi Writers, Poets, Oral History of Hindi, Samaj Vigyan Kosh and Wardha Hindi Kosh. The division is publishing course material on Women's Studies, Dramatics and Film Studies, Anthropology and other disciplines.

6. Teaching-Learning-

The University is engaged in preparation of material for language learning. In this regard the faculty of School of Language is preparing study materials for language learning in many Indian and Foreign Languages. A dictionary of Spanish-English-Hindi has already been prepared by Dr. Ravi Kumar and preparation of other dictionaries i.e. Chinese-English-Hindi, Japanese-English-Hindi are in the pipeline. The University has a very specific course of Hindi learning for international students. The preparation of study material for teaching Hindi as a foreign language is also in progress. The University has also been asked to prepare syllabus for Hindi learning for universities across the globe.

7.   Language Laboratory-

The University has a well equipped Language Lab for language learning drills and skills. The University attempts to incorporate all the latest techniques and technologies in this lab. The lab is functional since 2012.

8.   Ethnographic Museum-

The Department of Anthropology has taken a very important initiative to establish Ethnographic Museum in 2012. This museum has collections of artefacts of tribes of Central India. It has weapons/arms, ornaments, photographs of ornaments of tribes, paintings of tribal arts, etc. These all are collected by our research scholars who were assigned to do some field work in tribal areas.

9.   International Exposure-

1. Dr. Umesh Kumar Singh, Assistant Professor of School of Literature has been a Visiting Professor Hindi, at Indian Centre, Azerbaijan University of Languages, Baku, Azerbaijan in 2012-13.

2. Dr. Maitrei Ghosh, Librarian was awarded Fulbright Scholarship to do research on Disaster Risk Management in Libraries and Archives in United States, based in Florida, USA in 2013-14.

CRITERION I : CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 How is the institutional vision and mission reflected in the academic programmes of the University?

The Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya (MGAHV) aspires to be one of the main learning institutions dedicated to higher learning through Hindi medium at national and international levels. The University stands for the expression of ideas of Mahatma Gandhi in various disciplines in the fields of humanities, social sciences, communication and informatics in Hindi. The University offers courses in many disciplines i.e., Non-violence and Peace Studies, Women's Studies, Social Work, Communication and Media Studies, Hindi Literature, Anthropology, Translation Technology, Education, Psychology, Language Technology, Indian and Foreign Languages, Dalit and Tribal Studies, Buddhist Studies, Diaspora Studies and Transnational Studies. Many more proposals are in the pipeline. Through all these courses we prepare students and Trans-National students for contemporary issues and challenges. The University is primarily residential but has a distance learning wing.

The institution has MoUs with many National and International Universities, students from all over India and various countries i.e., Germany, Italy, Belgium, Croatia, Hungary, China, Japan, Israel, U.S.A., Thailand, Mauritius, Sri Lanka have come for the purpose of research and studies in different disciplines. The students develop competence through participation in a variety of academic programmes on the campus.

1.1.2 Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Yes. The University adopts the procedure formulated in its Act and Statutes. Each Department is directed to follow a systematic process in design and development of the curriculum. It starts with assessing the needs and organizing workshops with experts and faculty from the other Universities. Feedback is collected and after detailed deliberations in the syllabus is prepared. The syllabus so prepared is placed before the Board of Studies (BoS) of respective Departments. The recommendations of BoS which includes external subject experts are placed before School Board and finally before the Academic Council for approval and the same is reported to the Executive Council for implementation.

1.1.3 How are the following aspects ensured through curriculum design and development?

-Employability

The curriculum is designed keeping in view the employability of the students in government, non-government and private sectors as well as for self employability. At Master's level, we have two compulsory courses to learn one language (Indian or foreign language) and computer applications. In the current academic year, a course on Indian thinkers is proposed to equip students with indigenous knowledge of social, political, economic and cultural understanding of the land and to prepare them to stand up for the challenges faced by the society. The curriculum has emphasis both on theory and practical training to make the students able to acquire better skills. The curriculum also contains issues related to field study to develop problem solving ability.

-Innovation

The University offers many innovative programmes in the areas of Language Technology, Computational Linguistics, Translation Technology, Information and Language Engineering. The curriculum of all these programmes ensures creation of innovative ideas with proportionate distribution of theory, practical and field work.

The curricula of other courses also have scope for innovative ideas and practices.

-Research

In order to develop research orientation all the curricula necessarily include exercises based on field work. At the same time, compulsory seminar presentation and preparing term papers ensure aptitude and skill for research. The curriculum of M. Phil. ensures to develop understanding for qualitative and quantitative methods of research. The Ph.D. programme with course work improves the quality of research and expands horizon of the research scholars.

1.1.4 To what extent does the University use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the University been instrumental in leading any curricular reform which has created a national impact?

The University follows the guidelines of the regulatory body in matters of developing and restructuring the curricula. The University has a very compact curricula for Language Technology, Computational Linguistics, Information and Language Engineering, Translation Technology and Comparative Literature (Hindi). The curricula of all these have made a national impact. Many Departments at other Universities have shown interest in

adopting these curricula. Our faculty members have been instrumental in curricular reforms at several Departments in other Universities of the country.

1.1.5 Does the University interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the University benefitted through interactions with the stakeholders?

Yes. In the workshops organized for curriculum revision the concerned Department interacts with the industry, research bodies and civil society. Inputs so gained have contributed in enriching the curriculum. For example, for the development of curricula of Community Development and Health the Psychology Department invited experts from Mahatma Gandhi Institute of Medical Sciences, Sevagram, Wardha. The Department of Women's Studies also regularly interacts with Centre for Women's and Development Studies, New Delhi and other institutions. The Department of Non-violence and Peace Studies and the Centre for Mahatma Gandhi Fuji Guruji Peace Studies interact with Institute of Gandhian Studies and other agencies which are associated with social work. The center for Communication & Media Studies and the Department of Dramatics and Film Studies also interact with national institutes in their areas.

1.1.6 Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.

Not applicable.

1.1.7 Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).

Not applicable.

1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following:

Programmes Taught on Campus:

School of Language

1	M.A. Hindi (Language Technology)
2	M.A. (Computational Linguistics)
3	Master of Informatics and Language Engineering

1	M.Phil. Hindi (Language Technology)
2	M. Phil (Computational Linguistics)

1	Ph.D. Hindi (Language Technology)
2	Ph.D. Computational Linguistics
3	Ph.D. Informatics and Language Engineering

1	D.C.A.
2	P.G.D. C.A. (L.T.)
3	Diploma in Marathi
4	Diploma in Urdu
5	Diploma in Sanskrit
6	Diploma in English
7	Diploma in Chinese
8	Diploma in Spanish
9	Diploma in Japanese
10	Diploma in French
11	Advance Diploma in Chinese
12	Advance Diploma in Spanish
13	Advance Diploma in Japanese

School of Literature

1	M.A. Hindi
2	M.A. Hindi (Comparative Literature)

1	M.Phil. Hindi
2	M.Phil. Hindi (Comparative Literature)

1	Ph.D. Hindi (Comparative Literature)

1	P.G. Diploma in Comparative Indian Literature
2	P.G. Diploma Hindustani

School of Culture

1	M.A. Non-Violence and Peace Studies
2	M.A. Women Studies
3	M.A. Dalit & Tribal Studies
4	M.A. Buddhist-Studies

1	M.Phil. Non-violence & Peace Studies
2	M.Phil. Women Studies
3	M.Phil. Dalit & Tribal Studies
4	M.Phil. Buddhist Studies

1	Ph.D. Non-violence & Peace Studies
2	Ph.D. Women Studies
3	Ph.D. Dalit & Tribal Studies
4	Ph.D. Buddhist Studies

1	P.G. Diploma in Women Studies
2	P.G. Diploma in Buddhist-Studies
3	P.G. Diploma in Pali Language & Literature
4	P.G. Diploma in Buddhist Tourism & Guiding
5	P.G. Diploma in Tibbati Language & Tibbati Buddhism

School of Translation and Interpretation

1	M.A. Translation Technology

1	M.Phil. Translation Technology
2	M. Phil Migration, Diaspora & Transnational Cultural Studies

1	Ph.D. Translation Technology
2	Ph.D. Migration, Diaspora & Transnational Cultural Studies

1	P.G. Diploma in Hindi Translation
2	P.G. Diploma in Functional Hindi and Translation
3	P.G. Diploma in Interpretation

School of Humanities and Social Sciences

1	M.A. Mass Communication
2	M.Sc. Electronic Media
3	M.A. Anthropology
4	Master of Social Work

1	M.Phil. Mass Communication
2	M.Phil. Anthropology
3	M. Phil. Psychology
4	M.Phil Social Work

1	Ph.D. Mass Communication
2	Ph.D. Anthropology
3	Ph.D. Social Work

1	P.G. Diploma in Production of T.V. Programme
2	P.G. Diploma in Advertisement & Public Relation
3	P.G. Diploma in Forensic Science

School of Creativity

1	M.A. Dramatics and Film Studies

1	M. Phil. Dramatics & Film Studies

1	Ph.D. Dramatics & Film Studies

1	P. G. Diploma in Indian and Western Arts & Aesthetics

School of Education

1	M.A. Education

Regional Centre Allahabad

1	P.G. Diploma in Applied Linguistics
2	Diploma in Urdu Language
3	P.G. Diploma in Translation
4	P.G. Diploma in Drama and Film Studies
5	M.A. Hindi
6	M.A. Social Work
7	M.Phil. Hindi (Comparative Literature)

Regional Centre Kolkata

1	P.G. Diploma in Web Journalism
2	P.G. Diploma in Translation
3	M. A. Hindi (Comparative Literature)
4	M. Phil. Hindi (Comparative Literature)

Courses for Foreign Students

1	Certificate Course in Hindi as an International Language
2	Diploma Course in Hindi as an International Language
3	Certificate Course in Hindi as an International Language (12 weeks)
4	Certificate Course in Hindi as an International Language (3-4 weeks)

Overseas Programmes offered on campus

Some programmes of Hindi teaching are offered on the campus in collaboration with foreign universities of Germany, Italy, China, Japan and Belgium, etc.

Programmes available for colleges to choose from

Not applicable.

1.2.2 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options: Languages are offered as compulsory courses.
There are elective options in MA 4th semester programme in many Departments.

b. Enrichment courses: The main focus is on the core courses with the electives and optional courses left open for the students to choose as per their interest and aptitude. However, the enrichment of the courses is done by organizing special workshops, invited lectures by experts and training courses.

c. Courses offered in modular form: No
d. Credit accumulation and transfer facility: Yes

e. Lateral and vertical mobility within and across programmes, courses and disciplines: No

1.2.3 Does the university have an explicit policy and strategy for attracting international students?

Yes. The University has a Foreign Teaching Cell (FTC) for this purpose. The University has got state-of-the art international hostel for foreign students. The University offers courses at a minimum fee. The teaching incorporates interactive smart classes and specialized language lab for effective teaching. The University has MOU'S with 01 National University and 11 International Universities. The courses offered have gained popularity in the last four years. In the last few years 76 students and participants from various countries have learned Hindi and five students have enrolled for Ph.D. In the near future, the Foreign Teaching Cell will be offering online courses for foreign students. It is developing a Common international Syllabus for Universities following the resolution of the 9th Hindi World Conference at Johannesburg, South Africa. It has four levels of competence in Hindi language.

1.2.4. Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.

The Foreign Teaching Cell (FTC) offers Intensive Certificate Course in Hindi and need based short-term courses. It also offers M.A., M. Phil. and Ph.D. in all the disciplines taught at the campus. The courses are becoming popular and gaining strength. Currently the FTC is finalizing standard courses for four levels.

1.2.5 Does the university facilitate dual degree and twinning programmes? If yes, give details.

At present, this University does not have dual degree and twinning programmes. However for students at Master level, a Diploma in one of the Indian or Foreign languages is compulsory. Apart from this, a regular student of M.Phil. and Ph.D. has the option to enroll for any of the Diploma courses.

1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary at par with the aided programmes?

No.

1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes' give operational details.

No

1.2.8 Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?

Not applicable.

1.2.9 What percentage of programmes offered by the university follow:
* **Annual system-**
* **Semester system-**
* **Trimester system**

 Annual system- 53% courses in Diploma programmes.

Semester system- 100% courses in M.A. and M. Phil. Programme and 47% courses in Diploma programmes.

Trimester system- Nil

1.2.10 How does the university promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.

The general policy of the University is to adopt and promote inter-disciplinary studies and research. There are many programmes which are inter-disciplinary in nature and inter-disciplinary approach has been adopted in the departments like Language Technology, Computational Linguistics, Informatics and Language Engineering, Translation Technology, Diaspora Studies, etc. In order to ensure learning about inter-disciplinary approach the same has been made a compulsory part of the course on research methodology at M. Phil. level and each student is required to opt for one course form another discipline.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the University reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

Curricula of the University are reviewed and upgraded periodically. Almost all the Departments/Centres conduct workshops for this purpose in almost every academic session. The changes thus recommended are incorporated in BoS (Board of Studies) meeting to make the curricula socially relevant, job oriented/ knowledge intensive and capable of meeting the emerging needs of students. The proposed suggestions are further reviewed and thought upon and approved in other academic bodies Research Degree Committee (RDC), School Board and Academic Council before they are implemented. The University has revised the Ordinance for M. Phil and Ph. D. in 2014.

1.3.2 During the last four years, how many new programmes at UG and PG levels were introduced? Give details.

-Inter-disciplinary
PG level
P.G. Diploma in Computer Applications (LT)
P.G. Diploma in NLP & LT (an interdisciplinary course)
M.A. in Social Work
P.G. Diploma in Women's Studies
M.Sc. Electronic Media
-Programmes in emerging areas
M.Sc. Electronic Media
PG Diploma in Advertising & Public Relations
PG Diploma in Web Journalism
PG Diploma in Television Programme Production
-Proposed Courses (Approved by the Concerned Bodies) –
M.A. Advertising & Public Relations
M.A. Film & Mass Culture
M.Sc. Communication Science & Technology

1.3.3 What are the strategies adopted for the revision of the existing programme? What percentage of courses underwent a syllabus revision?

For the revision of the existing programmes all the members of BoS give their views considering new trends and current requirements. The Department/Centre interacts with industry, research bodies, expert in the concerned area and the civil society. With the consent of the Chairperson in the BoS meeting, new inputs are included in the syllabus. In some of the Departments/Centres students are also invited to share their views for inclusion. Almost all the courses have undergone syllabus revision.

1.3.4- What are the value-added courses offered by the university and how does the university ensure that all students have access to them?

The Computer course is compulsory in this University for Post Graduation students as well as for research scholars. At the same time, it is mandatory to do a Diploma in any of the Indian or Foreign Languages. Now, a course on Indian Thinkers i.e., Mahatma Gandhi, B. R. Ambedkar, R. M. Lohia, Aurbindo and Vivekanand has been proposed. The value added courses are designed to inculcate important values, ethics and nurture skills among the students.

1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skill Development Corporation and other agencies? : Not yet.

1.4 Feedback System

1.4.1 Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

There is no formal mechanism of getting feedback but informally each Department/Centre collects feedback from students as well as the external examiners.

A formal mechanism to obtain feedback from the international students both on teaching methods and curriculum is used by the Foreign Teaching Cell. It goes through the feedback and takes appropriate steps for review, revision and modification of courses and teaching methodology.

1.4.2 Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and its impact.

The University receives feedback from the national and international faculty on curriculum in workshops. The views are also collected via E-mail and attempts are made for incorporating new trends and current courses in different subjects.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of. :   Not applicable

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the University in ensuring the effective development of the curricula?

To ensure quality sustenance and quality enhancement, the Department/Centre periodically conducts webinars, workshops, online discussions with industry, research bodies, the civil society and other stakeholders to ensure effective development of the curricula. The curricula contain the interdisciplinary approach, field survey/work, etc.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1- How does the university ensure publicity and transparency in the admission process?

The process of admission starts with a wide publicity of admission notice through National dailies in Hindi, English and vernaculars. Complete details are uploaded on the University website. The notice provides the details about the number of seats, eligibility, fee structure and dates etc. The brochure and posters are sent to all the universities in India. Attempt is made to provide wider publicity.

2.1.2- Explain in detail the process of admission put in place by the university. List the criteria for admission: (e.g.:(i) merit, (ii) merit with entrance test' (iii) merit, entrance test and interview, (iv) common entrance test conducted by the state agencies and national agencies (v) other criteria followed by the university (please specify).

The University follows the provision made in the Ordinance for Admission Process with Merit, Entrance Test and Interview. The NET JRF qualified candidates M. Phil. degree awardees are exempted from written examination. They are directly called for interview and group discussion for admission to Ph.D. programme. Remaining students are required to go through written examination, interview and group discussions. The admission committee consists of the faculty members from the Department/Centre and an observer of SC/ST category from a different Department/Centre.

2.1.3- Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

Not applicable.

2.1.4- Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The admission process is reviewed annually and steps are taken to strengthen the enrollment of students. The eligibility conditions, fee structure etc. and procedures are reviewed on the basis of previous experience.

2.1.5- what are the strategies adopted to increase/improve access for the students belonging to the following categories:

- SC/ST
- OBC
- Women
- Persons with varied disabilities
- Economically weaker sections

- **Outstanding achievers in sports and other extracurricular activities**

The University provides several facilities to the students belonging to the above stated categories. Students belonging to SC/ST and persons with disabilities are exempted from payment of the Tuition Fee. They are also provided free accommodation in hostels. They are given reservation as per provisions of UGC/GoI. All students including women and economically weaker sections, studying at M.A. level are awarded fellowship of Rs. 1000 per month.

2.1.6- Number of students admitted in university departments in the last four academic years:

| Category	2010-11		2011-12		2012-13		2013-14	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	59	28	83	50	142	100	170	115
ST	03	03	08	02	14	11	30	19
OBC	59	25	74	31	160	71	200	77
General	77	46	104	62	242	115	304	153
Others (Foreigners)	00	01	07	11	12	10	06	12

Enrollment of Male Students
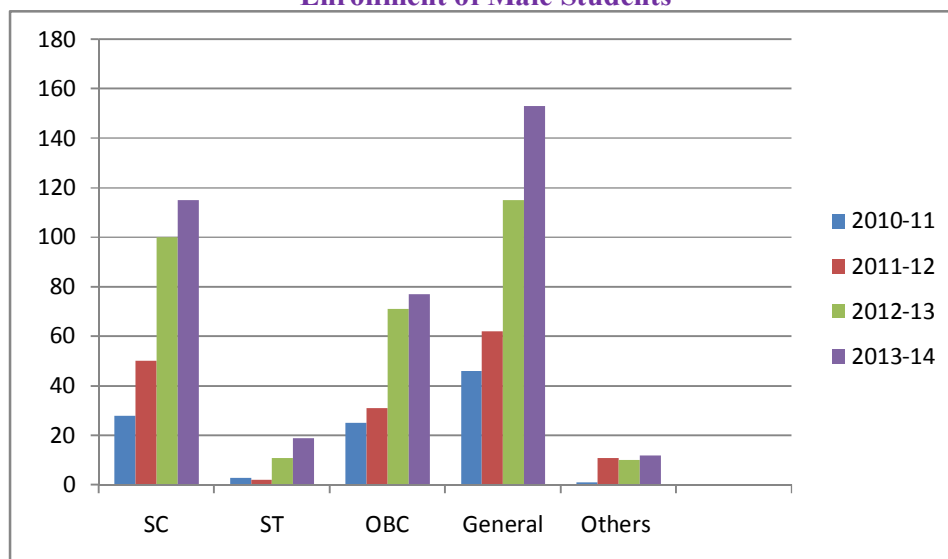
Enrollment of Female Students
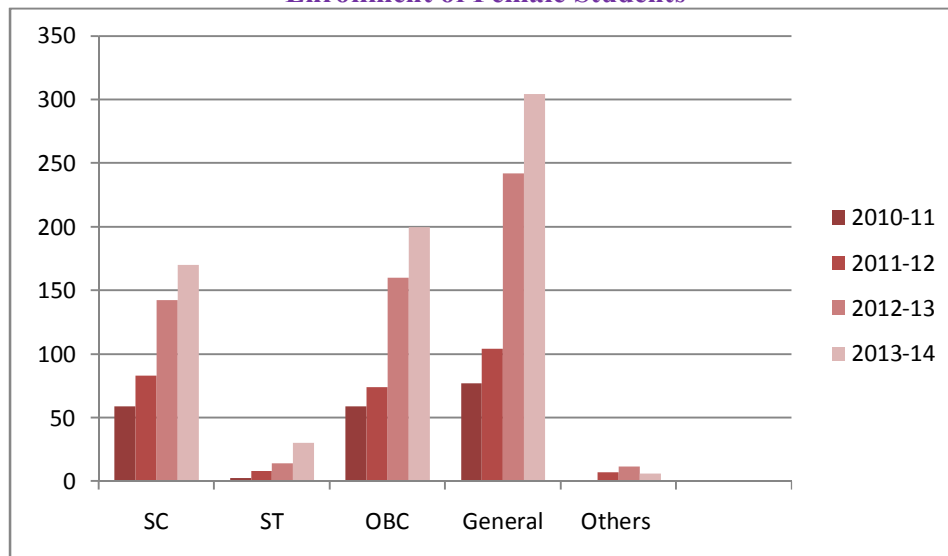
2.1.7 Has the University conducted any analysis of demand ratio for the various programmes of the University departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase/decrease.

There has not been any systemic study of the demand ratio. However it has been observed that the number of students is increasing continuously in many of the programmes. Many subjects are unique in nature and after completion of the courses students get job in industries or research institutions. Whereas, few of the courses show uneven trends because the subject is more of academic nature. The demand of professional courses like Foreign Languages and Media Studies is increasing and there is demand to increase the number of seats and introduction of more courses.

Programmes	Number of Applications	Number of Students Admitted	Demand Ratio
UG	--	--	--
PG	383	170	1 : 2
Integrated Masters	--	--	--
M. Phil.	740	126	1 : 5
Ph.D.	557	51	1 : 10
Integrated Ph.D.	--	--	--
Certificate	137	59	1 : 2
Diploma	244	230	1 : 1
P.G. Diploma	122	87	1 : 1
Any other (please specify) Advanced Diploma	22	20	1 : 1
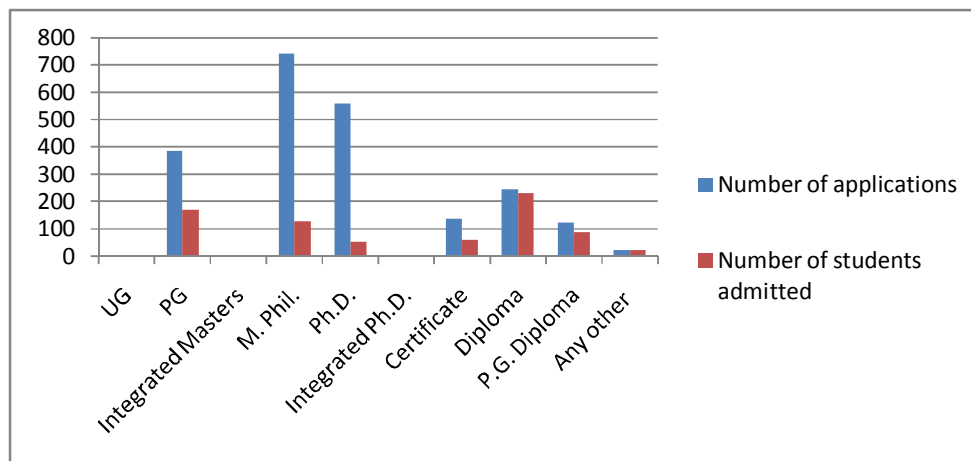
 2.1.8- Were any programmes discontinued/staggered by the university in the last four years? If yes, please specify the reasons.

