SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

UNIVERSITY OF ALLAHABAD

SENATE HOUSE CAMPUS, UNIVERSITY OF ALLAHABAD, ALLAHABAD
211002

www.allduniv.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The University of Allahabad established on September 23, 1887, is the fourth oldest university of the Republic of India. It has completed 131 year of its outstanding services to the nation and humanity. The university since its foundation has been distinct by its landmark achievements in the domain of imparting knowledge and an abiding commitment to high academic standards, the cultivation of values and the search for excellence and perfection.

During the first phase (1887-1921) of its development, the university steadily enlarged the range of subjects of study and permitted colleges to take up research activities. In 1905, the University proceeded to set up its own teaching departments, libraries, and laboratories and instituted a systematic Doctoral Research Programme.

In the second phase (1921-51), it began with re-incorporating the university as provincially-funded unitary teaching and residential university. The Departments of the Muir Central College were amalgamated with the University's own Departments to constitute the Faculties of Arts, Commerce, Law and Science Faculties and the respective teaching Departments. The university instituted new departments and established the glorious tradition of teaching and research and gained global academic recognition.

In the third phase (1951-2004), new departments were established; new higher professional programs were introduced; research activities and research infrastructure were developed and consolidated.

The Fourth phase (2005 –till date) began with the University regaining its central status and being declared as an institution of national importance. At present the University comprises four faculties (Arts, Science, Commerce and Law), two University Institutes, many renowned centers, several innovative departments, the Institute of Correspondence Courses and Continuing Education (as self-financing University Institute), and eleven Constituent Colleges.

The University takes immense pride in the fact that its innumerable alumni have made outstanding contributions in varied fields and areas.

Vision

The Vision Plan of the University is animated and exemplified by its motto, i. e. *Quot Rami Tot Abrores* or *'As many branches, as many trees'*.

In the larger backdrop of this aim, the objectives espoused by the University are:

- The pursuit, advancement and generation of knowledge in all branches of learning, teaching and research;
- The transmission of knowledge to and through the students, by providing them with state- of- the- art educational technologies, in collation of values of cooperation and mutual understanding among students;
- The application of knowledge to social advancement;

- The pursuit of excellence, tempered by equity;
- The optimum mobilization of resources for fulfilling institutional objectives; and
- The preparation of qualitatively high and socially motivated, human resource capable of contributing constructively to national, international progress and human development.

Mission

The mission of the University was characterized from its very inception by the Motto QUOT RAMI TOT ARBORES (as many branches, so many trees), which has remained the cornerstone of its endeavours to the present day. The Motto envisages the desired transformation of each BRANCH (student) into the full-fledged TREE, i.e. a self-realised, self-sustained entity, spreading the intellectual and social culture and the ethos of the institution, in accordance with the destiny of each BRANCH to become a TREE in its own right. The University was not limited by an abstract commitment to learning, but regarded service to the nation, and indeed, to humanity as a whole, to be the central concern, the raison d'être of the institution. The University stands for humanism and tolerance, for reason, for adventure of ideas and for the search for truth.

The Mission of the University is to be a global, socially conscious Centre of Excellence in the conservation, creation, advancement and dissemination of knowledge, equipped to take up challenges of the enormous change taking place all around and committed to empower its faculty and students to contribute meaningfully to economic, technological, social development and progress. It is envisaged that the living ambience and social milieu of the campus is also reflected in an integrated and an interdisciplinary approach in teaching and research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

University of Allahabad maintains a distinctive place since over hundred years in providing education and research with high standard among other universities in India. The endless lists of illustrious alumni who have reached zenith in varied fields are a testament to this fact. The University covers wide range of programs backed by equally well renowned and distinguished faculty members. It offers large number of co-curricular activities along with world class working environment that attracts large number of students from across the globe. The programs and its well-structured curriculum are in line with the latest demands of the country and is acknowledged for its innovative teaching learning which influences the growth of learners. The university believes in encouraging higher research and strictly maintains world class standards with the quality and quantity at every level. The forte of the university lies in promoting interdisciplinary and experiential education system at both the undergraduate and post-graduate levels. The University boasts of highly structured administrative functionaries together with academic freedom helping us to attain the status of excellence in fields like teaching, community outreach and research. The faculties of this University are highly focused and have been honoured with prestigious national and international awards bestowed for their cutting-edge research and development. The students are motivated by the faculties and seniors at every step which has helped them to maintain a very high success ratio in various competitive exams. Many faculties are also involved with the government functionaries and are the members of many advisory committees at state and central level.