Yes, the programmes discontinued are given below in the table:-

Name of Programme	Reason
M. Tech. Language Technology	lack of faculty
Media Management	lack of faculty

2.2 Catering to Student Diversity

2.2.1 Does the University organize orientation/induction programme for freshers? If yes, give details such as the duration, feedback in subsequent years.

Orientation programme for students is an integral part of academic calander. The teachers and freshers interact and enquiries about the courses are addressed at the beginning of the course.

2.2.2 Does the university have a mechanism through which the "differential requirements of the student population" are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

There is no formal programme of this nature. However, special provisions are made for the students from socially disadvantaged background.

2.2.3 Does the university offer bridge/remedial/add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise? :   No

2.2.4 Has the university conducted any study on the academic growth of the students from disadvantaged sections of the society, economically disadvantaged, physically handicapped, slow learners, etc? If yes, what are the main findings?

No.

2.2.5 How does the University identify and respond to the learning needs of advanced learners?

The learning needs of the advanced learners are identified in their seminar presentations in the class and evaluation of their answer sheets. The University provides NET/JRF Coaching, Wi-Fi facility, training in computer labs, smart class rooms, updated library, lectures by eminent scholars, and interactive sessions with invited visiting professors (scholars).

2.3 Teaching-Learning Process

2.3.1 How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print,etc.)?

The Academic Calendar is prepared by the Admission Committee of the University.

Academic Session (2014-15)	
Monsoon Semester	01 August-12 December, 2014
Term paper	30 November 2014
End Semester Examination	24 November – 12 December, 2014
Winter Semester	29 December – 30 April 2015
Term Paper	15 April 2015
End Semester Examination	16-30 April 2015

2.3.2- Does the University provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Each Department provides course outlines and course schedules to students prior to the commencement of the academic session. This helps students to prepare roadmap of learning for the entire academic session. It is very effective and useful. Each Department has an Academic Advisor to assist students in this regard. The courses are also available on the University website.

2.3.3- Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

No. The curriculum and the lectures are well planned and structured in such a way that they could be completed on time. The classes, examinations and other academic events occur as per the plan (and as detailed in the academic calendar). In addition the HoDs monitor the execution of the course delivery. HoD is also responsible for modification / up-gradation of the syllabus, as per the requirement. If required extra classes are arranged to complete the courses.

2.3.4- How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

In order to make the learning process student-centric, innovative approaches are adopted by the faculty members. To create an appropriate environment for mutual learning, the teachers are encourged to evolve appropriate pedagogy and methods of interaction. Some of these activities are:

- Collaborative and cooperative learning
- Interactive teaching/Participative – learning
- Assignments and Term Papers
- Tutorials
- Seminar presentations by students
- Projects/ Dissertations
- Library assignments
- Group discussion
- Use of internet resources
- Open book test in M. Phil. and Ph.D.
- Motivating the students to participate in various National and Regional events.

2.3.5- What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

The University has following policies to invite experts and people of eminence to deliver lectures / organize seminars for students:-

- As per the academic requirements the Director/Head prepares a tentative expert list in every session and arranges their participation.
- The University encourages each Department to invite the subject experts/scientist/eminent professors to deliver talks on related topics and to organize seminars, conferences, and workshops.

- On an average, the University organizes about 100 seminars / conferences /workshops/ Lectures per year where resource persons / experts deliver their lectures and give seminar presentations and demonstrations.

2.3.6- Does the University formally encourage blended learning by using e-learning resources?

Yes. The University has a policy of encouraging e-learning. The University has provided 24x7 high-speed Internet facility with Wi-Fi to all the departments and hostels for online exposure to research and publications in related subjects. The University has computer labs in three Schools. The students also consult e-resources and journals provided by the UGC. Video shows and live programmes are also organized. Both the teachers and the students are provided access to the e-resources of the University library which are accessible across the campus. Students are also exposed to open source reference materials and online educative resources.

2.3.7- What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

The technologies and facilities used by the faculty for effective teaching include the following:

- Teachers make use of the resources available in the library and the campus network facility.
- Teachers allow students to use e-mails and web portals for the exchange of teaching and learning materials.
- The faculty members use ICT in the teaching-learning process in which Power-Point, multimedia and simulation are used.
- The faculty members prepare course plans in each subject and prepare their presentation with the help of ICT.
- The University has provided Internet facility to all the teachers, students, research scholars and the administrative staff.
- The University library has online access to E-journals consortium through UGC Infonet Indset services.
- The learning spaces are expanded with wireless connection enriched with one-to-one connectivity.
- E-class rooms and smart classrooms have been established to facilitate effective teaching.
- Class rooms, conference halls, labs etc. are provided in the Departments/Schools.
- Departments are now encouraged to avail video conferencing facilities for real time interaction with experts from national and international institutes.

2.3.8- Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the University's educational processes?

Many informal groups among teaching faculty and research scholars are organized in the University to monitor the trends and issues regarding developments in the concerned field and to incorporate related discourses in the educational process. These include *'Vimarsh', 'Suchna Sansadhan Kendra', 'Vad-Vivad Prakosth', 'Gyan Prabandhan Policy Nirmaan Samiti'* and *'Aakhar Adyatan'*.

2.3.9- What steps has the University taken to orient traditional classrooms into 24x7 learning places?

The University plans to convert the traditional classrooms into an e-classrooms and smart classrooms. Keeping this in mind the University has introduced compulsory computer literacy. For academic development the University has introduced 24x7 Wi-Fi facility for students, faculty members since 2009. The Central Library is opened every day for 16 hours. The University has also established student labs which open every day for 16 hours.

2.3.10- Is there a provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefited.

Yes. There is a provision for the services of counselors / mentors / advisors for each class or group of students for academic, personal and psycho-social guidance.

- Each Department has a faculty member acting as an Academic Advisor.
- Assistance is provided through a designated Placement and Employment In-charge who assists students in preparation for campus interviews and job applications.
- Heads of the Departments and Deans of Schools assist the students on various academic, administrative, and socio-psychological issues.
- Dean, Students Welfare (DSW) and Proctor look after the discipline and extend their services for the welfare of the students.
- Academic orientation is given to the students on the very first day of every academic session. Quite a good number of students are benefited by this mentoring.
- The Medical Officer of the University is available to take anti-distress calls any time.
- The hostel Wardens are accessible to the students at any point of time in addition to the Care Takers.
- One counselor has been appointed for handling Personal and Psycho-Social problems.

2.3.11- Were any innovative teaching approaches/methods/practices adopted /put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Yes. Innovative teaching approaches are extensively used by the faculty members. On account of this, the teaching-learning process has improved. The following innovative teaching approaches/methods/practices were adopted during the last four years:

- Use of power-point presentation (PPT) through digital technologies like LCD projector to provide a real time animation and communicating in an attractive manner.

- Students are supplemented with e-resources by the course teacher.

- A variety of instructional strategies and aids including field studies, seminars, educational tours and ICT tools are used.

- Class rooms are equipped with modern educational aids like multimedia projector. Interactive boards are also being developed.

The effectiveness of these innovative practices is assessed by comparing the student's performance in examinations and participation in academic practices with earlier teaching methods. Workshops are held for the teachers to enhance involvement of teachers in such teaching practices. The teaching aids like CDs, Pen drives, computers, projectors, etc. are also provided to the teachers. The innovative methodology adopted by the teachers is considered as an important criterion to assess the performance of the teacher in their career advancement. The impact has been very positive and encouraging as reflected in student's performance.

2.3.12- How does the University create a culture of instilling and nurturing creativity and scientific temper among the learners?

In order to create scientific temper and instilling and nurturing creativity among the learners the University adopts the following methods.

The University organizes debate competitions, poster & rangoli making, essay writing, debate and many other cultural activities throughout the year.

- The University permits and sponsors students to participate in National and International Seminars, Workshops, Training programmes, Conferences etc., in their fields of expertise so as to stimulate creativity among them.

- The University also sponsors / organizes such events at the campus, so that the students are exposed to lectures of national and global experts, which would trigger creativity in their young minds.
- Further, students are encouraged to do short-term projects, short films, skits etc., during their course.
- Apart from the above activities, several new and sophisticated equipments have been added to the research and teaching labs that allow pace with recent advancements.

2.3.13- Does the University consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

Yes. The student projects are mandatory in all PG programmes, Advance Diploma Programmes, Diploma, Certificate and M. Phil. This makes for about 95 percent of the total programmes. Many Departments have incorporated such project/dissertation work in their curricula. In other subjects like Anthropology, Social work, etc. field work constitutes an important component of learning process. The number of students projects executed in academic session 2013-14 is as follows:-

Programmes	Completed Projects
PG	170
M. Phil.	126
Ph.D.	51
Certificate	59
Diploma	230
P.G. Diploma	87
Advance Diploma	20

Number of Projects Completed

Legend: PG, M. Phil., Ph.D., Certificate, Diploma, P.G. Diploma, Advance Diploma

...(49)...
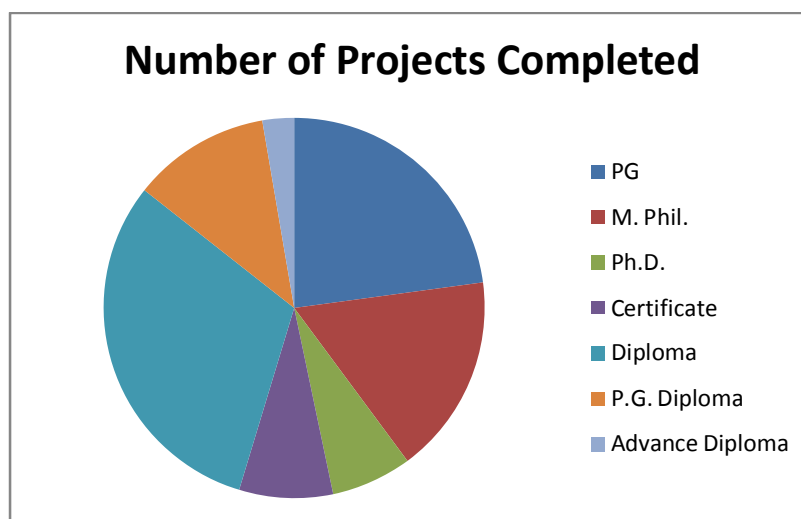
Names of external institutions associated with the University for student project work:- Some of the institutions where students from the University are doing project work are Sarva Sewa Sangh,Wardha, Nayi Taleem ,Sewagram, Magan Sangrahalay,Wardha, Pavnar Ashram Pratishthan, Pavnar, Gandhi Vichar Parishad Wardha, Gandhi Shanti Pratisthan, New Delhi, M.G.I.R.I. Wardha, Sarvoday Sewa Mandal, Odisha.

Role of faculty in facilitating such projects: The students are encouraged to undertake the projects in reputed organizations and industries. The teachers make efforts to equip the students with latest and relevant research technologies and to familiarize them with the contemporary needs and demands of Organizations /Industries.

2.3.14- Does the University have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Yes. The University has a well qualified pool of human resources to meet the requirements of curriculum in terms of fulltime faculty, contractual faculty, visiting faculty, etc. In the past four years there has been a rigorous drive to fill up the vacant teaching positions. In case of newly established Departments and departments where some positions are vacant, eligible and highly competent teachers from every corner of the country are appointed as per the guidelines of UGC as ad hoc teacher, contractual teachers and part time teachers.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the University for such efforts?

- Faculty members in respective Departments take help from internet aided materials and prepare teaching materials in soft and hard copies.
- Computers have been provided to each faculty member.
- The High-speed internet connection gives the faculty an opportunity to make use of online resources for teaching.
- The LILA is especially active to train the faculty in the use of technology, especially computer-aided teaching.
- The faculty members are deputed from time to time to attend orientation and ICT based training programmes.
- The facilities of e-classroom, smart classrooms having all modern multi-media teaching aids like wall-mounted Plasma, LCD, models, CD-ROMs and computer systems are available.

2.3.16 Does the University have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Yes. Most of the Departments have already implemented the scheme of informal evaluation of teachers by the students. The faculty members collect feedback from alumni informally through the personal contacts and formally in the alumni meetings. The feedback helps the respective teacher to improve his teaching capabilities as well as improving the course content in succeeding years.

2.3 Teacher Quality

2.4.1 How does the University plan and manage its human resources to meet the changing requirements of the curriculum?

The University plans and manages its human resources to meet the changing requirements of the curriculum in the following ways:-

- By encouraging teachers to participate in subject related training programmes for updating their knowledge and skills.
- The University encourages every teacher to submit research proposals and start research activities.
- The changing requirements of the curriculum are planned and managed by encouraging teachers to participate in refresher and orientation programs, curriculum workshops.

- Faculty members are encouraged to attend national and international seminars to gain knowledge about recent developments in the research and curriculum.

2.4.2 Furnish details of the faculty

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permnent teachers							
D.Sc./D.Litt.	--	--	--	01	--	--	01
Ph.D.	10	01	08	01	25	05	50
M.Phil.	--	--	--	--	04	01	05
PG	--	--	--	--	04	01	05
UG (B.E.)	--	--	01*	--	--	--	01
Temporary teachers							
Ph.D.	--	--	--	--	09	06	15
M.Phil.	--	--	--	--	00	04	04
PG	--	--	--	--	02	01	03

Part-time teachers							
Ph.D	--	--	--	--	01	01	02
M.Phil	--	--	--	--	01	--	01
PG	--	--	--	--	01	01	02

*   Appointed by the Executive Council of the University under 20 (1) of MGAHV Act.

(Note- These are current figures for 2014-15 sessions)

Position of Outsourcing Staff:

         Manpower: 192

         Security: 70

2.4.3 Does the University encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

- Yes, Details (as on 13-08-2014) given below

Department/School	% of faculty from the same University	% of faculty from other Universities within the State	% of faculty from Universities Outside the State	% of faculty from Other countries
School of Language	8.33	8.33	83.34	--
School of Literature	--	--	100	--
School of Culture	25	--	75	--
School of Translation & Interpretation	12.5	12.5	75	--
School of Humanities & Social Sciences	10	10	80	--
School of Creativity	--	25	75	--
Directorate of Distance Education	71.44	14.28	14.28	
Academic Coordinator	--	--	100	

2.4.4   How does the university ensure that qualified faculty are appointed for new programmes/emerging areas of study (Biotechnology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

       The University promotes new programmes/emerging areas of studies by opening the Departments of Mass Media, Diaspora Studies, Education, Psychology and Forensic studies (under Anthropology) and recruiting qualified faculty. The faculty positions are advertised in leading dailies with specific requirements for expertise and are recruited through a thorough scrutiny by the Selection Committee as per the University Act. The faculty members are being appointed as per the norms prescribed by the UGC. At present there are 7 faculty members in Mass Media, 2 in Diaspora Studies, 1 in Forensic Studies and 03 in Education and 03 in Psychology.

2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the University?

Centre for Indian and Foreign Languages Studies		
Emeritus	**Adjunct Faculty**	**Visiting Professors**
Nil	Nil	Prof. Aprajit Chattopadhyay
		Prof. Abdul Nafey
		Prof. Sonya Surabhi Gupta
		Prof. Thakur Dass
		Prof. Sushma Jain
		Prof. Anita Khanna
		Prof. R.Tomar
		Prof. Ganga Prasad Vimal
		Prof. B. R. Deepak
		Prof. Damodar Panda
		Prof. KamalDutta
		Prof. Jayeeta Ganguly
		Dr. Abhijit Banerjee
		Dr. Unita Sacchidanand

Department of Anthropology		
Emeritus	**Adjunct Faculty**	**Visiting Professors**
Nil	Nil	Prof. Nadeem Hasnain
		Prof. B. M. Mukherjee
		Dr. T. K. Vaishnao
		Prof. B. M. Mukherjee

Centre for Communication and Media Studies		
Emeritus	**Adjunct Faculty**	**Visiting Professors**
Nil	Nil	Shri Manoj Tajne
		Shri Abhishek Kumar Singh
		Shri Mahaveer Prasad
		Dr. S.S. Parmar
		Dr. Sanjay Singh Baghel
		Dr. Uma Sanjay Singh
		Shri Amitosh Dubey
		Shri Surendra Kumar
		Shri Anil Chamadiya
		Shri Mahaveer Singh
		Kamal Dixit
		Shri Chandrakant
		Prof. C.K. Sardana

Centre for Technology Studies and Department of Computational Linguistics		
Emeritus	Adjunct Faculty	Visiting Professors
Nil	Nil	Prof. Michael Carl Professor Bertil Tikanan Prof. R.C. Sharma Prof. D.K. Lobiyal Dr. Asia Zahoor Dr. Umesh Kumar Singh Dr. Sanjay Singh

Dr. Bhadant Anand Kausalyayan Centre for Buddhist Studies		
Emeritus	Adjunct Faculty	Visiting Professors
Nil	Nil	Dr. M. L. Kasare

Department of Language Technology		
Emeritus	Adjunct Faculty	Visiting Professors
Nil	Nil	Prof. Devishankar Dwivedi Prof. Shashibhushan Shitanshu Pandey Prof. K.K.Goswami

Department of Literature		
Emeritus	Adjunct Faculty	Visiting Professors
Nil	Nil	Prof. Shiv Kumar Mishra Prof. Nirmala Jain Prof. Ramesh Kuntal Megh Shri Mohan Das Naimishrai Prof. Ravibhushan

Department of Translation Technology		
Emeritus	Adjunct Faculty	Visiting Professors
Nil	Nil	Prof. K. K. Goswamy Prof. K. L. Varma

Department of Women's Studies		
Emeritus	Adjunct Faculty	Visiting Professors
Nil	Nil	Shri Anil Chamdiya Mrs. Veda Dr. Shivani Chopda Dr. Shubra Nagaliya

		Dr. Sudha Bhardwaj
		Mr. Avdesh
		Mr. AkhileshDixshit
		Dr. NehaMadhewala
		Dr. PranayKrushna
		Mr. Ashutosh Mishra
		Prof. Pradip Deshamukh
		Dr. Lata Singh
		Miss. Shreerekha
		Prof. Basanti Raman

Writer-in-residence-

1. Shri Alok Dhanva
2. Shri Se. Ra. Yatri
3. Shri Sanjeev
4. Prof. Vijay Mohan Singh
5. Shri Vinod Kumar Shukl
6. Prof. Dudhnath Singh
7. Dr. Rituraj
8. Dr. Arunesh Niran Shukl
9. Prof. Wagish Shukl
10. Shri Madan Soni

2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (*e.g.* providing research grants, study leave, nomination to national/international conferences/ seminars, in-service training, organizing national/international conferences etc.)?

The University encourages its faculty to participate in National and International Seminars, Conferences and Workshops. It provides study leave and grant to organize Seminars/Workshops to develop teaching skills and writing research reports, etc.

2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

Only two faculty members of this University received award for excellence in teaching.

1. Dr. Nripendra Prasad Modi- Siksha Ratna Pursakar- 2011 from India International Friendship Sociey, New Delhi.

2. Dr. Anwar Ahmed Siddiqui- Utkrishta Sikshak Samman, from Lions Club International (Wardha Chapter).

2.4.8 How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programmes	Number of faculty
Refresher Courses	02
HRD Programmes	Nil
Orientation Programmes	Nil
Staff training conducted by the University	03
Staff training conducted by other institutions	01
Summer/Winter schools,workshops, etc.	Nil

Department of Language Technology

Department of Literature

Academic Staff Development Programmes	Number of faculty
Refresher Courses	05
HRD Programmes	Nil
Orientation Programmes	01
Staff training conducted by the University	Nil
Staff training conducted by other institutions	Nil
Summer/Winter schools, workshops, etc.	04

Mahatma Gandhi Fuiji Guruji Peace Studies Centre

Academic Staff Development Programmes	Number of faculty
Refresher Courses	01
HRD Programmes	03
Orientation Programmes	01
Staff training conducted by the University	Nil
Staff training conducted by other institutions	Nil
Summer/Winter schools, workshops, etc.	03

Department of Non-Violence and Peace Studies

Academic Staff Development Programmes	Number of faculty
Refresher Courses	03
HRD Programmes	00
Orientation Programmes	01
Staff training conducted by the University	03
Staff training conducted by other institutions	01
Summer/Winter schools, workshops, etc.	02

Department of Translation Technology

Academic Staff Development Programmes	Number of faculty
Refresher Courses	03
HRD Programmes	02
Orientation Programmes	02
Staff training conducted by the University	02
Staff training conducted by other institutions	03
Summer/Winter schools, workshops, etc.	02

Department of Diaspora

Academic Staff Development Programmes	Number of faculty
Refresher Courses	Nil
HRD Programmes	Nil
Orientation Programmes	Nil
Staff training conducted by the University	Nil
Staff training conducted by other institutions	Nil
Summer/Winter schools, workshops, etc.	04

Department of Anthropology

Academic Staff Development Programmes	Number of Faculty
Refresher Courses	01
HRD Programmes	
Orientation Programmes	03

Centre for Communication and Media Studies

Academic Staff Development Programmes	Number of faculty
Refresher Courses	03
HRD Programmes	Nil
Orientation Programmes	05
Staff training conducted by the University	01
Staff training conducted by other institutions	Nil
Summer/Winter schools, workshops, etc.	08

Centre for Advanced Studies in Indian and Foreign Languages

Academic Staff Development Programmes	Number of faculty
Refresher Courses	02
HRD Programmes	Nil
Orientation Programmes	02
Staff training conducted by the University	06
Staff training conducted by other institutions	Nil
Summer/Winter schools, workshops, etc.	02

Department of Women's Studies

Academic Staff Development Programmes	Number of faculty
Refresher Courses	Nil
HRD Programmes	Nil
Orientation Programmes	02
Staff training conducted by the University	01

Staff training conducted by other institutions	Nil
Summer/Winter schools, workshops, etc.	01

Dr. Bhadant Anand Kausalyayan centre for Buddhist Studies

Academic Staff Development Programmes	Number of faculty
Refresher Courses	Nil
HRD Programmes	Nil
Orientation Programmes	01
Staff training conducted by the University	01
Staff training conducted by other institutions	01
Summer/Winter schools, workshops, etc.	Nil

Department of Dramatics and Film Studies

Academic Staff Development Programmes	Number of faculty
Refresher Courses	01
HRD Programmes	Nil
Orientation Programmes	01
Staff training conducted by the University	01
Staff training conducted by other institutions	Nil
Summer/Winter schools, workshops, etc.	Nil

Centre for Technology Studies

Academic Staff Development Programmes	Number of faculty
Refresher Courses	01
HRD Programmes	Nil
Orientation Programmes	01
Staff training conducted by the University	Nil
Staff training conducted by other institutions	Nil
Summer/Winter schools, workshops, etc.	Nil

2.4.9 What percentage of the faculty have -

- been invited as resource persons in Workshops / Seminars

/ Conferences organized by external professional agencies? : 60%

-participated in external Workshops / Seminars /Conferences recognized by national / international professional bodies? : 90%

-presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?