Institutional Weakness

The University manages to attract large number of students from all parts of country and abroad due to which every year the requirements and demands are growing. The University has fell short at different levels in meeting with these requirements of students and faculties. The number of hostels has to be significantly increased at the earliest to provide better and safe environment to the students. This will in turn attract bright and motivated students from all across the country. The student-teacher ratio is highly skewed which necessitates fresh recruitment of faculty in order to promote teaching, learning to all with best practices. The University requires funding to develop laboratories and most importantly to expand the current infrastructure in line with the intake of the students. Underfunding as well as lack of branding in some departments has led to declining demographics and lowering student success outcomes.

Institutional Opportunity

The newly appointed faculty members are filled with vigour and enthusiasm and are undertaking research and development at all time high. They are at the same time equally involved in world class teaching learning process and implementing the best and latest teaching practices. The University has interdisciplinary approach and has equal space and opportunity for people of all age group and from every community. The University needs continued funding support in order to maintain the standard at every level in terms of well-equipped laboratories, ICT enabled classrooms, upgradation and expansion of infrastructure. The University further needs to look for partnerships and MoUs with different private and government institutions in order to manage funding and the same time collaborate on various levels like research, innovations, faculty improvement programs, student internships, problems related to environment in order to become a leader in interdisciplinary research and integrated learning.

Institutional Challenge

The major challenges being faced by the University is to deal with incessant pressure and consequential causes emerging out of students ever increasing indulgence in politics with decreasing ideology and also lack of funding leading to risk of losing esteemed and renowned faculty members. The University needs to address on the problems related to environment, groundwater restoration, waste disposal, pollution from different sources and in many other areas which can help the state and the country for safe and sustainable future. University also needs to think in terms of employability to the ever-growing number of students and motivate them to pursue higher research. Lack of space and funding is a serious issue in maintaining well equipped laboratories and expansion of infrastructure. Skewed student-teacher ratio is also an important issue which requires major attention.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The dissemination of advanced knowledge and creation of new knowledge is taken care of by the University through a rigorous system of teaching-learning and research. The concern for social application of knowledge, the pursuit of excellence and imbuing the students with high order skills and social commitments are by and large built in to the academic regime of the University and provide a kind of frame of reference in structuring

admission norms, devising curriculum prescribing/ revising the syllabi, the attributes of examinations/assessment process and the value orientations imparted to the learners in and outside class rooms.

The University offers large number of programs through various departments with a focus to enhance the academic knowledge, employability and entrepreneurial skills. Choice based credit system (CBCS) is offered to PG students and in some of undergraduate courses too across the university which provides them enough flexibility to pursue the course of their choice and at the same time promoting multidisciplinary approach. There is freedom to define and design course content or start new courses. The learning environment for students also aims at promoting academic self-reliance, under the concept of "guided self-learning" and provides opportunities as well as encouragement to augment pedantic knowledge by learning derived from actual experience to apply knowledge gained by course-work to real life situations.

The university broadly does the following in its curricular aspect:

The initiatives to institute new programmes and to review/revise/re-orient existing programmes for making it socially relevant and/or job-oriented/knowledge incentive and meeting emerging needs of students and others stakeholders.

Introduced the skill-enhancing extra optional add-on courses to enable students to pace up with the globalization process.

Organizing courses on self-financing/self-supporting basis with the voluntary participation of the faculty and synergistic sharing of resources.

To impart Value-based Education, the university has all along emphasized the larger social context of learning, and laid stress on knowledge directed towards the service of humanity.

Avenues for learning outside the classroom have been continually broadened and new managerial approaches and technology are deployed to make the learning process purposive and meaningful despite the pressure on faculty, facilities and resources.

Teaching-learning and Evaluation

The University provides congenial atmosphere to its students coming from different parts of the country with different ethnicity for realising their true potential through its teaching-learning process which emphasises upon creativity, innovation, leadership and excellence. The teaching –learning process is based on the concept of 'guided self-learning', with the teachers apprising the students of the methodology of the discipline, the contents of the courses, the typology and range of learning materials and the modes of accessing and using it to academic advantage, training them in empirical/practical methods in relevant courses, keeping watch on their academic progress and addressing their difficulties and queries. The teaching pedagogy adopted by the faculty is with a view to facilitate and maximize learning for developing a holistic and critical perspective with use of latest tools like ICT technologies, use of audio-visual methods etc. The lecture classes have an intimate ambience and an interactive/dialogic character and are interspersed with question and answer sessions in which the students and faculty interpolate each other. The faculties are easily accessible for clearing the doubt outside classrooms, provide career-counseling, taking educational-trips, engaging the students with local-community service for gaining an opportunity to acquire a wider and realistic perspective. The Central Library as well as departmental Library are kept updated with latest textbooks and reference materials which are purchased every

year and students are made available with round the clock access to online-journals and e-resources even within their hostel premises. The University issues an academic calendar which is strictly followed by its Departments for the academic activities.

Learning outcomes/evaluation of students are carried out using the continuous assessment method throughout the academic session which include written sessional tests with oral presentations, end semester/annual examinations; closed-book and open-book tests; problem-solving exercises; practical assignments/reports, observation of practical skills, individual project reports, seminar presentation; viva-voce interviews; field visits; contemporary strategic environment evaluations; outputs from collaborative work; portfolios on field visits activities undertaken etc. Students are also allowed to reappear in second examination/improvement in a specified number of subjects/groups of papers/Papers in cases they fail to secure prescribed minimum marks as per University's rules.

Research, Innovations and Extension

From earliest stages of the university's inception, the conduct and promotion of research has been accorded high priority.

By steadily modernizing and upgrading the basic research infrastructure and continually updating and enlarging the areas of research exploration and investigation over the years, an academic atmosphere has been created which is highly conducive for innovative and quality research. The research efforts and contributions of the University have earned national and international attention and recognition. Most of the senior faculty members of the University have found a place on national and international research bodies and associations. The regular research Laboratories and other investigative systems in the Departments have been augmented by specialized Laboratories and other research facilities developed/administered by the respective Departments (individually or jointly) and Units, such as IIDS Centres, the CBCS and the National Centre for Experimental Mineralogy and Petrology, or as Central Facilities/User Systems.

The academic and research achievements bear testimony to the fact that significant no. of teachers have been bestowed with prestigious national/international awards, sixteen patents were awarded during the last five years, ten departments are getting support under SAP/CAS and ten departments/centres are getting support from other organizations like, DST, DBT, ICSSR, ICMR etc.

The computerized Central Library of the university has rich well-stocked primary and secondary sources in different disciplines and areas which help the faculties as well as students to carry out research.

The doctoral and Post-doctoral research programmes of the University are key component of research activities. Several scholars are working on Post-doctoral research projects and holding Research Fellowships from the UGC or other national agencies after qualifying through national competitive exams.

The concept of consultancy and its potential are now well appreciated. The extension aspect of academic activities is articulated in several complementary ways. Some Units/Programmes have specifically incorporated extension activities along with their formal activities, while there are possibilities of different kinds of outreach engagement in some others which would be undertaken in near future.

Some departments have worked out programmes in collaboration with other institutions and organizations for specific objectives, such as advanced courses, research work and infrastructure development.

Infrastructure and Learning Resources

The vast campus of the university is spread sporadically in the heart of Allahabad. The University has provided all the departments with facilities like office rooms, common rooms, and separate rest rooms for woman students and staff. University buildings are built/renovated with disabled-friendly ramps. Departments have several classrooms and lecture halls. There are various administrative offices and seminar halls along with e-learning centres and video-conferencing rooms. Lecture halls are equipped with modern teaching facilities like public address system, white boards, lighting systems, and proper seats and are like film theatres with maximum visibility. There are an unduly large proportion of ageing buildings that have high maintenance costs besides ever-growing shortage of space to locate new activities/units.

University has many self-financed programmes. As far as possible, high cost equipment systems and facilities are being developed in the centralized mode.

Several facilities for the sports activities are available and maintained by the University for different types of sports activities.

University-wide ICT Network through a fiber-optic backbone has been developed which provide round the clock uninterrupted high speed internet access through LAN/WI-FI to students, researchers and faculties within University and hostels premises.

The University Library is best stocked. The library has taken landmark steps in the direction of Computerization and linkage with UGC supported INFLIBNET. Several e-journals and other academic materials are accessible through online databases subscribed by the University or through Sodhganga, and open access e-resources.

The University has a well-equipped Health Centre (UHC).

The University extends residential accommodation to students, sixteen Hostels under its own management as well as three Halls/University Colleges and three general hostels recognized by the University that are maintained/managed by private Trust. The Hostels in general provide facilities, opportunities, and ambience for a vibrant community experience and creative self-expression for the residents as well as affiliate day-scholar (the 'attached' students) through Common Rooms, Libraries and Reading Rooms, Dining Halls and Lawns/gardens as well as playing fields/courts for outdoor games.

Student Support and Progression

Feedback on general academic and career-related requirements are brought forth by the concerned functionaries. It is well addressed on the basis of individual or collective representations/submissions by students.

The officers and functionaries of the University and various Grievance Redressal Mechanisms are accessible to the students and their representative bodies. Women and overseas students have additional recourse to the Women's Advisory Board and the International Students' Advisors.

The University seeks to provide a learning experience to students that emphasizes self-learning under faculty

supervision.