80%

-teaching experience in other universities / national institutions and other institutions?

80%

-industrial engagement?

Nil

-International experience in teaching?

03%

2.4.10. How often does the university organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

The University facilitates organizing various programmes like workshops and discussions on curriculum development and study material on regular basis. The corrective measures are taken very often before the beginning of new academic session. The faculty is involved in evaluating the curriculum and other aspects of teaching-leaning. The reforms related to examination and knowledge management are considered by the competent authorities of the University like the Board of Studies, the School Board and the Academic Council and appropriate decisions to improve teaching-learning process. Also the evaluation and moderation of theory papers shall be done by the faculty members. Recently it has been decided that the question papers shall have three kinds of questions i.e. long answer, short answer and multiple choice.

2.4.11. Does the university have a mechanism to encourage

* Mobility of faculty between universities for teaching?

* Faculty exchange programmes with national and international bodies? If yes, how have these schemes helped in enriching the quality of the faculty?

The University has signed few MoUs with foreign universities for exchange of students and faculty to enrich the quality of education.

2.5 Evaluation Process and Reforms

2.5.1. How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?

Evaluation process details are mentioned in the Academic Ordinance which is available for all on the University website and related departments. Regulation, curriculum and examination guidelines are also available on the website. New students are informed through syllabus, prospectus and periodical tests.

2.5.2. What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

The University follows Semester system for various courses as per the Ordinance. The Credit system is applied for UG and PG courses. Attendance records are kept of students. Examination is conducted through written test, practical/project work/seminar/term paper and viva-voce. The written examination involves long answer, short answer and objective multiple choice questions. Answer books are being evaluated by subject related examiners appointed by the Vice Chancellor as per the University rules.

Presently University has no affiliated college.

2.5.3. What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode/media adopted by the university for the publication of examination results (e.g. website, SMS, email, etc).

Average time taken for the declaration of examination result is nearly one month. Results are displayed on the University/Department notice board and on the University website.

2.5.4. How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

The answer scripts are evaluated by the examiners (subject expert) appointed by the University. A student can get the re-totaling done after depositing requisite fee. The Answer copy is re-evaluated by another examiner. If required the answer copy may be make available for student's inspection.

2.5.5. Does the university have an integrated examination platform for the following processes?

- **Pre-examination processes– Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.**
- **Examination process– Examination material management, logistics, etc.**
- **Post-examination process– Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.**

Yes. The University has an integrated examination platform for smooth organization and effective functioning.

Pre-examination processes: This includes exam time table approval, student list sorting-semester wise/subject wise, required exam payments, invigilators, squads and related pre-question paper management task.

Examination process: examination material management : Question paper packets are disbursed by the Officer-In-Charge. The Invigilators receive the duly packed and signed question papers for the conduct of examination in the presence of the University representatives. Regular attendance is taken and maintained for each exam.

Post-examination process: Evaluation of answer scripts is done by subject experts, and supported with marking of term paper/project work, seminar/presentation/ practical and viva by the faculty.

2.5.6. Has the university introduced any reforms in its Ph.D. evaluation process?

The University has introduced Ph.D. with course work as per the UGC guidelines of 2009. Its Ordinance has been recently revised.

2.5.7. Has the university created any provision for including the name of the college in the degree certificate?

No

2.5.8. What is the mechanism for redressal of grievances with reference to examinations?

In the case of grievance with evaluation, the complaint received from student is forwarded by the Head of the Department to the Controller of Examinations who takes the necessary steps for the grievance redressal.

For internal marking student's can consult Head of Department and the concerned faculty. Re-evaluation is done through an external subject expert examiner.

After announcement of results, students can utilize RTI provision to avail various kinds of information.

2.5.9. What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

The University encourages better coordination and management of examination system. Further improvement in the examination section for managing student's records, result and data verification is in process.

2. 6 Students Performance and Learning Outcomes

2.6.1. Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

Yes. The University works to inculcate Gandhian values, positive approach to social issues, professional skills and competence in relevant areas among students with the knowledge of computer. The University has also designed a compulsory course covering important Indian Thinkers for all M.A. students to make them familiar with the problems of social change and development.

2.6.2. Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these.

The University evaluates its academic session by analyzing its learning outcomes like examination results, pass percentage ratio, assignments and research papers. The outcome of this analysis is shared with the faculty to take notice it and act accordingly.

2.6.3. How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

The students of the University are given projects and assignments to enhance their academic and professional skills and are encouraged to participate in conferences and workshops so that they may acquire the knowledge of their respective field and get equipped with latest methodology. This arrangement has been successful and many students from various departments have been selected by the government agencies and private companies. The students of the department of Mass Communication, Social Work, Translation Technology and Language Technology have succeeded in getting jobs in reputed companies.

The teaching-learning activity involves periodical class test and semester examination by which the students are judged and the faculty improves its teaching techniques.

2.6.4. How does the University collect and analyze data on student learning outcomes and use it to overcome the barriers to learning?

The University has adopted semester system by which a student's academic performance is assessed. The teaching process involves assignments, seminars and workshops to evaluate student achievement. In this process the faculty and the IQAC suggest and guide the students to overcome their weaknesses.

The University gives special emphasis on running the courses with modern teaching techniques and collecting feedback from students to evaluate the teaching-learning process. The relevant statutory bodies like Board of Studies, School Boards and Academic Council keep an eye on the syllabi and its modification to keep it up to date.

To enrich the students and faculty the University organizes Workshops and National/International Seminars on important themes. The spectrum of students is very wide specially with reference to language. The University has designed various diploma courses of languages (Indian and Foreign) for students to enhance their linguistic competence.

2.6.5 What are the new technologies deployed by the University in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

a) The basic knowledge of Computer is given to the all students of the University by making the computer course a compulsory requirement.

b) The Campus has Wi-Fi facility.

c) Course oriented labs and studio facilities are available like language lab, forensic lab, studio for Mass Communication and computer lab.

d) E-journal links are available on the University Website for research scholars.

e) The mega project of the University is HindiSamay.com is contributing for the promotion of Hindi language and literature.

f) National and international seminars, conferences and workshops are regularly organized in each academic session.

g) Field work and educational tour form an integral part of the teaching-learning process.

h) One Indian/Foreign language is compulsory for students pursuing post graduate studies.

i) Coaching facility for NET and other competitive examinations is available on the campus.

CRITERION III : RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes. Each Department has a Research Degree Committee (R.D.C.) which consists of two external experts, two internal experts as members and Vice Chancellor as its Chairperson. The topics of research are discussed in the meetings of R. D. C. and modified and finalized in the light of contemporary disciplinary developments.

3.1.2 What is the policy of University to promote research in its affiliated/constituent colleges?

Not applicable.

3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/projects?

The University is committed to facilitate the smooth implementation of research schemes or projects by simplification of procedures related to submission, sanctions/purchases and release of grants/funds.

3.1.4 How is interdisciplinary research promoted?

- **-between/among different departments/schools of the university and**

- **-collaboration with national/international institutes/industries**

Interdisciplinary research is promoted between different Departments and Schools of the University. Collaboration with national/international institutes /industries is yet to start. There is a plan to conduct such programs at research level in future.

3.1.5 Give details of workshops/training programmes/sensitization programmes conducted by the university to promote a research culture on campus.

To promote research culture, workshops on research methodology was organized by the Centre for Communication and Media Studies and the Department of Peace and Non-Violence Studies.

3.1.6 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

The University facilitates the visit by eminent researchers. The University has a scheme to appoint writers-in-residence. This effort has added to improve the knowledge and widen the field of research activities of researchers.

Some of the Departments/Centres have formed a platform for research activities called "*Shodh Manch*" for research scholars through which scholars are conducting programs and inviting external experts.

3.1.7 What percentage of the total budget earmarked for research? Give details of head of expenditure, financial allocation and actual utilization.

In the 12th Plan the University is committed to make provision of 50.00 lacs for research. Other expenditure on research involves following expenses:

Expenses for Non-Net Fellowship:

Allocation for Non-Net

Fellowship for M.Phil./Ph.D. : 608.00 lacs

(Utilization till 30.06.2011   : 175.75 lacs)

The above stated provision for allocation of fellowships etc. works out to 8.21% of the plan budget.

3.1.8   In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

There are no affiliated colleges of University.

3.1.9 Does the university encourage research by awarding Post Doctoral Fellowship/Research Associateships? If yes, provide details like number of students registered, funding by the university and other sources.

The University has no provision for awarding PDF. However the students are encouraged to apply for PDF awarded by funding agencies like ICSSR. Currently one ICSSR PDF and one UGC PDF are working on the projects.

3.1.10 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?

Till date, none of the faculty members has utilized the sabbatical leave.

3.1.11 Provide details of national and international conferences organized by the university/scholars who participated in these events.

National Conferences

1- **Katha Samay- January, 2010**

   Participants: Namwar Singh, Nirmala Jain, Asgar Vajahat, Nityanand Tiwar, Khagendra Thakur and Balram

2- **Bisavi sadi ka arth aur janmshati ka sandarbh, -October, 2010**
   Participants: Nirmala Jain, Namwar Singh, Ganga Prasad Vimal, Shambhunath, Surendra Verma, Neeraj Singh and Mrs. Usha Kiran Khan

3- **Dalit Aatmkathayen,- February, 2011**

   Participants: Mata Prasad (Ex-Governor), Tulsi Ram, Hemlata Maheshwar, Govind Prasad and Sharan Kumar Limbale

4- **35 th Social Science Congress – December 2011**

   Participants: Medha Patekar, S T.Karunakaran, A.T. Aryaratne, B.D. Sharma, Ramjee Singh and Illina Sen

5- **Resisting Marginalization Challenging Hegemonies :Revisioning Gender Politics-January 2011**

   Participants: Samita Sen, Sudha Bhardwaj, Vinit Tiwari and Jaya Mehta

6- **Linguistics and Language Technology : Various Dimensions of the Current Discourse- 2012**

   Participants: Thakurdaas, Pandey Shashibhushan Shitanshu, Bharat Singh, Jyotsna Raghuwanshi, K.K.Goswami and V.R.Jagannathan

7- **Tribal People of Central India : Problems and Prospects - March 2012**

   Participants: B.D Sharma, Karma Oraon, Vijay Prakash Sharma, P.C Joshi, J.J Roy Burman, S.N Choudhury and Joshep Bara

8- **Tribal Unrest in Central India : Causes, challenges and Possibilities - Aug 2013**

   Participants: P.Venkta Rao, Nadeem Hasnain, R Shiv Prasad, Vijay Kumar, Joseph Bara, Ramdas Gambhir and Pranay Sahay

9- **36th National Conference of Bharatiya Gandhi Adyayan Samiti-September 2013**

   Participants: Sudarshan Ayngar,. Ramji Singh, Chandrasekhar Dharmadhikari, Shivraj Nakad and Sohanraj Tater

10- **Adam ki Kavita : Janruchi aur Pathniyata ka Sandarbh, -January 2014**

   Participants: Uday Pratap Singh, Sudhakar Adeeb, Kedarnath Singh, Ganga Prasad Vimal, Govind Prasad and Sagar Tripathi

11- **Acharaya Mahaveer Prasad Diwedi aur Hindi Navjagran ke Sawal- August 2014**

   Participants: Gopeshwar Singh, Mustaq Ali, Suraj Paliwal, Dev Singh Pokharia, Sher Singh Bisht, Harisuman Bisht, Brijendra Tripathi, Sambhu Datt Pandey and Sheela Rajwada

3.2 Resource Mobilization for Research

3.2.1 What are the financial provisions made in the university budget for supporting students' research projects?

The University has provided Rs. 608.00 lacs for Non-NET Fellowships for M.Phil./Ph.D. scholars. Though no separate allocation for student's Research Project is made in the budget, the infrastructure, equipments, books and journals and library facility are being provided for research facilities.

3.2.2 Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

Yes. The University continuously encourages and supports its faculty members to file for patents. It may be noted that Shri Jagdip Singh Dangi, Reader at in Centre for Technology Studies of the University has developed the following software with the help of the University resources and planning to apply for patents in near future:

Saksham : Hindi Spell Checker (Vartani Parivartak)
Wardha Hindi Shabdkosh Software Sanskaran
Pralekh Devnagri Lipik
UniDev font converter (Mangal to ASCII/ISCII Converter)
Shabdgyan (Unicode based English-Hindi and Hindi-English Dictionary Software)

3.2.3 Provide the following details of ongoing research projects of faculty:

	Year wise	Number	Name of the project	Name of the funding agency	Total grant received/Sanctioned
A. University awarded projects					
Minor projects	2013-14		Spanish-Hindi Dictionary	MGAHV	N.A.
	2014-15		महात्मा गांधी की दार्शनिक अनुभूति : तत्वमीमांसक विवेचना	MGAHV	Rs. 45,000

			हिंदी की स्त्री आत्मकथाओं में परम्परा और प्रतिरोध	MGAHV	Rs. 45,000
			India-Latin America Relation : An Investigation of Cultural and Literacy Interactions	MGAHV	Rs. 45,000
			स्वास्थ्य जागरूकता और नुक्कड़ नाटक : संचार दृष्टिकोणीय अध्ययन	MGAHV	Rs. 45,000
			परिवार की बदलती अवधारणा और नौकरीशुदा एकल गृहस्थ (विवाहित) महिलायें : एक जेंडरगत अध्ययन	MGAHV	Rs. 45,000
			कुरआन एवं हदीस का शिक्षा दर्शन	MGAHV	Rs. 45,000
			गांधी साहित्य में मानव प्रकृति से संबंधित मनोवैज्ञानिक विचार	MGAHV	Rs. 45,000
			अहिंसा के वैज्ञानिक आधार	MGAHV	Rs. 45,000
			जातक अट्टकथा में वर्णित मृतक संस्कार और उससे संबंधित आस्थाएं : एक मनो–सामाजिक अध्ययन	MGAHV	Rs. 45,000
			हिंदी टैग्ड लघु–कार्पस निर्माण	MGAHV	Rs. 45,000
Major projects	2011-14		वर्धा हिंदी शब्दकोश	MGAHV	N.A.
	2009-13		समाज विज्ञान विश्वकोश	MGAHV	N.A.
B. Other agencies – National and international (specify)					
Minor projects					
	Dec-13	f.No. 6-132/2012 (HRP)	हिंदी के विकास में अनुवाद का योगदान	University Grants Commission, New Delhi	1,15,000/-

Major projects					
	Dec-13	F. No. 5-246/2012 (HRP)	Sociology & Context of Gandhian Philosophy	University Grants Commission, New Delhi	3,12,800/-
	Dec-13	F.No. 41-1083/2012 (SR)	Wild Life conservation and issues of Tribal rights	University Grants Commission, New Delhi	5,30,100/-
	Dec-13	F.No. 5-23/2012 (HRP)	Protesting Voices in the Folk & Street Theatre of Vidarbha Region.	University Grants Commission, New Delhi	7,04,800/-
	11-Dec	F.No.15025/ 25/2012-R&M	Impact of Migration & Development programmes on Kolam Primitive Tribal Group: A Bio-cultural Evaluation	Government of Tribal Affairs, New Delhi	2,50,00/-
	2012		Health Status among the Baigas of Chhattisgarh	Government of Tribal Affairs, New Delhi	2,50,000/

3.2.4 Does the university have any projects sponsored by the industry/corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

No

3.2.5 How many departments of the university have been recognized for their research activities by national/international agencies(UGC-SAP), CAS; Department with Potential for Excellence; DST-FIST, DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

Nil

3.2.6 List details of

a. research projects completed and grants received during the last four years (funded by National/International agencies).

B. Inter-institutional collaborative grants received

(i) All India collaboration

(ii) International

Two research projects have been completed. One research project sponsored by the University (Spanish-English-Hindi- Dictionary) at the Centre for Indian and Foreign Language Studies in 2013-14 and a Minor research project of UGC (Parsi- Hindi Theatre and Women) in 2012-13.

3.3. Research Facilities

3.3.1 What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

The library has been upgraded as per requirement of the researchers and special seating arrangement has been provided to work uninterruptedly.

3.3.2 Does the university have an information resource centre to cater to the needs of researchers? If yes, provide details of the facility.

The research officers help in procuring relevant information and disseminating them and conducting research.

3.3.3 Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

No

3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

Yes. The University provides residential facilities (with Computer and Internet facilities) for research scholars, post doctoral fellows, research associates, summer fellows of various national and international academics and visiting scientists.

3.3.5 Does the university have a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes?

No.

3.3.6 Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

The Centre for Indian and foreign Language studies, Computational Linguistics, Language Engineering and Diaspora have unique features and

colleagues from other universities do come and attend them. Also, The University has established its centers at Allahabad and Kolkata for education and research. The University has already started several new PG and M. Phil. courses at these centers to attract students and research scholars from other Universities and institutions. The Kolkata Centre is focusing on language and culture of North-East region are Allahabad Centre is working on Bhojpuri, Awadhi and other co languages.

3.4 Research Publications and Awards

3.4.1 Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

Yes. The University publishes three journals and they are listed in international database. BAHUVACHAN publishes the research articles of high standards in Hindi. The other research journal HINDI (A quarterly Journal on Language, Discourse and Writing) is an attempt to bring exclusive Hindi writings in English keeping in mind the needs of English readers investigating learning and doing research related to Hindi language and literature and to reach out international academia. PUSTAKVARTA (A bi-monthly journal of book reviews in Hindi) attempts to bring the reviews of the specific books published in different disciplines i.e. humanities, social sciences, language and literature etc. in Hindi.

The details of research journals and editorial boards are :-

1- BAHUVACHAN (A quarterly Journal in Hindi)

Editorial Board:

- Shri Ashok Misra- Editor
- Dr. Amit Vishwas- Assistant Editor

2- HINDI (A quarterly Journal on Language, Discourse and Writing)

Editorial Board:

- Prof. Wageesh Shukla- Editor

3- PUSTAKVARTA (A bi-monthly journal of book reviews in Hindi)

Editorial Board:

- Shri Vimal Jha- Editor

4- HINDI SAMAY– Editor: Dr. Arunesh Neeran

3.4.2 Give details of publications by the faculty:

Department of Anthropology

Peer reviewed journals:

National -09

International -03.

Chapters in Books: 20

Edited Books: 02

Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Mollick, Farhad and Mukherjee, B. M.	2014	मध्य भारत के आदिवासी : समस्याएँ एवं संभावनाएँ	New Delhi: K. K. Publication	978817 8441474
2	Mollick, Farhad and Mukherjee, B. M.	2014	Tribal People of Central India : Problem and Prospects	New Delhi: K. K. Publication	978817 8441467

Books with ISBN with details of publishers: 01

Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Rai, Nisheeth	2013	Twenty One Shades Of Anthropology	New Delhi: Abhinav Publication House	978936 0134550

Centre for Communication and Media Studies

Peer reviewed journals

National -30

Chapters in Books: 12

Edited Books: 02

Books with ISBN with details of publishers: 03

Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Katheriya, Dharvesh	2013	जनमाध्यम और भारतीय संस्कृति	New Delhi: Shilpayan Publication	978-93-81611-48-7

		2013	रेडियो माध्यम और तकनीकी	New Delhi: Shilpayan Publication	978-93-81610-21-3
		2014	Television Live	New Delhi: Shilpayan Publication	978-81-89006-50-1

Centre for Technology Studies

Peer reviewed journals: National -06

Centre for Advanced Studies in Indian and Foreign Language

Peer reviewed journals:

National – 01

International - 05

Computational Linguistics

Peer reviewed journals: 06

Edited Books: 00

Books with ISBN with details of publishers: 01

Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Daangi, J. S.	2012	Hindi Devanagari Script and Unicode	Wardha: Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya	----

Dr. Bhadant Anand Kausalyayan centre for Buddhist Studies

Peer reviewed journals–

National - 03

International - 05

Department of Diaspora Studies

Peer reviewed journals:

National- 04

Chapters in Books: 05

Books edited 01

S.N.	Author/Editors (eds).	Year of Publication	Title of Book	Publisher	ISBN
1.	Joshi Ramsaran, Rai Rajeev Ranjan, Chandrayan P. and Khatri P.	2014	भारतीय डायस्पोरा के विविध आयाम	New Delhi: Rajkamal Prakashan	ISBN 978-81-267-2611-0

Babasaheb Ambedkar Centre for Dalit and Tribal Studies

Peer reviewed journals :

National -08

Chapters in Books-02

Department Dramatics & Film Studies

Peer reviewed journals (national/international)

National -30

Chapters in Books -10

Edited Books -09

Sl. No.	Author/ Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Sharma, Suresh	2010	21वीं सदी : पहला दशक	New Delhi: Rajkamal Prakashan	978-81-267-1940-2
2	Sharma, Suresh	2010	आगे अंधी गली है	New Delhi: Rajkamal Prakashan	978-81-267-1941-3
3	Sharma, Suresh	2011	प्रभाष पर्व	New Delhi: Rajkamal Prakashan	978-81-267-2094-1
4	Sharma, Suresh	2012	मिटता भारत बनता इंडिया	New Delhi: Rajkamal Prakashan	978-81-267-2276-1
5	Sharma, Suresh	2014	कहने को बहुत कुछ था	New Delhi: Rajkamal Prakashan	978-81-267-2686-8

Mahatma Gandhi Fuji Guruji Centre for Peace Studies

Peer reviewed journals :

National -19

Chapters in Books-11

Books edited

Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Kumar, Mithilesh	2011	हिंद स्वराज का सत्य	New Delhi: Radha Krishna Prakashan	978-81-8361-394-1
2	Kumar, Mithilesh	2013	बुनियादी तालीम	New Delhi: Rajkamal Prakashan	978-81-2672-424-6

Books with ISBN with details of publishers

Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Joshi, Sambhu	2014	थोरो, टॉलस्टॉय एवं गांधी	Jaipur: Prakrit Bharati Academy	978-93-81571-22-4

Department of Language Technology

Peer reviewed journals:

National - 17

Monographs: 01

Chapters in Books: 04

Edited Books: 05

Books with ISBN with details of publishers: 09

Sl. No.	Author/ Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Shukla, Hanuman Prasad	2012	हिंदी भाषा : परंपरा और प्रगति	New Delhi: Prakashan Sansthan	
2	Pandey, Anil Kumar	2010	हिंदी संरचना के विविध पक्ष	New Delhi: Prakashan Sansthan	978-81-7714-277-8