The University provides a wide range of learning resources for students at the Central Library as well as the Department and Hostel Libraries. They are exposed to special Lectures, Symposia, Seminar, and other academic conclaves. Project/Internship/Field Training provisions.

The Athletic Association functions under the aegis of the All-India University Sports Board of the Association of Indian Universities which provides facilities and organizes competitions and tournaments recognized by it from time to time.

The management and distribution of various scholarships/fellowships such as merit-cum-means, earn-while-you-learn, poor boys fund etc. help the students to sustain themselves in their studies is undertaken by the University as topmost priority. Nearly 10,000 poor though meritorious students got benefited under these schemes in the last 4 years.

There are provisions of employment information by UEIGB and guidance, placement advice/assistance, free/-subsidized coaching for various competitive examinations to under-privileged students.

Department/Units offering professional programmes have regular placement mechanisms. The different professional/vocational courses for students equip them for careers in employment or as self-employed persons.

The rich corporate culture of the hostels facilitates the all-round development of the residents.

The University also has avenues for the creative self-expression of students in the form of magazines, journals, and occasional publications.

The University Ordinances and the Admission Rules for almost all graduate/Post-graduate /Professional/other programmes have special provisions for the admission of overseas students. One-window admission service operates under the overall care and direction of ISA. Overseas students are accommodated at the International House and Women's Hostels respectively.

The University has given significant attention to linking up with alumni and involving them in the general progress of the institution.

Governance, Leadership and Management

The objects of the University provide a frame of reference for institutional efforts and initiatives in different aspects of its functioning, and from the very beginning, the University has constantly attempted to equip itself and gear up its human and physical resources for their optimum fulfillment.

Comprehensive exercises for organizational reform have also been undertaken from time to time, several steps have been taken to raise the quality of administrative and financial management towards making the system 'user' friendly, time-conscious, cost-efficient, self-critical, and team-work oriented, speedily responsive to problem situations, amenable to intervention-oriented monitoring and imbued with a positive work ethic.

The accelerated automation and computerization of offices and administrative work has been of major help in this regard, and the ongoing Networking project is expected to further strengthen the qualitative outturn of

general management. Internal Quality Assurance Cells has been set up.

The decision making is designed to be collegial instead of bureaucratic, with objectives having primacy over procedures. Issues and proposals are thoroughly debated.

Prior consultations across the academic community and the greater reliance on the Committee system and the method of empowered downward delegation is the established practice in managing the University of Allahabad.

In the administrative field, purposive steps have been taken towards the modernization and greater automation of executive and financial systems and processes, for ensuing greater efficiency and long-range economy.

The adherence to institutional norms and rules for conduct and dedication to duties of the teaching and non-teaching staff is ensured. These also prescribe for teachers a Code of Conduct as an integral part of their service conditions. The University has made well-considered efforts to raise the morale and sense of duty of the staff. The University offers various welfare programmes to its teachers and other employees.

University has a robust mechanism for grievance-redressal in a timely manner. Students and employees are at freedom to approach the Vice-Chancellor for addressing their grievances.

The University has adopted innovative strategies and pragmatic measures to maintain financial discipline. Conducting performance audit of all the departments/centres is a regular feature of the university.

Institutional Values and Best Practices

The University community acknowledges significance of natural interdependence of environmental life support system. In compliance of the Supreme Court direction for imparting environmental education and awareness in the country and subsequent guidelines by the UGC, the University Academic Council has approved a course on environmental studies at the Undergraduate level.

Consciousness precedes being. Keeping this in mind, several steps have been taken to promote environmental consciousness within the university community as well as with in the society. Co-curricular activities by faculty and outside experts on relevant themes are regularly organized.

The prevention and precaution principle are adhered to by emphasizing on austerity, alternative life style, reduce, re-use, re-cycle and plantation. The University has constituted a committee for Environmental Consciousness and Campus Green Audit that has adopted several measures. A drive for plantation is going on incessantly.

During the annual Magha Melas, Ardha-Kumbha and Kumbha Melas, various faculty groups organize Exhibitions and Information Camps to educate and inform the pilgrims.

The University has taken innovative steps regarding admissions. In order to make admission procedure simple, fair, and economical a Directorate has been constituted to manage the whole admission process smoothly. A single window facility has been created for admissions.

An innovative method of combined research entrance test has been adopted in admission to the D.Phil.

programme to make it fair and just.

As educational innovation, the University has initiated modular as well as extra-Departmental/extra-institutional credit course.

A novel concept of Faculty Recruitment and Development Cell has been introduced. In the 19th meeting of Executive Council meeting the FRDC was constituted to expedite Recruitment and development of faculty.