3	Prasad, Dhanji	2011	भाषाविज्ञान का सैद्धांतिक अनुप्रयुक्त एवं तकनीकी पक्ष	New Delhi: Priya Sahitya Sadan	978-81-88705-34-4
4	Prasad, Dhanji	2012	सी—शार्प प्रोग्रामिंग एवं हिंदी के भाषिक टूल्स	New Delhi: Prakashan Sansthan	978-81-7714-459-8
5	Prasad, Dhanji (With Pandey, Praveen and Bharti, Ranjeet)	2014	कॉर्पस भाषाविज्ञान	New Delhi: Priya Sahitya Sadan	978-93-82699-06-4
6	Prasad, Dhanji	2014	परिचयात्मक जापानी भाषा	New Delhi: Priya Sahitya Sadan	978-93-8299-05-7

Department of Literature

Number of papers published in peer reviewed journals (national / international) : National Journal -32 International Journal -01

Monographs – 0

Chapters in Books – 09

Edited Books - 02 (Edited-01, Co-edited-01)

Books with ISBN with details of publishers - 04

Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Paliwal, Suraj	2012	इक्सीवीं सदी का पहला दशक और हिंदी कहानी	New Delhi: Vani Prakashan	978-93-5000-902-4
2	Paliwal, Suraj	2013	जगल तथा अन्य कहानियाँ \	Delhi:Shilpa yan Prakashan	978-93-81611-43-2
3	Asthana, Ramanuj	2011	तमिल संघम साहित्य	Delhi: Priya Sahitya Sadan	978-81-88 -705-35-1
4	Asthana, Ramanuj	2011	तमिल शैवभक्त कवि : एक संक्षिप्त परिचय	Delhi: Priya Sahitya Sadan	978-81-88 -705-36-2

| 5 | Asthana, Ramanuj | 2011 | भारतीय दर्शन और तमिल नाट्य परम्परा | Delhi: Priya Sahitya Sadan | 978-81-88705-37-5 |

Department of Non-Violence & Peace Studies

Number of papers published in peer reviewed journals* (national /international):

National Journal-25

Monographs: 01

Chapters in Books: 06

Edited Books: 02

Books with ISBN with details of publishers: 06

Department of Translation Technology

Number of papers published in peer reviewed journals* (national /international): Nil

Monographs: Nil

Chapters in Books: 10

Edited Books: 03

Books with ISBN with details of publishers: Nil

Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	C,Annapurna	2014	अनुवाद की नयी परम्परा और आयाम	Prakashan: Santhan	978 93 82848 84 4
2	Kaur, Harpeet	2012	मेरी कविता की लड़की	Kolkkata: Bharatiya Bhasha Prishad,	978 81 907208 1 6
3	Kaur, Harpeet	2012	अनुवाद का आत्म और अन्य	Delhi: Priya Sahitya Sadan,	978 81 88705 35 3

Department of Women's Studies

Number of papers published in peer reviewed journals (national /international):14/2

Monographs :01

Chapters in Books   : 11

Edited Books : 02

Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Gupt, Shambhu	2012	अनहद गरजै	New Delhi: Shilpayan	978-93-81611-15-9
2	Gupt, Shambhu	2010	दो अक्षर सौ ज्ञान	New Delhi: Shilpayan,	978-81-89918-43-9

- **Books with ISBN with details of publishers** :03

Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Gupt, Shambhu	2012	साहित्य–सृजन की बदलती प्रक्रिया	New Delhi: SamaikPrakashan	978-93-80458-37-3
3	Gupt, Shambhu	2013	कहानी : वस्तु और अंतर्वस्तु	New Delhi: Radhakrishan Prakashan	978-81-8361-586-0

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Sl. No.	Author/Editor	Year of Publication	Title of Book	Publisher	ISBN
1	Saxsena, Ram Prakash and Paliwal, Shobha	2013	वर्धा हिंदी शब्दकोश	New Delhi: Shilpayan	978-93-263-5229-1

3.4.3 Give details of

- **-faculty serving on the editorial boards of national and international journals**

- **-faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies**

    Prof. Suraj Paliwal

- Chief editor, *Iravati*

- Guest editor, *Vachan*

    Prof. Krishna Kumar Singh

- Co-editor*, Bahuvachan*

- Member, advisory board, *Vartika & Ananya*

    Prof. Shambhu Gupt

- Editor, Stri Darpan Patrika
- Editor, Journal of Gender Equality & Sensibility

Prof. Devraj

- Hindi Centre Directorate, (North Eastern), Govt. of India, AGA

Dr. Kripa Shankar Choubey,

- Editor, Bortika, Bengali Quarterly Journal

Dr. Annapurna C.

- Member, Editoral Board, Yogyata

Dr. Ashok Nath Tripathi

- Member, advisory board, *Vartika*

Dr. Ravi kumar

- Editorial Board Member of Anubhasha an e-journal**.**

Dr. Supriya Pathak

- Member, Editoral Board, Stri Darpan

Dr. Harpreet Kaur

- Co-Editor in magazine Sanad
- Advisory Editor, New Indian Research Review

Mrs. Avantika Shukla

- Member, Editoral Board, Stri Darpan

3.4.4 Provide details of

- **-research awards received by the faculty and students**
- **-national and international recognition received by the faculty from reputed professional bodies and agencies**

Prof. Suraj Paliwal

- Dr. Ramvilas Aalochana Award, 2009
- Aacharya Niranjan Nath Vishist Sahityakar Award, 2012

Prof. Manoj Kumar

Sikshavid Gourav by Magni lal Memorial Trust, Banka,2011-

Prof. Shambhu Gupt

1. Spandan-Aalochana Puraskar (2009)

2. Arjun Kavi Janvani Puraskar (2011)

   Prof. Devraj

   1) Sahitya seva samman 2011, by Tamilanadu Hindi Sahitya Akademi &

   Tamilnadu Bahubhashi Lekhika Sangh.

   Dr. Farhad Mollick, Associate Professor

- M.P. Young Scientist Award

   Dr. Kripa Shankar Choubey,

- Member, Railway Hindi Salahkar Samiti, Ralway Board, Ministry of Railways, Govt. of India (2010 to 2013)

   Dr. Manoj Kumar Rai

1. मध्य प्रदेश विधान सभा द्वारा 30 अक्तूबर 2013 को 'महात्मा गांधी की धर्मदृष्टि' पुस्तक के लिए 'गांधी दर्शन पुरस्कार' से सम्मानित।

   Shri Rakesh Mishra

   1- कहानियों के लिए प्रतिष्ठित ''प्रबोध मजूमदार स्मृति सम्मान 2009.

   Dr. Anwar Ahmed Siddiqui

   1) Excellent teacher award by Lions Club International.

   2) Hindi sevi Award by Lions Club International.

   Dr. Harpreet kaur

   1) Youth Award by Indian Language council, kolkata 2011.

1) Youth Award by Sahitya Acadami New Delhi 2013.

   Mr. Munna Lal Gupta, Assistant Professor

- 1st Prize for Hindi Poetry (02-16 Sep 2013) jointly from Rajbhasha Vibhag, New Delhi and MGAHV, Wardha, 2013
- 2nd prize in Essay writing on Rashtriya Shiksha Diwas, 2011 by Dr. Zakir Hussain Studies Centre, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha

3.4.5 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in *Shodhganga* by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?

Session 2010-11

Name of the Programme	No. of Student	No. of Teachers	Percentage per faculty
M.Phil.	83	40	2.07%
Ph.D.	20	29	1.45%
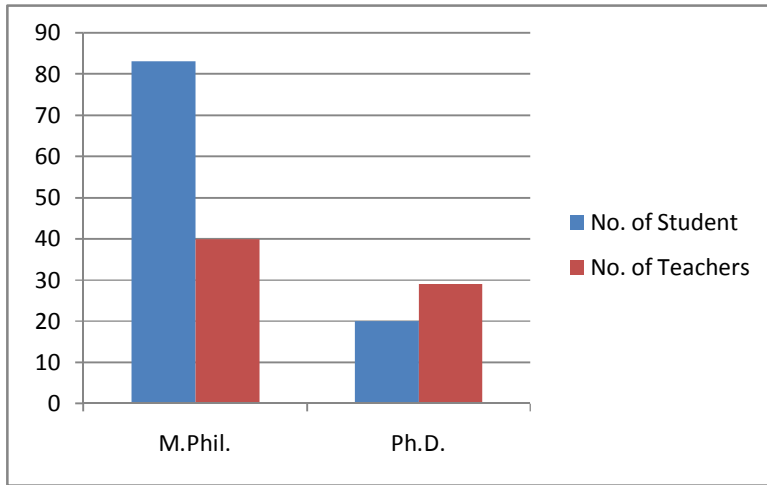
Session 2011-12

Name of the Programme	Total	No. of Teachers	Percentage per faculty
M.Phil.	104	40	2.6%
Ph.D.	37	29	1.27%
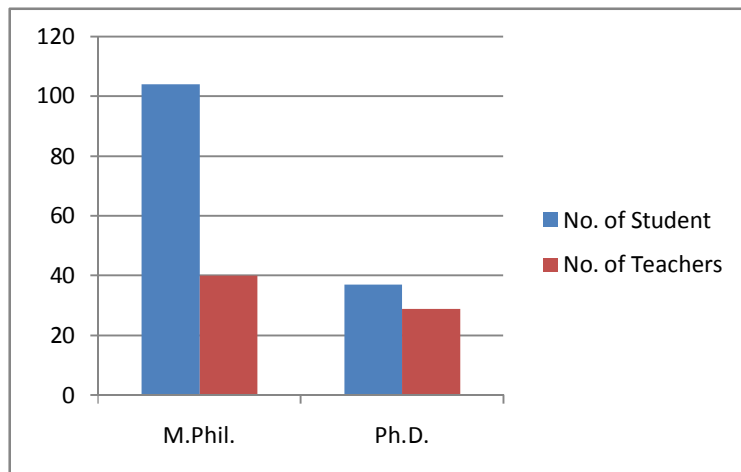
Session 2012-13

Name of the Programme	Total	No. of Teachers	Percentage per faculty
M.Phil.	98	40	2.45%
Ph.D.	39	29	1.34%
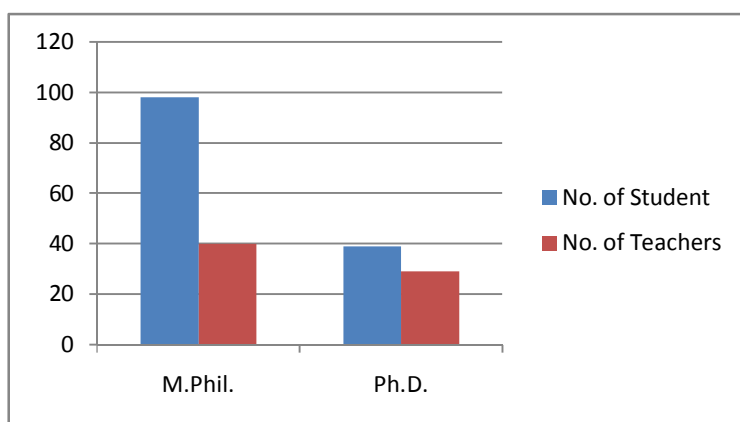
Session 2013-14

Name of the Programme	Total	No. of Teachers	Percentage per faculty
M.Phil.	126	40	3.15%
Ph.D.	51	29	1.75%
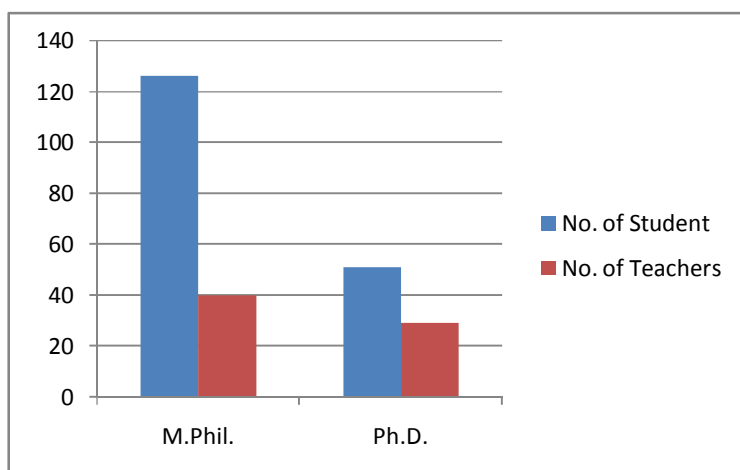
Yes. The University participates in Shodhganga by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access.

3.4.6 What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

The University follows the regulations of UGC. The University asks for an undertaking by the researcher in this regard. Also, the supervisors have been sensitized about plagiarism.

3.4.7 Does the university promote interdisciplinary research? If yes how many interdepartmental /interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?

Yes. The University promotes interdisciplinary research. Most of the Departments interdepartmental / interdisciplinary research. Studies at M. Phil and Ph. D. level.

For instance one research scholar of the Department of Translation Technology is doing his Ph.D work in the collaboration with CALTS, HCU, Hyderabad. He is doing work with M.T. System in Telugu and Hindi Language. Other scholars are getting help from the Departments of Language Technology and Computational Linguistics for their research works within the University.

3.4.8 Has the university instituted any research awards? If yes, list the awards?

No

3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

The faculty members are encouraged to undertake high quality research. The policies for promotion in the service recognize research contributions. The University is also planning to provide research excellence award.

3.5 Consultancy

3.5.1 What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the last four years.

Software consultancy services are provided by the University since 02/08/2012 by making the Hindi Software tools developed by Shri J. S. Dangi (1.) *Prakhar Devanagari Font Parivartak* and (2.) UniDev. Till date, 32 public/private institutions/users have purchased these software tools in the country and abroad. Some important names are Department of Computer Science Punjabi University Patiala, LTRC, IIIT -Hyderabad, Directorate of

Cultural Affairs - Maharashtra, Drishti: The Vision Foundation - Delhi, Varghese Peter - Australia, Thomas Winkler - Stuttgart Germany, S. Sashi - United Kingdom, Abhilash Trivedi - NJ etc.

3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?

Yes. The University has a University-Industry Interface Cell. The cell interacts with the organizations in the disciplines taught at the University and invites them to orient the students and interact with them.

3.5.3 What is the mode of publicizing the expertise of the University for Consultancy Services? Which are the departments from whom consultancy has been sought?

The mode of publicizing the expertise of the University for Consultancy Services is the Website of University, Social media and other links through Internet, News Papers, etc. The consultancy has been sought from the Centre for Technology Studies. The Hindi Samay section and VC office of the University are using the software developed by the faculty member of the Centre. The public relations officer is there to help.

3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?

The University utilizes the expertise of its faculty with regard to consultancy services by encouraging and promoting them. Faculty is offered a portion of consultancy as honorarium.

3.5.5 List the broad areas of consultancy services provides by the university and the revenue generated during the last four years?

IT Localization
Software development for Hindi Language
Fonts and Script Solutions for Hindi Language

Solutions for Unicode related Language

Providing ASCII/ISII to Unicode conversion to vice-versa solution

Solution for NLP related issues

E-Learning

Solutions for dictionaries and spell checker, etc

In very short period of time about Rs. 25000/- has already been collected.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years.

The University has a mechanism to sensitize its faculty and students on Institutional Social Responsibilities by organizing awareness programmes initiated by Environment Club, NSS and other socio-cultural bodies. As a result, the University has become eco- friendly and green.

3.6.2 How does the university promote university-neighbourhood network and student engagement, contributing to the holistic development of students and sustained community development?

There are many programmes launched by NSS and Environment Club of the University in collaboration with the neighboring villages. The students and members of the local communities jointly engage in initiatives for community development.

3.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?

Awareness and sensitization programmes are launched to orient and stimulate students and faculty to participate in extension activities and other national/international programmes. There is proper and extensive circulation of relevant information. The teachers also encourage student participation.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most Vulnerable sections of society?

- There are several extension works that are carried out with the underprivileged children/ women. The Centre for Communication and Media Studies of the University has also taken up baseline survey of the livelihood of the poor farmers in the disadvantaged areas of Vidharbha.

- The Faculty of the Centre for Communication and Media Studies and Mahatma Gandhi Fuji Guruji Centre for Peace Studies have organised a programme for Creation of Awareness regarding Sanitation.

- Extension Services under the UGC Scheme of Epoch Makers is being planned for Literacy and Continuing Education Programmes.

3.6.5 Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

Yes. The students involved in the above activities are monitored by the faculty in-charge of that activity. Further, to motivate student's involvement in activities that promote citizenship roles, recognition awards have been given for sports, cultural and extra-curricular activities etc.

3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

These activities help the students to improve their

- Practical knowledge
- Hands on experience
- Communication skills
- Adaptability to socio-environmental conditions
- Organizational skills
- Community involvement
- Crisis management ability
- Civic sense
- Commitment to nation building
- Leadership quality
- Honesty and integrity

3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the University which have encouraged community participation in its activities.

- Faculty members conduct health awareness camps.
- Sports Committee provides Coaching for Cricket, Badminton and other indoor/outdoor games and provides infrastructure facilities.
- Children's park.
- The faculty of Mahatma Gandhi Fuji Guruji Centre for Peace Studies is contributing to the community development through various research and extension activities.
- Training programmes conducted in the neighbourhood villages/children of worker's engaged in construction work.
- Some of the Departments have been implementing Innovation Projects.
- Frequent visit to villages has also motivated the students to adapt eco-friendly practices.

3.6.8- Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

Nil

3.7 Collaboration

3.7.1- How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

The University has academically benefitted by MoUs signed with several important institutes and universities. The University has been able to attract a number of foreign students for learning and teaching Hindi and other subjects.

The University has collaboration/MOU (Memorandum of Understandings) with many foreign (International) and National Universities. Students from Europe especially from Germany, Italy, Belgium, Croatia, Hungary and Asian countries such as China, Mauritius, Japan, Thailand, Shri Lanka, etc, have come to study languages and other programmes. Many students are pursuing post graduate and research degrees (M. Phil/Ph. D.) at the campus. This provides platform for interaction between Indian and Foreign students and has ensured it as an important institution of learning in a few years.

The University get 200$ per month from an international student and they pursue research related to India and their respective countries. In this way a student gets benefitted by interacting, learning and exchanging ideas.

3.7.2- Mention specific examples of how these linkages promote

* **Curriculum development-** C-DAC has provided the support for running courses like Linguistics and Informatics by which curriculum has been evolved around technology.

* **Internship-** Orientation Course for foreign students and teachers serves as internship for their career.

* **Faculty exchange and development**- The University is planning to take this measure in collaboration with Kumaun University, Nainital.

***Research-** Few scholars from Mauritius, China, Thailand, Hungry, Sri Lanka etc have done and doing their research work at this University.

3.7.3- Has the university signed any MOU with institutions of National / International importance and other universities to open branches. Exchange of students, research scholar to improve their research quality and activities of the university.

The University has signed MoU with Indian Knowledge Corporation , Mahatma Gandhi Institute and Rabindranath Tagore Institute, Moka, Mauritius, Institute of Asian and African Studies, Moscow State University, University of Turin, Kumaun University, Eotvos Lorand University, Ghent

University, University of Tubingen, Asian Afrika Institut, University of Hamburg, University of Kelaniya, Sri Lanka and C-DAC Noida.

3.7.4- Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

No

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 How does the University plan and ensure adequate availability of physical infrastructure and ensure its optimal Utilization?

After a detailed deliberation with all the Heads of Departments and Deans of Schools an assessment of the physical infrastructure is done. A proposal is prepared for the same and placed for approval before the Building Committee and Finance Committee of the University.

4.1.2 Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Yes. The University has a policy for creation and enhancement of infrastructure to promote a good teaching-learning environment. The language lab and smart classroom have been established in the school of language. A media lab in the Centre of Communication and Media Studies, Forensic lab in Department of Anthropology and a lab in Department of Translation Technology are functional ones.

4.1.3 How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

Research laboratories, computing facilities and other infrastructure with Wi-Fi connectivity are provided to faculty to create a conducive physical ambience. Attempts have been made to ensure independent space for seating, studying, discussion and meeting with all necessary amenities.

4.1.4 Has the University provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

The University has provided facilities like office room, common room and separate rooms for women students and staff in all schools equipped with other basic amenities.

4.1.5 How does the University ensure that the infrastructure facilities are disabled-friendly?

The University has made a point to construct a ramp in all the building so as to ensure that infrastructure facilities are differently-abled-friendly.

4.1.6 How does the university cater to the requirements of residential students?

The University provides hostels for boys and girls and a-state-of-the-art International Hostel for the foreign students and faculty. Facilities like Mess, connectivity, TV room, Office room, Reading room, Community Halls are available in all the hostels and guest houses. Recreational facilities i. e. Gymnasium, Badminton court are already provided. Wi-Fi connectivity is available in all the Hostels and Guest Houses. (as on 01-09-2014)

Sl. No.	Hostel	No. of Rooms (including double and single occupancy)	Occupancy
1	Boy's Hostel	56	112
2		76	152
		45	90
3	Girl's Hostel	120	152
4	International Guest House	32	02
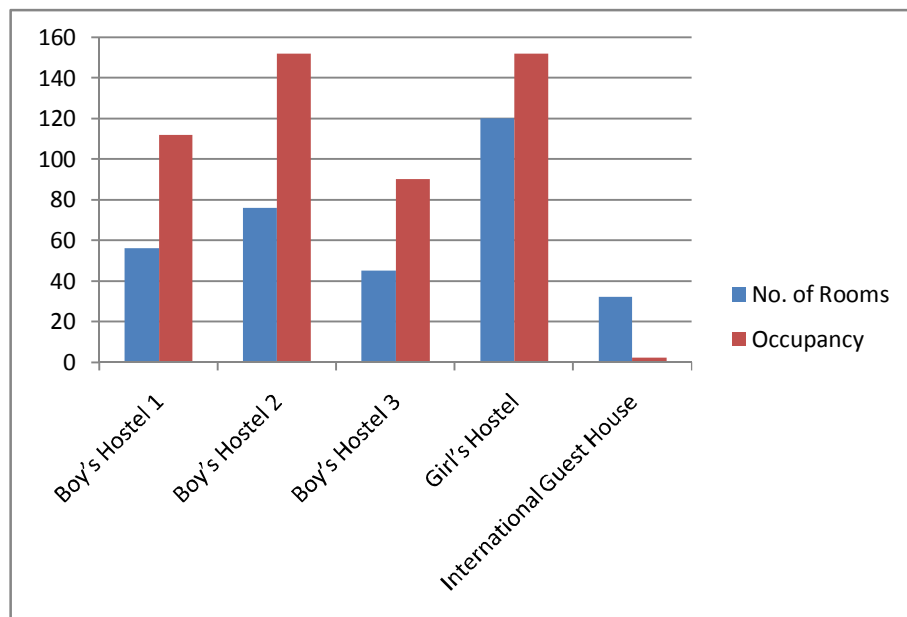
4.1.7- Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

Yes. The University has a campus dispensary for the students and teaching and non teaching staff. Two doctors and one attendant are appointed on part time basis. Free medical check-up and medicines are provided by the University.