Annual Accounts of the University are submitted to C&AG of India as per prescribed time schedule of the MHRD. Since last 3 years Annual Accounts were prepared well within time as prescribed by Government of India. Amount of General Provident Fund and retirement benefits to retired employees are paid timely.

Training sessions are being organized for University employees on office procedure and purchase rules, accounts and electronic clearing system. Realization of Income, salary bills and pension payment are fully computerized.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF ALLAHABAD
Address	Senate House Campus, University of Allahabad, Allahabad
City	Allahabad
State	Uttar pradesh
Pin	211002
Website	www.allduniv.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Professor	Jayant Nath Tripathi	0532-2461083	7905855404	0532-2460974	jntripathi@gmail.com
Vice Chancellor	Rattan Lal Hangloo	0532-2461089	9335659256	0532-2461157	ictcell@allduniv.ac.in

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	23-09-1887
Status Prior to Establishment,If applicable	Other
Establishment Date	09-12-1872
Any Other, Please Specify	Muir Central College

Recognition Details			
Date of Recognition as a University by UGC or Any Other National Agency :			
Under Section	**Date**	**View Document**	
2f of UGC	14-07-2005	[View Document](#)	
12B of UGC	14-07-2005	[View Document](#)	

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Senate House Campus, University of Allahabad, Allahabad	Urban	259.5	223929.9	BA LLB. (Hons), BCom, BVoc in FDT, BVoc in FPT, BVoc in MS, B Sc, BA, BA (MS), BA (FDT), BCA, BFA, BPA, B Tech, Diploma, DPhil, LLB, LLM, MFA, MCom, M.Ed., MPA , MPEd, MPhil (DS), MSc (RTD), MVoc in FDT, MVoc in MS, MA (WS), MA, MSc, M Tech , MBA, MCA		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	11
Affiliated Colleges	0
Colleges Under 2(f)	11
Colleges Under 2(f) and 12B	11
NAAC Accredited Colleges	10
Colleges with Potential for Excellence(UGC)	3
Autonomous Colleges	1
Colleges with Postgraduate Departments	10
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

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

SRA program	Document
BCI	101993_2179_8_1536057417.PDF
NCTE	101993_2179_4_1535571736.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty													
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				79				201				572
Recruited	12	1	0	13	38	10	0	48	184	74	0	258
Yet to Recruit				66				153				314
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff			
	Male	Female	Others	Total
Sanctioned				1386
Recruited	801	89	0	890
Yet to Recruit				496
On Contract	0	0	0	0

Technical Staff			
	Male	Female	Others	Total
Sanctioned				133
Recruited	125	8	0	133
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	4	2	0	0	1	0	0	1	0	8
Ph.D.	113	44	0	25	6	0	79	27	0	294
M.Phil.	0	0	0	1	0	0	1	0	0	2
PG	3	1	0	4	0	0	4	4	0	16

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Physics	Megh Nad Saha	UP Government
2	Economics	Planning and Development	Planning Commission
3	Urdu	Prem Chand Peeth	UP Government
4	Hindi	Nirala Sodh Peeth	UP Government
5	Hindi	Jayashi Peeth	UP Government
6	Sanskrit	Ganga Nath Peeth	UP Government

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	15	0	0	0	15
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	95	29	0	0	124
	Female	123	8	0	0	131
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	31	1	0	0	32
	Others	0	0	0	0	0
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	3189	241	0	0	3430
	Female	1079	44	0	0	1123
	Others	0	0	0	0	0
PG	Male	1771	153	0	0	1924
	Female	985	39	0	0	1024
	Others	1	0	0	0	1

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	0

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	64	20	0	0	84
Female	31	5	0	0	36
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-08-1987
Number of UGC Orientation Programmes	18
Number of UGC Refresher Course	41
Number of University's own Programmes	16
Total Number of Programmes Conducted (last five years)	2314

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	81.55	B++	Naac_Certificates_01.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Ancient History	**View Document**
Anthropology	**View Document**
Arbic And Persian	**View Document**
Biochemistry	**View Document**
Botany	**View Document**
Centre For Globalization And Development Studies	**View Document**
Centre For Material Sciences	**View Document**
Centre For Theatre And Film	**View Document**
Centre Of Behavioral And Cognitive Sciences	**View Document**
Centre Of Bioinformatics	**View Document**
Centre Of Biotechnology	**View Document**
Centre Of Computer Education	**View Document**
Centre Of Fashion Design And Technology	**View Document**
Centre Of Food Technology	**View Document**
Centre Of Media Studies	**View Document**
Centre Of Rural Technology And Development	**View Document**
Chemistry	**View Document**
Commerce And Business Administration	**View Document**
Defence And Strategic Studies	**View Document**
Earth And Planetary Sciences	**View Document**
Economics	**View Document**
Education	**View Document**
Electronics And Communication	**View Document**
English And Modern European Languages	**View Document**
Geography	**View Document**
Govind Ballabh Pant Social Science Institute	**View Document**
Hindi And Modertn Indian Languages	**View Document**
Home Science	**View Document**