4.1.8- What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

A gymnasium and sports ground for Cricket, Football and Volleyball are available in the campus and creation of other facilities is under process.

4.2 Library as a learning resource centre

4.2.1 Does the library have an advisory committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

In order to meet the objectives of the University and satisfy users' need the Central Library has Library Advisory Committee with the following: Vice Chancellor as Chairperson, two external experts, two professors, one associate professor, senior assistant professor and Librarian – Member Secretary.

The committee makes important decisions and recommendations for betterment of library facilities and operation.

4.2.2 Provide details of the followings:

- **Total area of the library** (in Sq. Mts.): 1784.16 Sq. Mts.

- **Total sitting capacity**: 150 (approx)

- **Working Hour**: 8:00 A.M. to 8:00 P.M. (Monday to Friday)

                          10:00 A.M. to 05:00 P.M. (Saturday to Sunday)

- **Layout of the library**:

   The newly constructed library is a two storied circular type building completed with an internet lab and a lift (elevator). It has a built-in space of 1784.16 Sq. Mts. and floors with circular galleries. It is designed for relaxed reading as well as serious study.

4.2.3 Give details of the library holdings:

   (a) Print

- **Books** - 1,17,770
- **Ph.D. Theses** – 114; **M. Phil. dissertations**-1240

   (b) **Average no. of books received in last three years**- 7000

   (c) **Non print material**- 68(C.D.)

(d) UGC Infonet (JSTOR), EPW, Knimbus, Springer link and E-Aluka)

(e) **Special Collection**

- **Total No. of Text books**- 1, 13,963

- **Total numbers of Reference books**- 3807 (Atlas-03, Gazetteers-05, Bibliography-07,

  Dictionary-326, Encyclopaedia-226, Handbook-510, Rachanavali and Granthawali etc-199)

- **Question Bank**- Question paper sets are arranged year-wise and available in the library

- **Personal Collections** :

  Prof. Ram Kumar Verma collection

  Prof. Vijendra Narayana Singh collection

  Prof. Ramesh Kuntal Megh Collection

  Satyawati Malik collection

  Gajanan Madhav Muktibodh collection

  Karmendu Shishir collection

4.2.4 What tools does the library deploy to provide access to the collection?

- OPAC: web OPAC Available

- Electronic resources management's package for e-journals: KOHA

- Federated searching tools to search articles in multiple databases:

  Knimbus (http://www.knimbus.com/knimbus/user/auth.do)

  Google scholar: http://www.googlescholar.com

- Library Website: http://www.hindivishwa.org/facililty.php

- In-house/remote access to e-publications: http://www.hindivishwa.org/facility.php

4.2.5 To what extent is ICT deployed in the library? Give details with regard to:

- **Library Automation**: The library uses KOHA open source software for in-house management. (http://14.139.120.141/cgi-bin/koha/opac-main.pl)

- **Total No. of Computer for general access** – 33

- **Total numbers of printers for general access**: 2

- **Internet band width speed** : 150 mbps

- **Institutional repository**:

  In order to develop Electronic Theses and Dissertations (ETDs) repository the library has selected DSpace open source software which preserves and enables easy access to all types of digital content including text, images, moving images, mpegs and data sets.

- **Content management system for e-learning**: No

- **Participation in resource sharing network/consortia (like INFLIBNET):**

  The UGC-Infonet Digital Library Consortium

4.2.6 Provide details (per month) with regard to:

- **Average number of walk-ins**: 3000 and above (per month)

- **Average number of book issued returned**: 2000 (Issue) and 1900 (Return)

- **Ratio of library books to students enrolled**: 50:1

- **Average number of books added during the last four years**: 12,500

- **Total number of books acquired in last four years**: 50,000

- **Average number of login to OPAC**: 1200

- **Average number of login to e-resources**: The internet lab is newly established.

- **Average number of e-resources downloaded/printed**: The internet lab is newly established

- **Number of IT (Information Technology) literacy trainings organized**:

  Library organizes user awareness talks/informal discussion and ICT related training at regular intervals.

4.2.7 Give details of the specialized services provided by the library with regard to:

- **Rare books**: An attempt is made to catalogue the large number of rare books/manuscripts available in the university.

- **Reference**: Yes

- **Reprography/Scanning**: There are two scanners available in the library.

- **Inter-library loan services**: Available

- **Information deployment and notification**: Yes

- **OPAC**: Available

- **Internet Access**: Yes

- **Downloads**: Yes

- Printouts: Yes

- **Reading list/Bibliography Compilation**: The subject wise list is available in the library.

   In-house/remote access to e-resources: Yes

http://14.139.120.141/cgi-bin/koha/opac-main.pl

   (l) **User Orientation**: Yes

- **Assistance to searching database**: The library staffs assists the users in OPAC search and e-journals search including open access journals.

- **INFLIBNET/IUC facilities**: Yes

4.2.8 Provide details of the annual library budget and the amount spent for purchasing new books and journals:

   Annual budget for central library is Rs 25 lacs (approx)

4.2.9 What initiatives has the university taken to make the library a 'happening place' on campus?

Reflecting the ethos of the university, the library building is one of the amazing structures in the campus. The library responds to student's need and support personality development through cultural programs organized at regular intervals at the campus. Following are the major initiatives to make library a vibrant and academically attractive place:

- An annual event "Mahapandit Rahul Sankrityayan Jayanti Samaroh" is organized in central library on occasion of birth anniversary of MahaPandit Rahul Sankrityayan. The staff members and students of the University actively participate and discuss his contribution in Hindi literature.

- The University organizes book fair in the campus to improve the reading habits of the student and faculty members. A large number of titles from renowned Hindi publishers are displayed during the event.

- The University is considering the proposal to redesign the library reference room as a "information commons"

- There are orientation programs conducted by the library to increase awareness about e-resources.

4.2.10 what are the strategies used by the library to collect feedback from its users? How is the feedback analyzed and used for the improvement of the library services?

There is a feedback register available for students at the library counter; additionally, the library conducts questionnaire survey for students to get opinion/suggestions to improve library services. By analyzing the data from survey and feedback register, we made changes to our website and OPAC module.

4.2.11 List the efforts made towards the infrastructural development of the library in the last four years.

- CCTV with 16 cameras installed in sensitive points of libraries.
- Wi Fi and wired network to make easy access to internet
- Wi fi bandwidth 150 mbps
- Lab setup for research scholar with 30 computers.
- Centralized AC is proposed.

4.3 IT Infrastructure

4.3.1 Does the university have a comprehensive IT policy with regard to:

IT Service Management	Yes
Information Security	Yes
Network Security	Yes
Risk Management	Yes
Software Asset Management	Yes
Open Source Resources	Yes
Green Computing	Yes

4.3.2 Give details of the university's computing facilities i.e. hardware and software.

Number of systems with individual configurations	441
Computer-student-ratio	1:3
Dedicated computing facilities	Language Lab
LAN facility	Yes, Wi-Fi
Proprietary software	Yes, (Sky Pronunciation, Relan Teacher, Connected Speech, Euro talk, Page maker, 3D Max, MS office, V Studio Tally 9, Cyberoam etc.)
Number of nodes/computers with internet facility	421
Any other (please specify)	Wi-Fi Internet Connectivity in whole campus along with including hostels

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

- To make a Strong Computer Network in the University campus, building to building connectivity will be provided through Optical Fiber Cable and office/lab node connectivity will be provided by cat 6 UTP cable.

4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

- E-journals (Economic & Political Weekly, E-Journal(JSTOR), E-Journal(ALUKA), E-Journal(Springer Link), E-Journal(JCCC), Knimbus, indianjournals.com.(Trial access)

4.3.5 What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

- Wi-Fi to have access to all the online learning resources.

4.3.6 What are the IT facilities available to individual teachers for effective teaching and quality research?

- Computer with Internet, E-journals

4.3.7 Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

- Smart Class room/ E-class room, Language Lab

4.3.8 How are the faculty assisted in preparing computer- aided teaching-learning materials? What are the facilities available in the university for such initiatives?

- A smart class training program was organized from 25-11-2013 to 27-11-2013 in the School of Language.

4.3.9 How are the computers and their accessories maintained?

- Computers and its accessories are maintained by Laboratory in Informatics for the Liberal Arts (LILA) as well as through Annual Maintenance Contract (AMC).

4.3.10 Does the university avail of the National Knowledge Network connectivity? If so, what are the services availed of?

- Yes. Generic Services: Internet, Intranet

4.3.11 Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

Yes. The University does have links of various e-journals like Economic & Political weekly, JSTOR, ALUKA, JCCC, KNIMBUS, Springer links and indianjournals.com etc.

4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the university.

To update deployment and maintenance of computers in the University a provision of Rs. 8.00 lacs is made in the annual budget for the year 2013-14 for purchase of computer, software etc. An amount of Rs. 100.00 lacs is provided during 12th plan period. Thus the annual budget for purchase of computer, software etc. is Rs. 20.00 lacs.

4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

The University plans for the gradual transfer of teaching and learning from closed university information network to open environment.

Video conferencing and visual classrooms are underway. The University plans to make library and academic resources available on the University website itself. Field visit as a part of curriculum enables students to provide practical knowledge on the changes and development in the society.

4.4 Maintenance of Campus Facilities

4.4.1 Does the university have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

The University has got a campus development office which comprises of an Officer on Special Duty (OSD), one Assistant Registrar, technical and supporting staffs like Plumbers, Carpenters, Mechanics, Electricians to look after the construction and maintenance of physical infrastructure such as buildings, roads, water and power supply. The Officer on Special duty for the campus development looks after the whole campus issues and give effective instructions regularly for the management of the campus. The OSD also maintains the campus gardening and supervises the maintenance works of the whole campus and provides other important services.

4.4.2 How are the infrastructure facilities, services and equipments maintained? Give details

➢ The buildings, roads, lawns, parks, transportation services, water and power supply are maintained by the campus development office of the

University is headed by the OSD and a team of administrative and technical support staff.

➢ Maintenance of IT related infrastructure is being looked by the computer centre known as LILA. Maintenance of computers, A.C. and scientific equipments is done by an agency on annual contract basis. The University has made provisions for the update, deployment and maintenance of computers of Rs. 8.00 lacs under the Maintenance Grant for the year 2013-14.

➢ In each Department one of the staff members is asked to oversee the laboratory and equipment of the Department.

➢ Telephone department functions under the control of the campus development office. It is responsible for maintenance and connectivity of the internal telephones.

➢ Campus security is looked by agency/ outsourcing of services on contractual basis under the close supervision of proctors.

CRITERION V : STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT MENTORING AND SUPPORT

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

- The Office of the Dean Student Welfare, SC/ST Cell, Anti-ragging Committee, Gender Sensitivity Cell and Student Grievance Redressal Cell provide support, special care and assistance regarding academic, personal, psychological and social problems of the students when required.
- Several scholarships are awarded to the poor and deserving students under different schemes. The University provides the facilities of transportation and medical services to the students. Expenditure incurred on educational tour is also shared by the University.
- The Departments have mentoring system for student support catering to the problems of academic and social issues. Special attention is given by the teacher deputed as student counsellor/Academic advisor in the Department. The student counsellor of the Department monitors and tries to solve the problems.

5.1.2   Apart from classroom interaction, what are the provisions available for academic mentoring?

Apart from class room lectures the teachers are always available for academic discussion through Internet and Mobile. They are always entrusted to interact with the student and solve the problems related to the curriculum, class

room lectures and career. Special attention is paid to academic mentoring of students. These includes guidance to the students for participating in Seminars, Exhibitions, Workshops and other Academic activities such as preparation of research papers, proposals etc. Students are taken to the field visit and educational tours to various research and non –government institutions beyond the class room lectures. The Departments always give priority to organizing special lectures, seminars and workshops where the students/scholars get opportunity to interact with the resource persons and academician in their respective fields.

5.1.3 Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

- Personal enhancement and development schemes such as Career Counselling, career path identification and orientation for the well being of student are extended by the faculty in the Department through student-teacher interaction.
- The information regarding Employment and Career opportunity is displayed on the University/ Department notice board by the placement cell.
- The department of language conducts special program in language which helps to enhance the communication skills of the student.
- Seminar presentation as a part of curriculum is organized to develop the presentation and communication skills of students.

5.1.4   Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Non formal assistance for obtaining educational loans from the bank is provided to the students. The application for the educational loan is forwarded through a proper channel with the recommendation of the Head of department to obtain loan from the bank.

5.1.5   Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

The updated prospectus and information brochure of the University are published annually. It includes Academic Calendar of the University. It also contains information about the profile of the University and the Departments, programmes offered, semester and credit system, duration of the program, examination pattern, eligibility for admission, fee structure and support facilities offered in the University campus.

- The updated information about the activity of the University is also displayed on the University Website.
- The University publishes an annual calendar and diary with a view to provide information about the academic planning.
- The annual report highlighting the activities and achievements of students, departments/centers and the University is also published.

5.1.6   Specify the type and number of university scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil/Ph.D./ Diploma/others (please specify).

The following scholarships are given to the students on time:

1. Research scholarships for M. Phil. and Ph. D. students: Ph.D. and M. Phil. scholarships are granted for three and half years and one and half years respectively.

2. Merit scholarship.

3. Weaker section scholarship.

The details of University scholarship:-

Programme	scholarship	Amount of Fellowship
P.G.	All students	Rs. 1000=00
M. Phil.	Research scholarship	Rs 5000=00,Contingency-Rs 8000=00
Ph. D. (Non Net Fellowship)	Research scholarship	Rs 8000=00,Contingency-Rs 8000=00
Ph.D. (JRF & Rajeev Gandhi National Fellowship)	Research scholarship	Rs 16,000=00 (2years) Rs 18,000=00 (from 3rd year) Contingency for JRF- Rs 10,000 Contingency for SRF- Rs 20,500

5.1.7   What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

A good number of students are benefited from government scholarship. The table given below provides the details.

Funding Agency	Fellowship	Session			
		2010-11	2011-12	2012-13	2013-14
UGC	JRF	03	10	11	18
	RGNF	31	28	28	14
	MANF	03	03	03	03
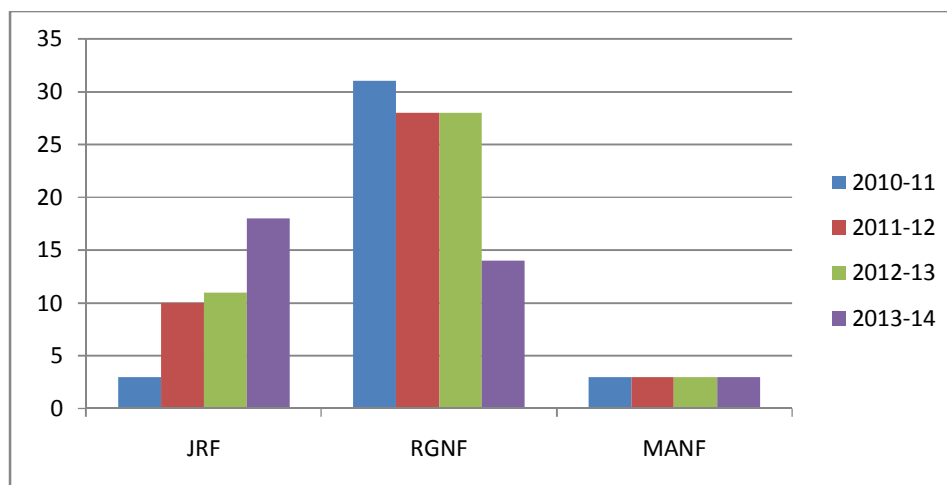
5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?

MGAHV is an International Central University. It attracts foreign students and scholars on account of its specialized academic programmes related to Hindi. The University has MOU's with 11 International Universities. It has a foreign teaching cell. The cell has a special provision for the admission of international students. It offers need based short-term certificate programmes in Hindi language. In the past 4 years 76 foreign students and participants have joined these programmes. Besides this 5 students are registered for Ph. D. programmes in different subjects. The cell provides guidance to students through Counseling and Support service facilities like accommodation, transport and medicare. A Common syllabus for the international students is being developed following resolution at the 9th Hindi World Conference at Johannesburg, South Africa. An online course for the foreign students is also in the pipeline.

5.1.9 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Non formal assistance for obtaining educational loans from the bank is provided to each student. The application for the educational loan is forwarded through proper channel with the recommendation of the Heads of Departments to obtain loan from the bank.

5.1.10 What types of support services are available for overseas students

physically challenged / differently-abled students

SC/ST, OBC and economically weaker sections

students participating in various competitions/conferences in India and abroad

health centre, health insurance etc.

skill development (spoken English, computer literacy, etc.)

performance enhancement for slow learners -

exposure of students to other institutions of higher learning/ corporates/business houses, etc.

publication of student magazines

- *Overseas student*: The University has a **Foreign Teaching Cell** (FTC)**.** The Cell takes care of the security and clearance related issues of the foreign students during their stay in India. Accommodation, transportation and medical services for international students are also provided. A separate hostel for these students is run.

- *Physically challenged student*: Special vehicle and health care facilities are provided according to the needs of students. There is provision for reservation in their admission to various courses. Ramps have been provided in the buildings for easy access.

- *SC/ST and OBC students*: The SC/ST Cell was established in the University for the welfare of SC/ST students in the pursuance of the UGC guidelines. The Cell has a grievance redressal mechanism to help solving academic and administrative problems of these students. The cell has been assigned the responsibility to protect the rights and implement the policies relating to the SC/ST student. The cell helps the students of the disadvantaged sections of the society with academic support through Guidance and Counselling. Reservation policy for admission has been extended to the S.C, S.T and the economically backward community students. These students are given scholarship as per the government norms. The University also conducts remedial coaching and Career coaching for these students with the help of U.G.C.

- *Slow learners*: Faculty of the University takes special care of the slow learners. Teachers identify the weak students and provide them necessary assistance through extra classes, discussions and interactions.

- *Exposure*: Students are motivated to take active part in discussions with the experts, professors and eminent scholars invited by the Departments for seminars, popular lectures and workshops as resource persons. Educational tour is organized for visiting the other institutions. Scholars are motivated

to do their project work in corporate sectors and renowned institutions with a view to ensure exposure of the students to other activities.

- *Publication:* Students are encouraged to publish their writing / research paper in magazines/journals in which they may use creativity and talent.

- *Student participation*: Students are provided support to prepare research papers. They are motivated to attend discussions, seminars, conferences and workshops. They are also encouraged to participate in various co-curricular and extra-curricular activities.

- *Health centre*: The University has a health centre that provides health services like free medical check up, medicine and treatment to the students and employees of the University. Three medical officers and other supporting staff are posted at the centre.

- *Skills development*: Debates, speeches and discussions are organized regularly with a view to develop the skill of the students. A course in computer and a Diploma in any one of the Indian or Foreign Language offered by LILA and the CASIFL respectively are compulsory for the P.G. students. This enhances computer skills and language skills of the students. In addition to the computer lab functioning in LILA, the University provides free access to internet. The Departments organize different academic programmes for the student's personality development.

5.1.11 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

The University provides free coaching to enable the students to get through the civil and judicial services. Its main objective is to prepare the students for competitive examinations. The University also conducts free coaching classes for NET examination. A good number of our students have qualified the NET examination.

5.1.12 Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

-additional academic support and academic flexibility in examinations

-special dietary requirements, sports uniform and materials

-any other (please specify)

The students have been participating in various extracurricular activities related to the performing arts, literature, culture and debates. The University meets their sports requirement also.

5.1.13 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

The University has placement and counseling cell that provides career guidance and placement facilities to students.

➢ Desired guidance and required counselling is also extended by the Departments.

➢ The University has an University-Industry interaction cell which displays the information regarding different activities of the cell.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

The University has placement cell and a responsible officer is given additional responsibility to function as a placement officer. He coordinates placement and campus interview. Total 10 Students have been selected in campus interview by BITS Pvt. Ltd., Pune. Besides this the students selected in various companies i. e. Hindustan Union Liver, DNL Industry, Nagpur, Vedanta Steel, Rajasthan, TRFH He Fei, China, Swaraj Foundation, C-DAC, Pune and other government offices.

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

Alumni Association has been set up and it participates actively in various events of the University. It contributes to obtain the feedback information for industrial requirements which are incorporated in the skills development programmes. A Common Alumni Association for the entire University departments has started recently.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

Teaching Department acts as the primary grievance redressal cell in order to take immediate action to redress the grievance of the student.

➢ The University has constituted a 'Grievance Redressal Cell' in order to redress the grievances of the students on the issues relating to teaching and learning process, academic matters, examination system, result, accommodation, library and various support services, when required.

➢ The Dean Students Welfare, Proctorial Board, Anti- Ragging Committee, SC/ST Cell, Hostel Wardens, Administrative Officers and Teachers play active role in resolving the grievance of the students.

5.1.17   Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing cell and mechanism to deal with issues related to sexual harassment? Give details.

➢ A Committee against sexual harassment has been constituted. It is fully functional. Few cases of sexual harassment were reported. The administration of the University took the decision on the basis of the reports submitted by the committee. A zero tolerance policy is maintained.

➢ The Department of Women's Studies was established in the University to understand the socio-economic and cultural issues related to women. The Department conducts the postgraduate, M. Phil and Ph.D. programmes in women's studies. Seminars, Workshops and Conferences on Women Empowerment, Violence against Women and problems of Women were conducted regularly in order to promote gender-sensitivity.

➢ Women's day is celebrated under the auspices of the Department of Women's Studies.

➢ Women students are exempted from attending the class room lecture during pregnancy and after the delivery as a maternity benefit.

➢ The Warden of the girls' hostel helps women students in solving their personal problems by counselling.

5.1.18   Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

As per the UGC guidelines an Anti Ragging Committee has been constituted. Members of the Proctoral Board, Anti- Ragging committee, Dean Students Welfare and Hostel Wardens take a round in the hostels and campus to look after the activities of the students in order to prevent ragging. No case of ragging has been reported during the last four years.

5.1.19 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

The suggestions of the stakeholders of the University viz. students, parents, social activist, journalist, industrialists, academicians, administrators and research professionals are taken into account while preparing the curricula. A strong bonding between the University and the stakeholders is reflected in the various academic programmes. They are also actively involved in decision making process on academic matters. Besides it, the stake holders are invited as resource persons in the academic events like seminars, workshops for the holistic academic development. Stakeholders are also invited for contribution of funds that offer scope for organizing workshops, seminars and conferences.

5.1.20 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities?

Provide details of sports and cultural activities where such efforts were made.

The University makes efforts for the development of women students so that they do not lag behind in the activities. The Women at the university get equal opportunity in all the activities in the social activities.

5.2 STUDENT PROGRESSION

5.2.1 What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

There is a steady increase in the strength of students admitted in Post Graduate and M. Phil. courses.

The students strength in the academic year 2013-14 is as follows:

Post Graduate : 170
M.Phil   : 126
Ph.D.   : 150

Trend of Student Progression in the last four years

Student Progression	%			
	2010-11	2011-12	2012-13	2013-14
UG to PG				N.A.
PG toM.Phil	60	61	65	70
PG to P.hD	04	04	05	07
Ph.D. to Post Doctoral	--	--	--	02
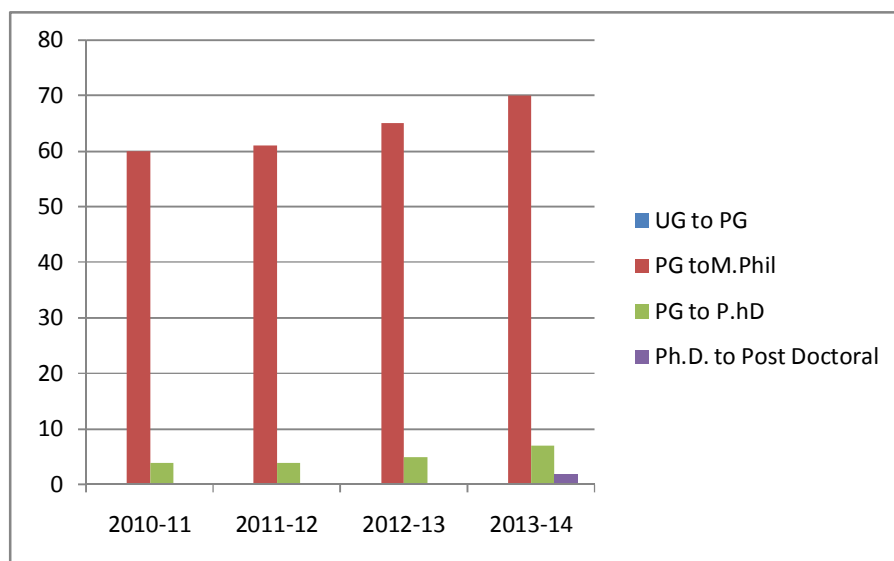
The detailed information regarding student strength in the respective subjects is available with the respective Departments. The numbers of students in Ph.D. courses depend on the availability of seats with the teacher.

5.2.2 What is the programme-wise completion rate during the time span stipulated by the university?

The program wise student strength and completion is given as follows:

Session	Programme wise strength and completion					
	Post Graduate		M. Phil.		Ph. D.	
	Student Strength	Completed	Student Strength	Completed	Student Strength	Completed
2010-11	90	61	76	69	20	03
2011-12	122	77	103	97	37	09
2012-13	150	103	96	86	45	39
2013-14	159	105	121	105	49	-

The detailed information regarding the student strength and the rate of completion in the respective subjects is available with the respective departments.

5.2.3   What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.?

A good number of students have qualified the UGC-NET, central and state services examination during the last four years. The detailed information about these achievements is available with the respective departments. A summary of the same is as follow: NET-90, JRF-11, SLET-03, RGNF-10, MANF-1

5.2.4   Provide category-wise details regarding the number of Ph.D./ D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

The   detailed   information   regarding   Ph.D.   thesis submitted/accepted/resubmitted/rejected during the last four years is as follows.

Academic Year	Submitted	Accepted	Resubmitted	Rejected
2010	None	None	None	None
2011	03(SC-1,Gen-2)	03	None	None
2012	09(SC- 1,OBC-4,Gen-4)	09	None	None
2013	31(SC-9,ST-2,OBC-11,Gen-9)	31	None	None

5.3 STUDENT PARTICIPATION AND ACTIVITIES

5.3.1   List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

The students of the University participate in the sports activities organized within the University i. e. Kuber Datt Memorial Volleyball Competition, Ramdayal Munda Memorial Chess Competition, Indira Goswami Memorial Badminton (Female) Competition, Shrilal Shukla Memorial Badminton (Male) Competition, Nawab Pataudi Memorial Cricket Competition, Prof. Mahendra C. Pandey Memorial Cricket Competition. On the occasion of Sthapana Divas many cultural activities organized. The students of the University actively participate in the cultural and extra-curricular activities like Dance, Group Dance, Drama, Monologue, Song Recital, Painting Exhibition and Competition etc. A Food Festival is organized every year on Sthapana Divas (29th December) and students participate in it.

Sports programmes are organized mostly in the month of November and Sthapana Divas programmes are organized in the month of December.

The students of the University participated in many co-curricular, extra-curricular and cultural activities. The debates were organized on the subjects given below:

1. जनसंख्या वृद्धि विकास के हित में नहीं है

2. भारत में छोटे राज्यों की माँग उचित ∕अनुचित

3. पर्यावरण संरक्षण हेतु जनसंख्या स्थिरीकरण आवश्यक है (पक्ष ∕विपक्ष)

4. भारतीय खुदरा व्यापार में प्रत्यक्ष विदेशी निवेश उचित है (पक्ष ∕विपक्ष)

The University has organized four day Foreign Film Festival (Chinese and Spanish) at Habib Tanvir Hall.

A speech competition was organized on "Environment: Problems and Solutions".

Two day Chinese Picture Exhibition organized on Chinese Lunar New Year.

Earth Hour observed every year in the University by the Students, Faculty and Staff.

5.3.2   Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

The achievement of students in co-curricular, extra-curricular and cultural activities at different levels is as follows:

	Co-curricular	Extra Curricular	Cultural
University level	In Kamal Nayan Bajaj Memorial Inter University Speech Competition- Shri Ratnakar Sirsat awared 2nd position in 2011. Shri Abhishek Tripathi awarded 1st position in 2013.		
State level		Shri Ashutosh Pratap Singh awarded Best Actor in Kalasagar Drama Festival at Nagpur in 2013. The slaves and kala Suraj awarded best Play in the Kalasagar Drama Festival, Nagpur in 2013 and 2014 respectively.	
National level	Shri Baccha Babu and Shri Anil Mishra participated in 6th Sant Paul Mittal Debate Competition in 2010. Ms. Deepmala Awasthi and Ms. Renu Kumari participated in 7th Sant Paul Mittal Debate Competition in 2011. Shri Abhishek Tripathi and Shri Ashutosh Kumar Singh participated in a debate competition organised by Aligarh Muslim University	Shri Rohit Kumar awarded Best Actor in Maharashtra National Hindi Drama Festival at Aurangabad in 2012.	A drama "Hey Ram" of this University selected in Multi-lingual Drama Festival at Goa (Kankawali) in 2012. The Forbidden Dream awarded best Play in Jamia Millia Islamia University in 2014.

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

The University has created the School of Culture and School of Creativity in which various events and programmes are regularly organized in order to promote the consciousness of cultural heritage. Programmes like drama, festivals, lectures, poetry recital and talks are organized to promote the knowledge of cultural heritage of India among the students.

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

Students in many Departments are encouraged to publish wall magazine, newsletters and research papers under the supervision of Program Coordinators. The details of the publication in the respective subjects by the students during the last four years are available with the respective Departments.

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

The University has a student forum, which has been successfully organizing professional, societal, cultural and sporting activities. It also organizes debates and lectures by eminent personalities. The funding for such activities is made available to the students by the University under the supervision of programme coordinator.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

The students are represented in the Academic Council, the highest academic body. They take active part in decision making related to academic matters. Students are also represented in the following committees also:

A- Hostel Committee

B- Anti Ragging cell

C- Sports Committee

D- Cultural Committee

The representatives of these committees actively participate in all student related activities like sports, cultural functions etc conducted by the University.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership.

6.1.1. State the vision and the mission of the university

Vision

The Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalya (MGAHV) is established for expression of ideas of Mahatma Gandhi in various disciplines in the fields of humanities, social sciences, communication and informatics, It is aspiring to be one of main higher learning institutions through Hindi medium at international level. MGAHV is conceived as an alternative institution of learning for knowledge, establishing peace and fostering friendship. Gandhian views would be reflected in MGAHV's work culture, curricula and administrative system. The University positions itself as an international platform to provide various courses of higher (learning) education seeped in Indian ethos and traditions combining with the modern technologies to achieve its goals, as universal in knowledge base and international in its spread with innovation as core idea. The University aims to work as a pioneer institution to spread all the available knowledge in Hindi throughout world. It would be mainly a residential University having its regional centres and study centres across the country and abroad too.

Mission

The objects of the University shall be to promote core Indian values; to study modern aspects of knowledge and their implications; and to develop Hindi language and literature in general. For the purpose, the University provides instructional and research facilities for learning and innovations. The institution is continuously working to develop instruments to enrich Hindi language and other disciplines and aims to spread it world over.

6.1.2. Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

The University is committed to provide value based education and has identified the thoughts of Mahatma Gandhi as its core value. It pursues this goal through programmes offered by academic departments like Mahatma Gandhi Fuiji Guruji Peace Studies, Non-violence and Peace Studies and Dr.Bhadant Anand Kaushalyayan Buddist Studies in addressing the need of the society. The Departments of Social Work, Women Studies and Dalit and Tribal Studies are dedicated to the issues related to the socio-economic up lift, health and well being of the marginalized sections of the society.

6.1.3. How is the leadership involved

In ensuring the organization's management system development, implementation and continuous improvement?

in interacting with its stakeholders?

in reinforcing a culture of excellence?

in identifying organizational needs and striving to fulfill them?

The University is on the way to accomplish its objectives under visionary leadership of the Hon. Vice-Chancellor. The Vice-Chancellor as the chairperson of the highest academic and administrative boards gives directions to implement the decisions taken in Academic and Executive Councils for the development of the University. During the past four year there have been 21 meetings of the Academic Council and 52 meetings of the Executive Council were held. In these meetings the representatives of the stakeholders have been included. Regular interaction and discussion with the stakeholders from civil society, research organizations and industry are held. There are regular consultations of University administration with the employees, faculty and students.

6.1.4. Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

No.

6.1.5. Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

All statutory bodies are constituted and vacant positions filled according to provision given in the University Act and guidelines of the UGC. The meetings of the statutory bodies are convened regularly for smooth functioning of the University.

6.1.6. Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

The University always promotes a culture of participative management at all levels. Faculty from all levels get opportunity for actively participating in planning, implementation and review processes. The representation of the faculty members and eminent persons from various fields of society is ensured in different decision making statutory bodies of the University such as School Boards, Academic Council and Executive Council either by seniority or by nomination. All faculty members participate in their respective Board of Studies chaired by the Heads of the Department. All the Heads of the Departments, professors, senior most Associate and Assistant professors of the department are members of the School Board, chaired by the Dean. All Deans of the faculties and Heads of the Departments, senior most Associate Professor and Assistant Professor and nominated student representatives are the members

of Academic council, chaired by the Vice-Chancellor. The Executive council, chaired by Vice-Chancellor comprises of senior most Dean of the faculties and professor, Associate professor and Assistant professor. Therefore faculty from all levels, eminent persons of the society, student representatives have an opportunity for participating in different decision making statutory bodies. In addition there are informal consultation and meetings with stakeholders to nurture the spirit of participation in management.

6.1.7. Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

Not applicable.

6.1.8. Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

No.

6.1.9. How does the university groom leadership at various levels? Give details.

The Vice Chancellor is the principal official of the University who provides the requisite leadership to the University community. Responsibility sharing, partnership building, joint ventures through a democratic procedure, sharing a common platform within the University community are used for promoting active participation. It affords opportunities to groom able leadership at various levels. The details are as follows:-

Student's domain-

- Two Student representatives (1 male and 1 female) on the Academic Council of the University.
- Monthly Mess Manager in the Student Hostels on Rotation Basis.
- Team leader for various NSS units.
- Membership of various organizing committees for the Seminars and Workshops held in the University.

At academic domain-

- The Senior Professor/Professor/Associate Professor heads the Department by rotation.
- A Professor/Associate Professor as DSW coordinates the student welfare activities.
- One senior professor is nominated as Proctor who participates in a variety of administrative activities.
- Teaching faculty are assigned different leadership positions such as Hostel Warden, NSS officers, Placement cell officers, members of student

grievances cell, office bearers of Research society, etc. to groom leadership at various levels.
- The Association of Teachers provides opportunity to develop leadership to the faculty.

Administrative domain-

- The Section Officer governs and leads the supporting staff in each section.
- The Deputy Registrar governs and leads Assistant Registrars and the Section Officers.
- The Association of Non Teaching Employees offers opportunity to the employees to develop leadership skills.

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details

The knowledge management strategy of the University encompasses creation of and access to knowledge and its delivery.

Implementation of this policy is through continuous effort which involves implementation of knowledge management technologies such as ICT, creating well-equipped laboratories, taking initiatives for faculty development, organization of National/International Conferences/Seminars/Workshops, enhancement of library facilities, creation of amenities and facilities for the learners, and shift from conventional teaching-learning process to an innovative and open environment. Faculty members are also permitted to participate in academic development programmes organized by other institutions within India and abroad. The University also collaborates with several international and national Universities and NGOs for curriculum development. Lectures delivered by invited experts during the Foundation day celebration of the University and during other conferences and endowment lectures are also printed and maintained as repository. Most departments / schools regularly conduct Seminars / Conferences / Workshops in where knowledge dissemination is effectively achieved.

The publication wing of the University has undertaken publication of a large number of volumes including Oral History of Hindi, Encyclopedia of Social Sciences in Hindi, Wardha Shabdakosh, selected writings of key authors and poets, photographs of literary people, audio recordings of poetry and volumes on a number of themes. The University also publishes three journals. It's a major and unique aspect of this University.

The Sahajanand Saraswati Museum has a good collection of original manuscripts and materials related to literary people.

6.1.11 How are the following values reflected the functioning of the university?

Contributing to national development

- The University is actively involved in the promotion of Hindi language and literature as a discipline and preparing instructional material in Hindi for various disciplines.
- Continuous attention is paid to all programs of study and activities in the University, in line with the goal of national development.
- The University provides opportunities to the students to participate in diverse activities that range from academic to extra-curricular and physical activities with a view to cater effectively to the human resource needs of the country.
- The research work carried out in the University contributes to the national development by offering data, analysis of issues and suggesting remedies of various social problems.
- The impeding factors in the growth of our country viz., illiteracy and unemployment, are addressed.
- The University contributes to national development through creating, sharing and dissemination of knowledge, research and innovation in various fields and developing professionally competent citizens.

Fostering global competencies among students

- Students are constantly enthused to reach global heights in terms of academic achievement and pursuit of their goals.
- Courses of study, teaching and research invariably aim at global standards and practices.
- Communication and links with institutions abroad keep the students abreast of the latest developments at global level in their fields.
- The leadership/ orientation programmes are offered to the students through NSS and community oriented programmes are incorporated in the curriculum.

Inculcating a sound value system among students

- The Vice-Chancellor takes interest and initiative in addressing all the sections of the University community from time to time, exhorting them to follow the right model of conduct in consonance with some of the best practices at the national and international levels.
- The University community is involved in the process of inculcating the values of integrity, respect for labour and social welfare.
- Every faculty is a volunteer in the process to guide the students, notwithstanding the fact that formal offices like Proctor and Dean Students Welfare are taking care of disciplinary matters.

- The University community is regularly exposed to some of the best thinkers in Arts, Social Sciences, and the Humanities for the promotion of right values.
- The University creates a culture of respect for academic excellence with social equity and gender sensitivity.
- The courses and activities on the campus emphasize development of moral and ethical values among the students and faculty.

Promoting use of technology

- At each level of studies (i.e. M.A., M. Phil. and Ph.D.) computer course is Mandatory.
- The University promotes ICT in particular by making the use of e-classrooms, smart classrooms and Wi-Fi facility throughout the campus.
- The use of technology in general is also fostered through widespread access to the internet,
- IT enabled library services, resources and lab facilities with state of-the-art LILA.
- Huge investment of money has been made in the last four years for the development of best instrumentation facilities in various departments.

Quest for excellence

- This has been an ongoing process since the inception of MGAHV as a distinct centre of learning through Hindi medium, which stands apart from other Universities of India; two decades, thence; this has paved the way for achieving and maintaining excellence in selected prime area of signal importance to India. It caters to the needs of Hindi speaking community which has a large share in the population of the country.
- The University promotes excellence by adopting innovative practices and value-based higher education. This idea is the guiding force for all sections of the University community as an article of faith.

6.2 Strategy Development and Deployment

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

Vision and mission

The University's vision statement is "Gyan Shanti Maitri" which in essence means "Knowledge is the base of Peace and Friendship". The University offers a variety of courses in Arts, Humanities, Social Sciences, Education and Language under Schools including Language, Literature, Culture, Translation and Interpretation, Creativity and Humanities and Social Sciences. Research programmes in the areas of social relevance are to achieve the objectives, mission and goals.

The University's vision and mission reflects Gandhian philosophy and thought and continuously working to bring acquired knowledge in Hindi. The University is striving to achieve academic excellence and to prepare socially and professionally competent students.

Teaching and learning

The University always endeavors to carry out technology assisted and participative teaching-learning processes. It is planned to undertake feedback to strengthen the evaluation system of teaching-learning process. Further, it is envisaged to strengthen teaching-learning process in a way to attract and retain the students from socially disadvantaged backgrounds particularly in the rural areas. This process incorporates thinkers and Gandhian philosophy for developing a value based knowledge system.

The University has planned to establish a Gyan Srijan Kendra to work in the fields of Translation, Mass Communication, Science Technology, Financial Management, Medical Science, Law, Social Science and Humanities. The University will prepare study material in Hindi for Teaching-learning and producing e-learning material on Mahatma Gandhi as well as publishing books on Migration, Diaspora and Transnational studies. In coming years the University will promote research and teaching-learning in Music, Dance, Painting and Fashion Designing. The University will introduce P.G. Diploma courses in Mass Communication, Women's Studies, Gender studies, Social Work and Indigenous Culture.

Research and development

The University always had and would continue to provide cutting edge facilities for the researchers with the support of various funding agencies. In addition to the conventional areas, research in areas like ethno-medicine, juvenile delinquency, women rights is being promoted. Research projects and consultancy works are also supported. The University has proposed to establish an Academic Staff College to conduct Orientation and Refresher programmes. The University has decided to conduct Seminars and publish research journals and study materials for the research work. The University will take up projects i.e. Women's studies & public representation and preservation of endangered languages.

Community engagement

The prospective plan of the University in human resource development includes capacity building and capability enhancement with modern day requirement of the faculty resources through training in current developments and technologies. Further, University teaching Departments and disciplinary NSS Unit organise outreach programmes which are socially relevant. The students are to be motivated and a healthy competition be induced for creating a language rich environment for studying and communicating in Hindi. Students should associate with the local concerns and try to solve the problems

related to these concerns. The University will expand socially concerned project by starting "Gandhi Hindi TV" and "Gandhi Hindi Radio"`.

Human resource planning and development

The perspective plan of the University in the realm of human resource development is to add new members to the existing community of academicians; the major factor hindering growth has been financial inadequacies. Further, training programmes/workshops in recent developments are conducted to enhance the potential of the existing faculty. The University is collecting documentaries, videos and information in other media for various subjects and interdisciplinary streams.

Industry interaction

The University has an industry cell established in 2014. It is established to foster inter-institutional collaboration at regional and national levels for research, training, development and employment in select areas. In curriculum designing major thrust is to be given to the employment avenues by arranging periodical industrial visits and campus interviews through placement cell. The University is planning to conduct seminars on various subjects i.e. New Challenges to Hindi, Environment Concerns, Social and Mental Development, NGO Management, Peace-Conflict Management and Comparative Theology etc.

Internationalisation

The University offers a Diploma and Certificate course in Hindi for international students. In the past, the University has also organized Orientation programmes for International Hindi Teachers. Further, we have a rich tradition of activities under the MOU's signed with a number of Foreign Universities/ Institutes. The Department of Diaspora and Transnational Studies is furthering research on issues related to people of Indian origins in foreign countries. The University has planned to make the Hindi courses available online, blogs on Translation & MediaSamay.com and start e-journals on Translation, Hindi Vishwa and Buddhist Scriptures. The University emphasizes on exchange of research scholar with other international educational institutions.

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

Administrative Setup	Academic Setup	Statutory Body	
		Administrative	**Academic**
Chancellor	Vice Chancellor		
Vice Chancellor	Pro Vice Chancellor	Executive Council	Academic Council
Pro Vice Chancellor	Dean of School	Finance Committee	School Board

Registrar	Head of Department	Building Committee	Board of Studies
Finance Officer	Professor		
Deputy Registrar	Associate Professor/ Academic Coordinator		
Assistant Registrar	Assistant Professor/Research Officer		
Section Officer			
Subordinate Staff including technical and non-technical staff			

The Vice-Chancellor is the Head of the institution. He is assisted by the Pro-Vice-chancellor, Registrar, Finance Officer and Deans of Schools in academic and administrative matters. The Executive Council and the Academic Council are the statutory bodies to help administration. The Vice-Chancellor is the chairman of these bodies. These bodies give suggestions and recommendations for the smooth functioning of the University in their periodic meetings. The Board of Studies and the School Board are the other bodies where all important academic decisions are made. After a thorough review, they get approval in the Academic Council and the final approval is accorded bythe Executive Council. This process ensures participative functions and democratic academic decisions at all levels, as per the statutory provisions of the University. The administrative machinery is well knit in spite of decentralization of various functions, vested with the Deputy Registrars, Assistant Registrars, Section Officer, etc. The various administrative wings look after the particular aspects of administration assigned to them. All the administrative functions come under the overall control of the Registrar. Both the academic and administrative activities are under the purview of the Vice-Chancellor, who provides overall guidance for the academic as well as administrative functions of the University. This organizational structure ensures that there is a perfect coordination, proper distribution of duties, and proper working of the personnel in the hierarchy is being maintained.

6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Yes. Every Department has a Board of Studies which continuously monitors the academic activities of the Department. The Board of studies finalizes the curriculum. The faculty members are encouraged to do quality research, attend seminars/workshops, refresher/orientation programmes to improve the academic standards. The administrative work is being done under

the supervision of the HOD (in Departments), Deans (in the Schools) and the Registrar in the administrative office. Quality in the University is monitored through the Internal Quality Assurance Cell (IQAC). The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of the institution. It is a facilitative and participative voluntary system, for quality enhancement by introducing suitable intervention strategies. It motivates the faculty to achieve internal quality**.**

6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Yes. The University encourages its academic departments by providing functional and financial autonomy. There are several committees formed at the department level such as Board of Studies, Research Degree Committee and Purchase Committee etc. The top management avoids undue interference in the functioning of the departments. There is an in-built check to ensure accountability on the part of the departments. The academic activity of each faculty is assessed and published in the form of Annual Report every year. The self-appraisal of the individual faculty and the assessment report by the respective heads ensure the accountability of the independency in academics.