Journalism And Mass Communication	[View Document](#)
K Banergee Centre Of Atmospheric And Ocean Studies	[View Document](#)
Law	[View Document](#)
Mathematics	[View Document](#)
Medieval And Modern History	[View Document](#)
Music And Performing Arts	[View Document](#)
National Centre Of Experimental Mineralogy And Petrology	[View Document](#)
Philosophy	[View Document](#)
Physical Education	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Psychology	[View Document](#)
Sanskrit Pali Prakrit And Oriental Languages	[View Document](#)
Sociology	[View Document](#)
Statistics	[View Document](#)
Urdu	[View Document](#)
Visual Arts	[View Document](#)
Zooloqy	[View Document](#)

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	30	25	19	19

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of departments offering academic programes

Response: 46

File Description	Document
Institutional Data in Prescribed Format	[View Document]

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22162	23703	21746	21555	21555

File Description	Document
Institutional Data in Prescribed Format	[View Document]

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

2017-18	2016-17	2015-16	2014-15	2013-14
5345	6535	6742	7077	6802

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30264	35943	29027	29408	32641

File Description	Document
Institutional Data in Prescribed Format	[View Document]

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

2017-18	2016-17	2015-16	2014-15	2013-14
655	580	765	593	498

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
183	174	171	170	170

File Description	Document
Institutional Data in Prescribed Format	[View Document]

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

2017-18	2016-17	2015-16	2014-15	2013-14
326	293	302	280	273

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
852	852	852	852	852

File Description	Document
Institutional Data in Prescribed Format	[View Document]

3.4 Institution

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

2017-18	2016-17	2015-16	2014-15	2013-14
122500	120844	121341	107382	93376

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2017-18	2016-17	2015-16	2014-15	2013-14
4638	4738	5074	4663	4786

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Total number of classrooms and seminar halls

Response: 250

Total number of computers in the campus for academic purpose

Response: 2048

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

2017-18	2016-17	2015-16	2014-15	2013-14
11349.31	9734.16	10671.94	10253.78	11426.37

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

The endeavor to adopt relevant local/national/regional/global developments is fully reflected in the academic programs being carried out by the University. The dissemination of advanced knowledge and creation of new knowledge is taken care of by the University through a rigorous system of teaching-learning and research.

The University has adopted novel curricular styles such as modular, credit based and choice-based credit system also known as "Cafeteria approach" in all the programmes at post-graduate level. The Institute of Professional Studies have started vocational courses at UG and PG level which are modular in character. Programmes such MPSY in HRDM and Masters in Applied Behavioral Science, Bio-informatics, Cognitive Science, Psychology, Sociology (MA),Globalization and Development (BS-D.Phil.) B.A.LL.B(FIVE YEAR)Integrated Course, LL.M, LL.B etc. have adopted the choice based credit system, with scope for extra departmental, extra institutional credit courses as well and have adopted "the basket approach" in respect of elective courses.

The learning environment for students also aims at promoting academic self-reliance, under the concept of "guided self-learning" and provides opportunities as well as encouragement to augment pedantic knowledge by learning derived from actual experience to apply knowledge gained by course-work to real life situations. Avenues for learning outside the classroom have been continually broadened and new managerial approaches and technology are deployed to make the learning process (and its curricular, co-curricular extra-curricular constituents) purposive and meaningful despite the pressure on faculty, facilities and resources.

The Departments of the University, the Centres/Units of the Institute of Inter-Disciplinary Studies (IIDS) and the Institute of Professional Studies (IPS) and the Centre for Behavioral and Cognitive Sciences (CBCS) offer graduate/Post graduate/Diploma/Certificate programmes of general, professional and vocational nature and different disciplines of the Fine Arts, Humanities, Social Sciences (including Commerce and Management), Basic and Applied Sciences and Law and in inter-disciplinary areas. These programmes/ vocational subjects provide specific career opportunities to students in various established, new, and emerging fields.

The initiatives or decisions to institute new programmes and to review/revise/re-orient existing programmes are taken, with respect to making programs multi-disciplinary/Inter-disciplinary/trans-disciplinary depending on the nature of the programme in question. The University has introduced the skill-enhancing extra optional add-on courses to enable students to pace up with the globalization process. These add-on courses are conducted by IPS to enable students to improve their knowledge as well as be eligible for different career options.

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

Response: 100

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

Response: 30

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 30

File Description	Document
Details of program syllabus revision in last 5 years	[View Document](#)

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 69.81

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

2017-18	2016-17	2015-16	2014-15	2013-14
127	126	119	117	117

File Description	Document
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 30.6

1.2.1.1 How many new courses are introduced within the last five years

Response: 56

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

Response: 183

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

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 73.33

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

Response: 22

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

1.3 Curriculum Enrichment

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

Response:

n pursuit of the concept of Value-based Education, issues relevant to gender, environment and sustainability, human values and professional ethics, the University has all along emphasised the larger social context of learning, and laid stress on knowledge directed towards the service of humanity. The institutional ambience continues to be imbued by the ideals of simplicity and social commitment, and provides an environment for education to be viewed as a process for imbibing values relevant to a caring and sensitive social order. The curriculum of the courses at Undergraduate and Postgraduate level have always incorporated cross-cutting issues of human values, gender, environment and sustainability in the core courses and stand-alone papers have also been developed around these issues in the various programmes. Some of the programmes also have a strong community outreach component to enable these issues to be richly transacted in various curricular and co-curricular activities which not only sensitizes the students towards these things but also help them to inculcate these values within themselves.

The Gandhi Bhawan (The Institute of Gandhian Thought and Peace Studies) was established in 1961 to serve as a focal point for weaving such concerns into the fabric of institutional activities, and provides students with opportunities for studying Gandhian Thought, collective explorations of contemporary social issues and active involvement in campaigns harmony, social and gender justice and national self-reliance. The National Service Scheme engages students in constructive social service, and inculcation of social values. In the course of the delivery of the curricula, teachers stress the values of social commitment, community involvement and civic responsibility. The Centre of Women Studies exclusively runs a certificate course on gender. The LL.B and B.A.LL.B programmes too have courses on environmental law, climate change, sustainability of natural resources, human rights, child rights, gender issues and

professional ethics. In several other courses being offered, the Project work and Field segments also focus on these themes.

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

Response: 72

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 72

File Description	Document
List of value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 3.06

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

2017-18	2016-17	2015-16	2014-15	2013-14
837	1050	809	362	362

1.3.4 Percentage of students undertaking field projects / internships

Response: 4.42

1.3.4.1 Number of students undertaking field projects or internships

Response: 980

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: D. Feedback collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 16.64

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4773	6396	2271	2634	2595

File Description	Document
List of students (other states and countries)	[View Document]()

2.1.2 Demand Ratio(Average of last five years)

Response: 11.67

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9275	9340	10148	9869	9956

File Description	Document
Demand Ratio (Average of Last five years)	[View Document]()

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4638	4738	5074	4663	4786

File Description	Document
Average percentage of seats filled against seats reserved	<u>View Document</u>

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Assessment of learning level, being a key component of learning is well considered in the curriculum design in the University. Results of regular tests (e.g. Test 1 as T1, Test 2 as T2) and also mid-semester test, let the teachers understand each student needs, competence and the progress of each of the students specifically. It also gives students impetus to work harder through guided self-learning. This on the other hand also helps university to cover up with evaluation and assessment tools that adds value to the teaching and learning process. In the CBCS system, students are required to select courses through their choices based on their core competence and aptitude, and skills they would like to acquire. The teachers from all departments/centre/institute counsel students regarding the scope of different courses being offered as well as provide guidance in relation to the students' aptitude and competence.

University has provisions for remedial help to the students by diagnosing, prescribing, and following up through tutorials (supervision tutorials, Group tutorials, and practical tutorials) and seminar classes to develop their cognitive and affective domains, and develop understanding about their subject matter. In this process, individual differences are taken into consideration which gains the confidence of the learners in revealing their problems.

Moreover, teachers are available and accessible all the while to interact one-on-one with the student, in person, over the phone and over the other smart phone enabled technologies. In respect of students requiring special support to pursue their programmes (on account of socially/academically deprived backgrounds or other factors), the present practices of special attention to them by the faculty in the normal course of their interaction are evolving towards an organized system of bridging instruction.

2.2.2 Student - Full time teacher ratio

Response: 67.98

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 3.07

2.2.3.1 Number of differently abled students on rolls

Response: 681

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

The University seeks to provide experiential learning to students that emphasizes self-learning under faculty supervision. By and large, the professional/specialized programmes afford a more intimate and intense teacher-student communication, and provide greater opportunities for learning modes involving initiative, group activity, participative learning, and problem-solving methodologies.