6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

Sr. No.	Year	Petitioner	Advocate	Name of the Court	Case	Status
1.	2012	Ku. Shobhna Narlikar	Ashutosh Moderator	High Court, Mumbai Nagpur Bench	appointment of Dr. Kripa Shankar Choubey	Disposed
2.	2012	Shri Ashutosh Kumar Mishra	Ashutosh Moderator	High Court, Mumbai Nagpur Bench	appointment of Shri Anil Chamdiya	Disposed
3.	2012	Pro. T.K. Vaishnav	Ashutosh Moderator	High Court, Mumbai Nagpur Bench	Appointment related	Admitted
4.	2013	Shri Sanjiv Chandan	Ashutosh Moderator	High Court, Mumbai Nagpur Bench	Fake Migration	Disposed
5.	2013	Shri Rajiv Suman	Ashutosh Moderator	High Court, Mumbai Nagpur Bench	Fake Migration	Disposed
6.	2013	Dr. Sunil Kumar	Ashutosh Moderator	High Court, Mumbai Nagpur Bench	Women Harassment	Disposed
7.	2013	Shri Arvind Mehta College, Mujaffarpur		District Court	Money Suit	Admitted

8.	2013	Dr. Surendra Shyamkul	Ashutosh Moderator	High Court, Mumbai Nagpur Bench	cancellation of Ph.D.	Admitted
9.	2014	Dr. M.M. Mangodi	Ashutosh Moderator	High Court, Mumbai Nagpur Bench	Hire Advocate to presents own points	Admitted
10.	2014	Dr. Lalit Kishor Shukla	Ashutosh Moderator	High Court, Mumbai Nagpur Bench	Appointment related	Admitted

6.2.6 How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

Yes. The University administrative bodies viz., Office of the Dean Students Welfare, Proctor, Anti-Ragging Committee, Committee against Sexual Harassment etc. attend to the complaints of students and faculty and often analyze the nature of the grievance and redeem the situation to facilitate amicable relationship with stakeholders.

6.2.7 Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Yes. The University has an informal student feedback mechanism. The concerns and submission made are directly resolved on platforms like Head of the department or remitted to Deans of School or Academic Council through Students Representatives for consideration and to apply solutions. A formal appraisal system is being developed.

6.2.8 Does the university conduct performance audit of the various departments?

Yes. The university conducts performance audit of the various departments at three levels

Individual

The self-appraisal form as prescribed by the UGC for Teaching, Academic and Non Teaching is given to every Teacher and Staff in the department. It is filed with the establishment section of the University every year. This helps to evaluate the Staff's and Teacher's improvement in teaching, research and Official work. The self-appraisal form submitted by the individual staff is assessed by the Vice-Chancellor duly assisted by the Deans / Senior Professors in various disciplines and Registrar.

Department

At the end of each academic year annual reports from each department / school are submitted and the same are placed before the Government of India for further scrutiny.

University

The University finance and accounts are maintained by the Finance Officer and periodically audited by the Accountant General Audit.

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

Not applicable.

6.2.10 Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

Not applicable.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

- The University regularly conducts national/international seminars/conferences, faculty development programmes/ refresher courses /workshops to improve the skills of its faculty members.
- Faculty members are sponsored to attend National and International conferences, seminars and workshops to enhance their knowledge.
- Teachers appointed with NET/M.Phil. Degree are encouraged to do Ph.D. Study leave is sanctioned to them to complete their doctoral programme.
- The University is constantly motivating the staff member to get research projects from various funding agencies.
- Eminent academicians are invited to give talks for the enrichment of students and faculty members.
- Many facilities like study leave, travel grants, special casual leave etc. are provided to faculty members.
- Staff members are given hands on training as and when innovative procedures are implemented. Moreover, they are sent to other institution to undergo various training programmes organized by Universities/ Management/Administrative bodies.

6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

Faculty career advancement is undertaken based on self appraisal methods and the performance of the non-teaching staff is evaluated on the annual basis which are reviewed by experts.

For teaching faculty a Performance Based Appraisal System (PBAS) is used as per UGC regulation. The PBAS Performa has two parts: Part -A and Part- B; Part-A is to be submitted at the time of career advancement, in Part B: Academic Performance Indicators Category I Teaching, Learning and Evaluation Related Activities, Category II- Co-Curricular, Extension, Professional Development Related Activities and Category III- Research & Academic Contributions have to be submitted each year. During the current academic year, the IQAC have collected these from the faculty members. After the performance appraisal, the teaching/non-teaching staff is encouraged to pursue higher studies or attend advanced administrative/academic training programs if there is a gap between expected and actual performance and/ or the appraising officer recommends so. This helps in up-gradation of their academic and administrative skills.

6.3.3 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have benefited from these schemes in the last four years? Give details.

The University is considerate about the welfare of the employees. Medical reimbursement facility is given to all the staff members of the University. The University provides educational loan, housing loan, vehicle loan and other permissible facilities as per the Central Government norms. Superannuated employees are paid their pension benefits promptly; there are standing instructions to this effect in the University. The University has the following staff welfare schemes in operation:

- Loans at concessional interest rates for the building of houses, and the purchase of computers and vehicles.

- Reimbursement of expenditure on school education of two children @ Rs. 15000/- per annum / per child.

- Leave Travel Concession (LTC) benefit to the employees for expenditure on Leave Travel, if bills are submitted.

- Six months maternity leave to female employees; 15 days paternity leave to male employees.

- Up to two years' Child Care Leave to female employees for two surviving children

- Several other types of leaves such as Special Casual Leave, Duty Leave, Half Pay Leave, Sabbatical Leave, Study Leave, Medical Leave etc.

- Residence on Campus at concessional rates.

- University Health Centre for free medical advice, and full medical reimbursement

- Group Insurance Scheme and Life Insurance Scheme- 100% of the teaching and non-teaching staff are covered under this scheme.

- Facility of Child care for Women working in the university.

- A cooperative society is constituted by faculty and staff members.

- A significant percentage of teaching and non-teaching staffs have availed these facilities.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

- The University is creating conducive environment for the eminent faculty by providing academic freedom, good infrastructure, lab, recognition, etc.
- Advertisements for faculty positions are widely publicized in order to attract the best talents available.
- The University has implemented recommendations of the UGC and the 6th pay commission.
- The University has a liberal policy to depute teachers to acquire higher qualifications with full pay.
- The University encourages teachers and students to participate in conferences / seminars within India or abroad with funding for deserved.
- The University also encourages conduct of research projects with advancement of initial grant.
- Authorities pay extra heed for sustaining their motivation to work with the University by offering them the needed amenities like furnished house, vehicle and supporting staff.

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

The University has not conducted any formal gender audit but it has been decided to conduct a gender audit in the coming session. The gender equality and proper participation are emphasized in all aspects of functioning of the University. A committee for Gender Sensitivity has been constituted. The data of gender ratio is documented annually in the University. The detail of the gender ratio is given below:

2010-11

Students	
Female	**Male**
102	198

2011-12

Students	
Female	**Male**
156	283

2012-13

Students	
Female	**Male**
220	477

2013-14

Students	
Female	**Male**
279	534

Faculty	
Female	**Male**
10	52

Officer/Staff	
Female	**Male**
16	85

The detail of the gender ratio Female

...(125)...
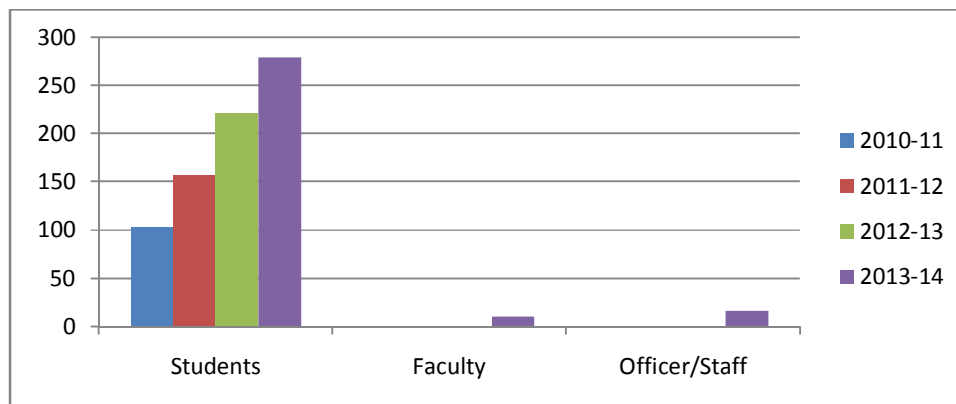
The detail of the gender ratio Male
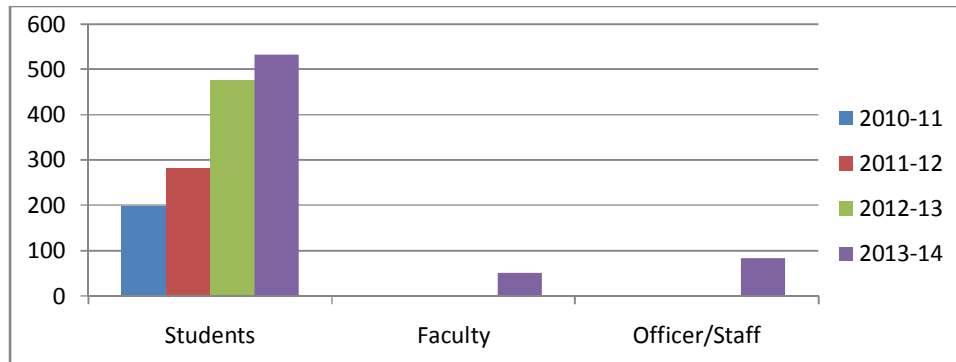
6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

Yes. The University conducts gender sensitization programmes for its faculty and students. The Department of Women's Studies and Gender Sensitivity Cell since its inception are undertaking many activities for gender sensitization.

6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

Not applicable.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

Internal Audit System itself is a useful mechanism to monitor the effective and efficient use of financial resources. An Internal Audit officer is appointed for controlling the internal audit system of the University. A committee is constituted to watch/conduct physical verification of the construction work. University shall strengthen its planning, budgeting and financial management systems in a manner that will maximize the resource absorptive capacity and optimally utilize financial resources for its development.

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

Yes. The University has appointed an Internal Audit officer for internal audit. The C&AG conducts external audit every year.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

The University's accounts are audited regularly by C & AG, Mumbai.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

Year	Income & Expenditure (Rs. In lacs)
2010-11	1071.85
2011-12	1204.19
2012-13	2598.39
2013-14	2837.08

The detailed sheet may be produced at the time of visit of the Peer team.

6.4.5 Narrate the efforts taken by the University for resource mobilization.

The University has an Investment Committee which recommends investment in Banks offering maximum interest.

6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.

The University has already created Teacher's Welfare Fund in the year 2014 for the needs and requirement of teachers. The other fund may be created for other staffs and students in future. The University provides help to students and staffs from time to time.

6.5 Internal Quality Assurance System

6.5.1 Does the University conduct an academic audit of its departments? If yes, give details.

To monitor the continuous progress of teachers an annual internal academic audit has been proposed to be conducted by the IQAC. The objectives of the inspection are;

- To enable the faculty to work with innovations in higher education.

- To motivate the teachers to aim constantly at quality sustenance activities.

- To encourage teachers to improve their professional grades.

- To develop research culture at the grass root level.

- To review the functioning of departments and their facilities.

- To evaluate individual teacher performance in classroom teaching.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the University to improve teaching, learning and evaluation?

The use of ICT in the teaching –learning process has been envisaged to enable upgrading the pedagogy. This not only makes the learning experience more exciting, but also enhances the capabilities of the teachers as facilitators of learning. The use of ICT also promotes self-learning and helps the students to gain knowledge at their own learning pace. The teachers and administrators always look forward for innovations in teaching-learning along the years in a quest for "any time anywhere" teaching – learning experience.

6.5.3 Is there a central body within the University to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Yes, IQAC and Deans of Schools and Academic Council review the teaching –learning process of the different schools. They regularly meet and interact with staff and students about matters that concern academics. The Council meets regularly, considers the reports placed before it by the Coordinator, IQAC, monitors the enforcement of decisions taken by it and renders advice for future educational development of the University.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

The IQAC has helped institutionalize quality assurance by giving directions and suggestions to various bodies of the University to improve the overall academic structure. The University has developed quality assurance mechanisms within the existing academic and administrative system

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?

The IQAC of this University was constituted on 02 April 2014 and convened its first meeting on 18 June 2014 and placed its proposals before the competent authority. The IQAC proposed to enhance the quality of research activities in the University by adopting new teaching techniques and methodology. It is also emphasized in the proposal that teaching-learning process has to be updated to enhance students capabilities and skills. The infrastructure and other facilities are also to be upgraded. Teaching material should be published in Hindi for the students.

Another meeting was convened on 12-07-2014 for Career Advancement Scheme (CAS) and its recommendations had been placed before the authorities of the University.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

At present there are three external members in the IQAC committee. Their names are:

1. Prof. Anand Prakash, Dean, International Affairs (Humanities & Social Sciences) Delhi University, Delhi.

2. Prof. Prafull Kale, Director, Mahatma Gandhi Institute of Rural Industrialization, Wardha.

3. Prof. Ashok Pawade, Principal, Yashwant Law College, Wardha.

The external members have been significantly contributing with their valuable suggestions and ideas.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Yes, the IQAC has conducted a study on the incremental academic growth of students from disadvantaged sections of the society i.e. SC, ST, OBC, Minority and Physically Challenged persons.

The report of the study suggests that the number of students from the mentioned categories has kept increasing. Their success rate has also improved. Most of the students get admissions to the higher level of studies i. e. M. Phil. and Ph.D.

The number of student's enrollment in the University is as follows:

Academic Session	No. of Students		
	SC	**ST**	**OBC**
2010-11	87	06	84
2011-12	134	10	110
2012-13	193	23	182
2013-14	223	35	220
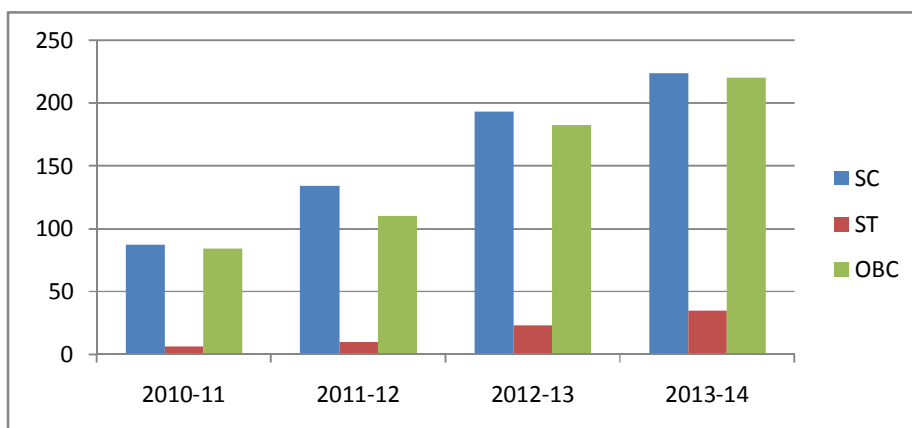
6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centers, etc.?

The policies for review of administrative and academic staff mainly involve periodical reviewing of inputs from stakeholders including students, parents, public, Government, industries, press, etc.

Any other information regarding Governance, Leadership and Management which the university would like to include.

The governance and leadership in the University is systematize and strategic. The vision, mission and objectives of the University are duly adhered to rules, regulations and other provisions are strictly followed. The employees and students satisfaction level is high and the University works as an integrated group of stakeholders.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES
7.1 ENVIRONMENT CONSCIOUSNESS

7.1.1 Does the university conduct a Green Audit of its campus?

Yes. The University has carried out a Green Audit of its campus which covers lands, water, energy, plants, birds etc. Sri Rituraj, Honourable former Writer-in-Residence of the University had been carrying out a project on Green Audit which covers census of birds, plants, trees in the campus. The University is purchasing water on regular basis due to non availability in the campus. In 2012, the University had built 10,000 litres water reservoirs in the campus which also covers a chilling plant. A brief report has been prepared to assess the entire situation:

Condition of availability of water in the University campus

Year	Per day consumption of water	Purpose
2009	5,000 Litre	Construction work
	1,000 Litre	Plants
	5,000 Litre	Office and Residence
Total	**11,000 Litre**	
2010	7,000 Litre	Construction work
	2,000 Litre	Plants
	10,000 Litre	Office and Residence
Total	**19,000 Litre**	
2011	10 Tankers (10,000 Litre)	Construction work
	3 tankers (3,000 Litre)	Plants
	20,000 Litre	Office and Residence
Total	**33,000 Litre**	

2012	20 Tankers (20,000 Litre)	Construction work
	6 tankers (6,000 Litre)	Plants
	40,000 Litre	Office and Residence
Total	**66,000 Litre**	
2013	30 Tankers (30,000 Litre)	Construction work
	9 tankers (9,000 Litre)	Plants
	60,000 Litre	Office and Residence
Total	**99,000 Litre**	

Status of availability of water in the campus

No.	Source of water	Availability	Time	Present Condition of preservation	Type of consumption
1	Rain water	Monsoon	June - September	Two places have been identified and one dam construction is going on	Helps nature during rainy season.
2	Used water of kitchen and bathroom	Whole year	January - December	Project is ongoing	Office and residential.
3	Sewage water	Whole year	January - December	Project is ongoing	Office and residential.

Status of per day consumption of electricity in the campus

Year	Source of electricity	Availability
2007	Maharashtra State Electricity Board	14 hours (power cut of approx 10 hours)
2008	Maharashtra State Electricity Board	16 hours (usual power cut of approx 8 hours)
2009	Maharashtra State Electricity Board	16 hours (usual power cut of approx 8 hours)
2010	Maharashtra State Electricity Board	16 hours (usual power cut of approx 8 hours)
2011	Maharashtra State Electricity Board	16 hours (usual power cut of approx 8 hours)
2012	Maharashtra State Electricity Board	24 hours
2013	Maharashtra State Electricity Board	24 hours

At present average residential per month electricity consumption in the campus is around 150 units (total 70 quarters)

Census of Birds, Plants and Trees: Sri Rituraj, Honourable Writer-in-Residence of the University had been carrying out a project on Green Audit which covered census on birds, plants, trees in the campus. At present, there

are about 35 species of birds, 40 kinds of herbal plants and 25 kinds of trees available in the campus, according to a brief study report of Sri Rituraj. The members of the Environment Club are also actively working on completing primary census of birds, plants and trees. Among the birds there are Horned Owl, Silverbill, Bulbul, Nectar Bird, Weaver Bird, Koel, Green Bee-Eater, Kingfisher, Roller, Bank Moyna, Shikara, Parrot, Silver Bill, Magpie Robin, Brahaminy Myna, Coucal, Munia, Drongo, Bulbul, Dove, Kabutar etc. among major herbal plants there are Jal Jamni, German Kanta, Ran Pushpi, Badi Dudhi, Adha Pushpi, Gangavati, Punarnaba, Sahadevi, Shivlingi, Ghritkumari, Jangli Tulsi, Peela Dhutra etc. Among trees there are Shaal Parni, Marod Phalli, Maharukh, Sirish, Saptaparni, Kachnar, Palash, Amoltas, Parboti, Gorakh Imli, Mash Rohati and so on. The list does not include common birds, plants and trees.

7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?

The introduction of its first Ecological Park "Gandhi Hills" in October 2, 2009, identification of 99 Acres of land of Kabir Hill as "Green Zone" in October 2010, solar projects and sewage treatment plant projects are the major initiatives taken by the University in the recent years. The University has also introduced Tagore Garden (to commemorate 150th birth anniversary of Gurudev Rabindranath Tagore), children's park, gardens in front of Nagarjun Sarai, Guest House and Father Kamil Bulke international boys hostel. The administration has also promoted the concept of kitchen garden in the residential quarters of the campus. Besides these, the Environment Club has taken several awareness programmes from time to time through the objective of "GREEN MGAHV, CLEAN MGAHV" mission for making the campus eco-friendly. The Club had also taken initiatives to organise lecture programmes by eminent environment activists of the country from time to time. 2012 onwards a massive campaign has been organised to carry out Herbal Holi in the campus. Since 2012, the Environment Club in association with NSS had carried out programmes to make the campus "Zero Garbage Zone" and "Zero Plastic Zone". Some of the principal programmes taken by the University are mentioned below:

1. December 29, 2009 - Eminent Environment activist Sri Sundarlal Bahuguna was the main speaker at the twelfth University Foundation Day Lecture.

2. December 28, 2010 - The Environment Club had organized "Painting Competition 2010" on "Gandhi and Environment" as a part of the Foundation Day Programme of the University. Around five hundred students of Wardha and Sevagram participated in the competition.

3. January 17, 2013 – The Environment Club organized an Inter-University Speech Competition on *"Environment: Problems and Solutions"* which included 50 participants from different disciplines of the University. Vice-

Chancellor Sri Vibhuti Narain Rai, Pro Vice Chancellor Prof. A. Aravindakshan and eminent Environment Activist Sri Vindeswar Dubey were present at the prize distribution ceremony.

4. February 16, 2013 – A three-day National Seminar had been organised by the the Department of Social Work 'Swacchata Ka Samjsashtra".

5. October 2, 2013 – The Environment Club had organized a "Painting Competition 2013" on "Gandhi and Environment" as part of the celebration of Gandhi Birthday Programme in the University. Around two hundred students of Wardha and Sevagram had participated in the competition.

Energy conservation: Solar Water Heaters.

Use of renewable energy – The University has already introduced solar energy systems in the student hostels and a project has also been under taken. Besides these, seminars had been organized to continue awareness programme against the evil effects of the nuclear energy.

1. August 4, 2011 - An International Seminar titled 'Atom Bomb Free India – Learning from Japan and other Countries" was organized.

2. August 13, 2013 – A Seminar was organised on "Campaign Against Anti-Nuclear Weapon Day" to observe Hiroshima – Nagasaki day in the University.

Water harvesting – The University has identified two places in the south and north campus respectively for water harvesting as "Jal Sansrakshan". A lecture programme regarding water harvesting was organized during the fourteenth foundation day of the University.

Sewage System - Water is treated and recycled.

Check dam construction – A construction project has been taken for building a dam in the north campus of the University.

Efforts for carbon neutrality – The University has taken massive awareness programmes which are given below:

1. March 31, 2012 - Earth Hour 2012 was observed with the support of World Wide Fund (WWF) India, Mumbai Office to create awareness against global warming, climate change and environment pollution. The Environment Club had organised Candle Light March with Teachers, Staff and mass participation of the students.

2. October 12, 2012 – Organised a short film on *"Global Warming"* for the university students.

3. March 23, 2013 - A Candle march rally was organized to celebrate "Earth Hour 2013" in the University campus. The programme was organized with the support of World Wide Fund (WWF) India, Mumbai office to create awarness against global warming, climate change and environment pollution. Dr. Kailash Khamre, Registrar, Mr. Sanjay Gawai, Finance Officer and around

three hundred students, teachers and environment workers participated in the rally.

Plantation –The University has carried out plantation programmes as a part of its academic activities.. A table has been prepared to show a rough estimate on number of plants available in the campus.:

Annual Plantation of trees in the campus:

Year	Annual plantation	Saved /Existing
2007	200	100
2008	200	150
2009	1800 (1000 large and 800 medium)	Ongoing
2010	800	500
2011	800	450
2012	1000	700
2013	2500	2200
Total	**7300**	**5600**

1. June 10, 2011 – A plantation programme was organized to celebrate the World Environment Day under the guidance of the Vice Chancellor.

2. July 21, 2011 – 500 saplings plantation programme was organised by the University. 500 saplings were planted on a green space near the Vice Chancellor's residence. Five saplings were planted by each faculty members, officers and staffs for their kitchen garden.

3. July 12, 2012 – Hundreds of saplings were planted by the members of the Environment Club and Staff Club.

4. August 15, 2012 – Hundreds of saplings were planted on the Kabir Hills under the guidance of Honurable Vice Chancellor.

5. September 14, 2012 – Hundreds of saplings have been planted near the School of Literature to celebrate World Hindi Day under the guidance of Sri Vibhuti Narain Rai, Honourable Vice Chancellor .

6. June 20, 2013 – Plantation drive has been carried out in front of "Neem Nikunj" near Nagarjuna Sarai in celebration of the World Environment Day under the guidance of Sri Vibhuti Narain Rai, Honourable Vice Chancellor.

Hazardous waste management (no plastic campus; no garbage zone; cleanliness drive; awareness programme) - Massive campaigns were organized to stop use of plastics and make the environment of the university pollution free throughout the year from time to time in 2012 & 2013.

e-waste management – The maintenance programme has been carried out with strict supervision and renewal and reutilization of e-material.

any other – The University has published a diary and a calendar keeping in mind the environment protection. In 2012 and 2013 table calendars have been designed to depict the campus environment. In 2014 the table calendar and the wall calendar have been printed, portraying birds present in the campus.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

Yes, the following innovative practices have been introduced which have created a positive and reformative impact on the functioning of the University:

1. Mandatory computer learning for all students.

2. 24 x7 Internet Facility to students and teachers in the campus.

3. Merit Scholarship of Rs. 1000/- per month to each students of M.A./M.Sc. of each Department.

4. Examination reform making the system transparent and quick.

5. Zero tolerance Campus as far as intoxicants are concerned.

6. Practices for support to differently-abled students.

7. 24 x 7 access of the students to the top-notch authorities of the University.

8. ICT based learning and teaching.

9. Naming of Roads and Buildings on the names of Hindi Writers.

10. Recruitment of talented faculty from across the globe.

7.3 Best Practices

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

The two best practices which have contributed to better academic and administrative functioning of the university are

1) Inculcating Research Ambience – Project/Field/Documentary Based Learning.

2) Let's teach and learn differently – Use of ICT in class rooms and mandatory computer paper for every student.

1) **Title of the Practice :** Inculcating Research Ambience – Project/Field/Documentary Based Learning.

Goal / Objectives of the practice:

• To increase experiential learning

• To encourage team work

- To bring out the latent talent in the students

- To make the students to be more innovative

The Context: In today's scenario, innovative methods other than the conventional methodology of class room teaching are on high demand, so as to make the students develop interest in the teaching–learning process. The competition faced by the students in the outside world is enormous that they need to be motivated and trained to think smart. Self-development and all-round personality is the need of the hour. Efforts should be made to bring out the best in the students and make the students enjoy the learning process. With this as the goal, the University has devised and implemented "Project/Field/ Documentary Based Learning." under the umbrella of "Inculcating Research Ambience" for the undergraduate students.

The Practice and Evidence: Courses of the postgraduate programmes fall in this category, especially the advanced courses. Students registering for these courses are supposed to undertake a project under the mentorship of the faculty member handing the course. The projects are designed such that it covers selected topics related to the course. The mentor helps the students to design, execute and analyze the project work. The mentor is also responsible for evaluating the progress of the student and makes the students understand the concepts involved. Such design of experiments helps the students to have a thorough understanding of the concepts than compared to the normal methodology of class room teaching. Also, as the projects are performed in groups, the student also learns the art of getting colonized with others which definitely is being looked upon as one of the best qualities by the industries.

2) Title of the Practice: Let's teach and learn differently – Use of ICT in class rooms and mandatory computer course for every student.

Goal / Objectives of the proposal

- To improve effective teaching learning process and make learning process more enjoyable.
- To make the students to be more attentive and participative in class.
- To share the information from anywhere in an effective and organized manner.
- To bridge the communication gap between the students and the faculty.

The Context: The University encourages its faculty to use innovative methods to teach in class rooms. The computer courses are made mandatory for every student in each semester to make them computer friendly. The objectives of this are multi-dimensional in nature, so for their achievement multiple methods should be used in an integrated fashion. ICT can fill this gap because it can provide access to different sources of information and it is evident that one person cannot be an expert in entire subject. ICT will provide correct information as comprehensive as possible in different formats with different examples. ICT provides online interaction facility. Students and teachers can

exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc. It helps learners to broaden the information base. It also provides variety in the presentation of content which helps learners in concentration, better understanding, and long retention of information which is not possible otherwise. The learners can get opportunity to work on any live project with learners and experts from other countries. ICT is been used for online tutoring, evaluation, as virtual laboratory etc.

The Practice & Evidence: The facilities provided by Google like free site space, free document space are widely used in teaching the courses. Course websites are created every semester by faculty which includes syllabus, class notes, attendance, animation of topics, books, assignments and forum to share the ideas and it is also linked with the external source of data about the subject. Paper based submissions are reduced with the help of Google documents where the students upload their answers in their area and they share with the faculty directly. Every document is time stamped and no external checking whether the student submitted on time is required.

Here are the sample course websites

https://sites.google.com/site/vitscsos- site created during Winter 2011 for the course OS.

https://sites.google.com/site/vitdsa2011- site created during Fall 2010 for the course data structures.

https://sites.google.com/site/vitscsecn - site created during Fall 2012 for the course Computer networks.

https://sites.google.com/site/vitscse310- site created during Winter 2013 for the course Software Engineering course.

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आरत का राजपत्र
The Gazette of India

MINISTRY OF LAW AND JUSTICE

(Legislative Department)

New Delhi, the 8th January, 1997/Pausa 18, 1918 (Saka)

The following Act of Parliament received the assent of the President on the 8th January, 1997, and hereby published for general information:—

THE MAHATMA GANDHI ANTARRASHTRIYA HINDI VISHWAVIDYALAYA ACT, 1996

No. 3 of 1997

[8th *January*, 1997]

An Act to establish and incorporate a teaching University for the promotion and development of Hindi language and literature, through teaching and research, with a view to enabling Hindi to achieve greater functional efficiency and recognition as a major international language and to provide for matters connected therewith or incidental thereto.

Be it enacted by Parliament in the Forty-seventh Year of the Republic of India as follows:—

1. (*1*) This Act may be called the Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya Act, 1996.

(*2*) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

2. In this Act, and the Statutes made hereunder, unless the context otherwise requires,—

    (*a*) "Academic Council" means the Academic Council of the University;

    (*b*) "academic staff" means such categories of staff as are designated as academic staff by the Ordinances;

Short title and commencement.

Definitions.

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF EDUCATION
. . . .

New Delhi, the 29th December, 1997

NOTIFICATION

S.O. (E).- In exercise of the powers conferred by
sub-section (2) of section 1 of the Mahatma Gandhi
Antarrachtriya Hindi Vishwavidyalaya Act, 1996 (3 of 1997),
the Central Government hereby appoints the 29th day of
December, 1997 as the date on which the said Act shall come
into force.

[No.F.29-4/97-Desk(U)]

(Mazer Masood)
Joint Secretary

The Manager,
Government of India Press,
Mayapuri, Ring Road,
New Delhi.

Copy forwarded to:

1. The Secretary, University Grants Commission, New
   Delhi.
2. The Secretary, Association of Indian Universities,
   New Delhi.
3. The Secretary, Higher & Technical Education
   Department, Government of Maharashtra, Mumbai.
4. Librarian, Parliament Library, New Delhi.
5. Lok Sabha Secretariat, New Delhi.
6. Rajya Sabha Secretariat, New Delhi.
   The Vice-Chancellor, Mahatma Gandhi Antarrachtriya
   Hindi Vishwavidyalaya, Wardha.

(S.K. Sharma)

All communications should be addressed to
the Secretary by designation and not by name

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110002

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली – 110 002

No.F.1-1/2012 (CU) Vol. V

May, 2014

27 MAY 2014

The Registrar
Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya
Post Box No.16, Panchtila, Umri Village,
Arvi Road, Wardha – 442 001
Maharashtra

Sub: Approval of XII Plan Allocation under General Development Assistance. (Item – wise)

Sir,

This is in continuation to this office letter of even number dated 10th June, 2013 and with reference to your proposal indicating the item-wise XII Plan allocation against the XII Plan Block Grant. The undersigned is directed to inform you that the bifurcation of item-wise allocation under various heads against XII Plan allocation have been noted. The item-wise allocation has been further modified by UGC keeping in view the expenditure incurred by the University during the first two years of XII Plan.

2.   The XII Plan Item-wise allocation under various heads have been noted by UGC as per details below:-

	(Rs. in lakhs)
Head	Allocation
Grant-in-Aid General (Recurring expenses)	760.00
Grant-in-Aid Salary	3300.00
Grant-in-Aid Creation of Capital Assets	3340.00
Total	7400.00

3.   It is once again requested that the University may follow the procedure for construction of buildings as prescribed in the UGC guidelines. The Building Committee should be constituted as per UGC guidelines. The University should not award the construction projects more than the allocation earmarked by UGC. The University must also ensure that the expenditure on construction and renovation of buildings should not exceed 50% of the Plan Block Grants.

4.   University may follow the Government of India / UGC's guidelines regarding implementation of the reservation policy (both vertical (for SCs/STs & OBCs) and horizontal (for persons with disability etc.) in teaching and non-teaching posts.
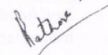
5.   University may not initiate the work / project i.e. approach road, water pipe line, electric sub-station etc. outside the University campus which are the responsibility of the State Government. University may take up the matter with State Government or Central Government as the case may be.

6.   The release of grant would depend on the pace of expenditure by the University & timely submission of utilisation certificate / statement of expenditure as per UGC letter No.F.63-3/2011 (CU) dated 28th December, 2011.

Yours faithfully

(Sushma Rathore)
Under Secretary
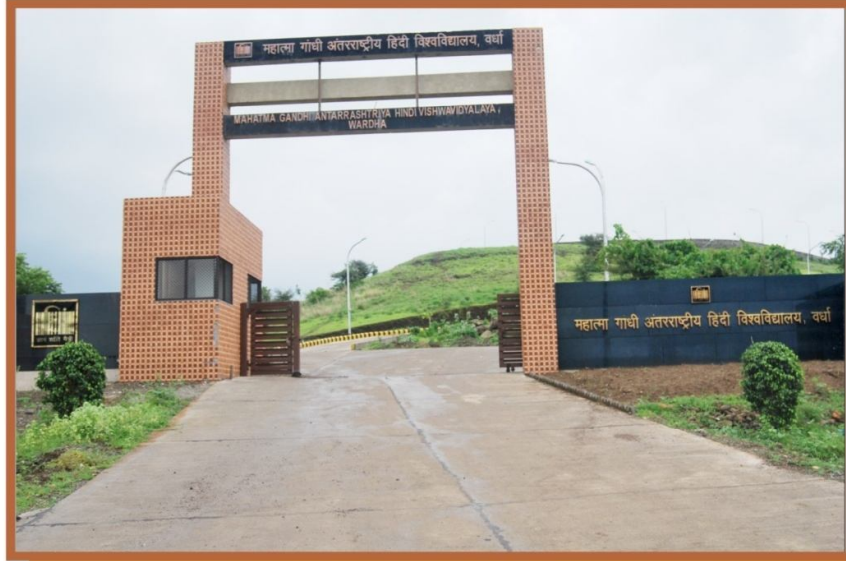
विश्वविद्यालय का प्रवेश द्वार

प्रशासनिक भवन

गांधी हिल

गांधी हिल परिसर

नागार्जुन सराय उद्यान

नागार्जुन सराय अतिथि गृह

फादर कामिल बुल्के अंतरराष्ट्रीय छात्रावास
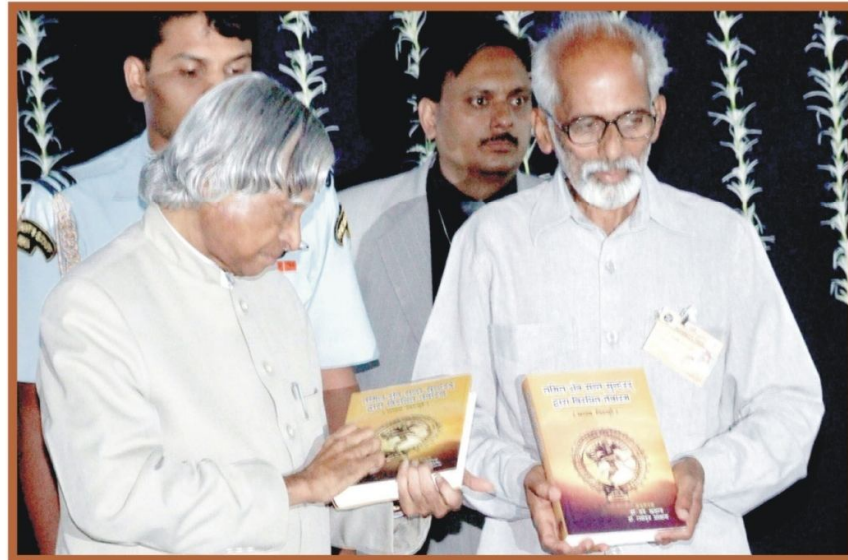

सावित्रीबाई फुले महिला छात्रावास

गोरख पाण्डेय छात्रावास

21/08/2014 17:50

महापंडित राहुल सांकृत्यायन केंद्रीय पुस्तकालय

महामहिम राष्ट्रपति एवं विश्वविद्यालय के कुलाध्यक्ष डॉ. ए.पी.जे. अब्दुल कलाम
दूर शिक्षा कार्यक्रम के उद्घाटन अवसर पर संबोधित करते हुए

कुलाध्यक्ष डॉ.ए.पी.जे. अब्दुल कलाम के साथ पूर्व कुलपति प्रो. जी. गोपीनाथन

विश्वविद्यालय में भवनों के शिलान्यास समारोह में केंद्रीय गृहमंत्री शिवराज पाटील, केंद्रीय कृषि मंत्री शरद पवार, प्रभा राव, कुलपति प्रो. जी. गोपीनाथन

संग्रहालय का उद्घाटन करते हुए कुलाधिपति प्रो. नामवर सिंह

स्वामी सहजानंद सरस्वती संग्रहालय

संग्रहालय में पाण्डुलिपियों का अवलोकन करते हुए
अतिथि

फूड फेस्टिवल के उद्घाटन अवसर पर विधायक प्रो. सुरेश देशमुख,
कुलपति श्री विभूति नारायण राय तथा अन्य महानुभाव

केंद्रीय पुस्तकालय के उद्घाटन समारोह में संबोधित करते हुए
सिक्किम के राज्यपाल श्री बी.पी. सिंह

स्थापना दिवस समारोह 2008 में मुख्य अतिथि महाश्वेता देवी
एवं कुलपति श्री विभूति नारायण राय

स्थापना दिवस समारोह 2009 में मुख्य अतिथि हेमवती नंदन बहुगुणा,
कुलपति श्री विभूति नारायण राय एवं अन्य महानुभाव

स्थापना दिवस समारोह 2011 में मुख्य अतिथि श्री राजेंद्र सिंह राणा, कुलाधिपति प्रो. नामवर सिंह तथा कुलपति श्री विभूति नारायण राय

राष्ट्रीय संगोष्ठी कथा समय 2010

सावित्रीबाई फुले महिला छात्रावास का उद्घाटन करते हुए
प्रसिद्ध साहित्यकार महाश्वेता देवी

प्रथम दीक्षांत समारोह में तत्कालीन कुलपति प्रो. जी. गोपीनाथन,
मुख्य अतिथि श्री अभिमन्यु अनतः, मॉरीशस एवं अन्य अतिथि गण

दीक्षांत समारोह 2009 के दौरान मॉरीशस के राष्ट्रपति अनिरुद्ध जगन्नाथ, यू.जी.सी. के चेयरमैन प्रो. सुखदेव थोराथ एवं कुलाधिपति प्रो. नामवर सिंह

पुस्तक वार्ता, बहुवचन एवं हिंदी डिस्कोर्स का लोकार्पण करते हुए साहित्यकार

तुलनात्मक साहित्य विश्वकोश का लोकार्पण करते हुए
यू.जी.सी. अध्यक्ष पद्मश्री प्रो. सुखदेव थोरात

कुलपति श्री विभूति नारायण राय से वार्तालाप करते हुए
वरिष्ठ समाजसेवी मेधा पाटकर

भारतीय स्त्री अध्ययन संघ के 13वें राष्ट्रीय अधिवेशन में उपस्थित वक्ता

निराला प्रेक्षागृह के भूमिपूजन के अवसर पर कुलाधिपति प्रो. नामवर सिंह
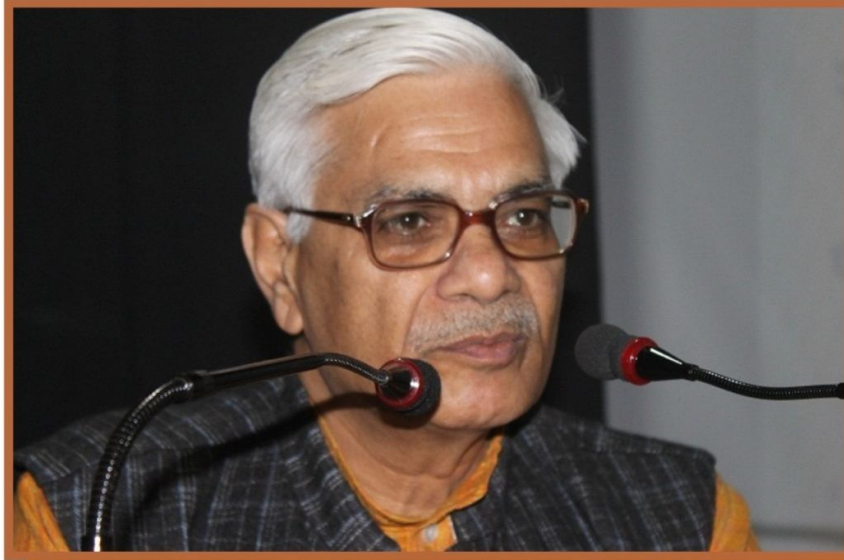एवं आवासीय लेखक श्री विजय मोहन सिंह

हिंदी का दूसरा समय कार्यक्रम में उद्बोधन देते हुए
कुलाधिपति प्रो. नामवर सिंह

विश्वविद्यालय परिवार को संबोधित करते हुए रंगकर्मी श्री हबीब तनवीर

हिंदी का दूसरा समय कार्यक्रम में संबोधित कतरे हुए
पूर्व कुलपति विभूति नारायण राय

विश्वविद्यालय परिवार को संबोधित करते हुए कुलपति प्रो. गिरीश्वर मिश्र

हिंदी का दूसरा समय कार्यक्रम में उपस्थित शिक्षक एवं अतिथि

हिंदी का लोक कार्यक्रम के दौरान लोक कला प्रदर्शनी
का अवलोकन करते हुए महानुभाव

विश्वविद्यालय परिसर में वृक्षारोपण करते हुए
कुलपति प्रो. गिरीश्वर मिश्र, कुलसचिव प्रो. देवराज एवं अन्य

मा. कुलपति प्रो. गिरीश्वर मिश्र के साथ विदेशी शिक्षक एवं छात्राएं

भाषा प्रयोगशाला (लैंग्वेज लैब)

पराड़कर मीडिया स्टूडियो

विश्वविद्यालय के गांधी हिल पर विदेशी छात्र–छात्राएं

भाषा विद्यापीठ में विदेशी विद्यार्थी

भाषा विद्यापीठ सभाकक्ष में आयोजित आई.क्यू.ए.सी. की बैठक

नाट्य प्रस्तुति

नाट्य प्रस्तुति

नाट्य प्रस्तुति

द्वितीय दीक्षांत समारोह में प्रसिध्द लोक गायिका तीजन बाई

विश्वविद्यालय के कार्यक्रम में लोक गीत प्रस्तुत करते हुए
प्रसिध्द लोक गायिका मालिनी अवस्थी

विश्वविद्यालय में आयोजित वार्षिक क्रिकेट प्रतियोगिता में पुरस्कार विजेता

विश्वविद्यालय में आयोजित वार्षिक क्रिकेट प्रतियोगिता 2014
में कुलपति प्रो. गिरीश्वर मिश्र के साथ खिलाडी

विश्वविद्यालय में आयोजित शिक्षक दिवस समारोह में
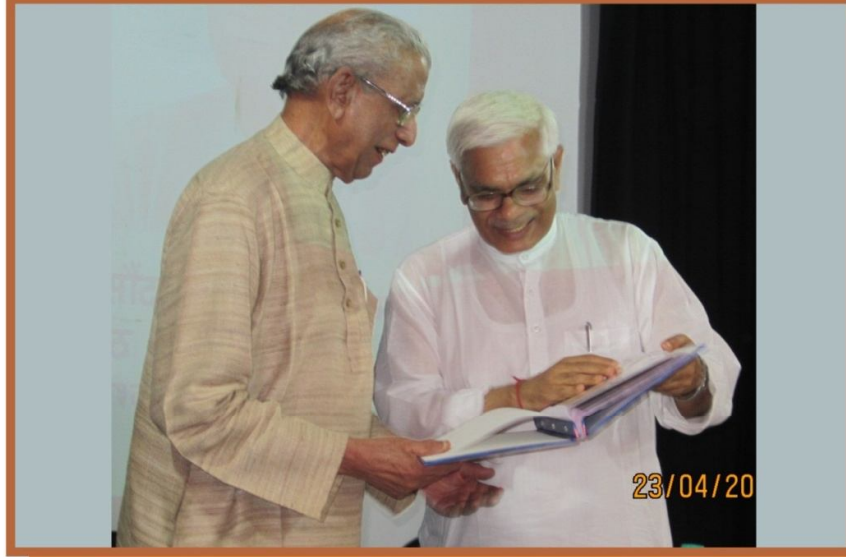संबोधित करते हुए कुलपति प्रो. गिरीश्वर मिश्र

समुह गीत प्रस्तुत करते हुए विदेशी छात्र–छात्राएं

कुलपति प्रो. गिरीश्वर मिश्र के साथ आवासीय लेखक

कुलपति प्रो. गिरीश्वर मिश्र विश्वविद्यालय परिवार के साथ

कुलाधिपति प्रो. नामवर सिंह के साथ कुलपति प्रो. गिरीश्वर मिश्र

अतिथि लेखक प्रो. दूधनाथ सिंह, श्री विनोद कुमार शुक्ल एवं
श्री ऋतुराज की विदाई समारोह में कुलपति प्रो. गिरीश्वर मिश्र