The Faculty of the University contributes its best to make learning student centric. They are devoted towards holistic development of students and their qualitative progress in terms of learning and acquiring required skills besides facilitating life-long learning and knowledge management. Some of the notable measures in these regards are as follows:

1. Qualitative improvement in lectures;
2. Teaching and learning in Smart class environment;
3. Learning aided by Wi-Fi access in some classes;
4. Video conferencing whenever needed;
5. Learning through extempore, power-point and presentations of Projects allocated;
6. Learning in Workshops in specific areas;
7. Group Discussion and Role playing;
8. Case study based learning, whenever necessary;
9. Moot Courts, clinical legal education in some instances;
10. Field Work, Excavation, Educational & Industrial Tours wherever deemed to be necessary.

The course curriculum is designed keeping in point to improve students' problem solving skills by enlarging the knowledge base, developing the natural spirit of enquiry, and refining the analytical skills, intellectual creativity, technical dexterity and professional competence of students, as well as through provisions and opportunities (complementary to curricular activities) for experiential learning and all-round personality development and for the inculcation of relevant ethical and social values, a scientific temper and the concern for perfection in all endeavors.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 287.42

2.3.2.1 Number of teachers using ICT

Response: 937

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 1108.1

2.3.3.1 Number of mentors

Response: 20

2.4 Teacher Profile and Quality

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

Response: 34.6

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 94.57

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
304	280	291	267	252

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 18

2.4.3.1 Total experience of full-time teachers

Response: 5869

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

Response: 29.85

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	22	22	7	10

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 5.75

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
48	51	49	49	48

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

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

Response: 48.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
48	49	48	49	49

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

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

Response: 0.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
102	107	85	96	85

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 0.58

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	5	3	3

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Controller of Examination (hereinafter CoE) has initiated a numbers of examination reforms in the last few years. The initiated reforms are being followed and implemented by the University Departments and constituent colleges and has started showing the positive impact on the examination system. The following are few examples of successful examination reforms undertaken by CoE:

1. Declaration of Annual Examination Calendar in the beginning of academic session enabled the stake-holders to concise a program for whole session.
2. Dealing counters are equipped with computer data-base with laser-printer for speedy disposal of counter related work.
3. Introduction of Women's Flying squad exclusive for women centres.
4. Examination duties are made mandatory and provisions of observers (consisting Deans of Faculties) during examination are made.
5. Examination Admit Cards are equipped with subject-wise Date & Place of examination and scanned photograph of the candidate in addition to Roll No, Enrol. No, Name, Father's Name, Mother's Name and subjects.
6. Introduction of computerized attendance sheets bearing scanned photographs of students and having columns for entry of answer book serial number.
7. Students are required to download the admit cards of semester and annual examinations from the university webpage.

Positive impact includes:

1. Reduction in the average time taken by the CoE for the declaration of the examination results.
2. More efficient conduct of examinations
3. Reduction in examination malpractice in colleges and university
4. Disposal of examination related grievances and complaints within 3 days through the Grievance Cell.
5. Timely moderation of question papers

Candidates and/or their parents are facilitated to see their own examined answer books under the provisions of RTI.

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: C. Only student registration and result processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

All the University Departments have specific provisions for monitoring learning outcomes of its academic programs. The University website, prospectus as well as the Annual Report published by the University states the mission and objectives of all the departments of the college. The different department of the University organizes Orientation program for the first year undergraduate and postgraduate students in which the broad program objective of courses/programmes are explained and also during the courses the faculties articulate the learning objectives and expected outcomes after finishing each unit of the course under CBCS System by following the effective pedagogic strategies. Alumni of the various courses are also invited at regular intervals during the course by respective departments to interact with the students and also with teachers wherein they share their experiences of how the courses have shaped their career which in a way not only motivate the students but also acts as an opportunity for faculty to take feedback and inculcate those while updating the courses. The outcomes of every programmes/courses are assessed and measured at regular intervals through defined process by the respective teachers to identify the extent to which goals are accomplished. If any gaps are noticed after careful analysis, these are addressed through clear cut action plans in a scientific manner to maximize the learning outcome of each and every student.

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

Response:

To facilitate the achievement of the intended learning outcomes, the University Departments through their Board of Studies evaluates teaching-learning and assesses strategies, which is placed before the Faculty Board for threadbare analysis and further assessment and finally placed before the Academic Council for finalizing strategies.

The University periodically analyses the performance data of students in the form of continuous assessment through different internal tests, projects, field-study having weightage of almost 40% under CBCS pattern depending upon course objectives, learning outcomes and pedagogy and examination results to decide upon remedial steps and strategies for qualitative improvements.

The University is enhancing student learning and evaluation by inducting new technologies such as the Information and Communication based Technologies, e-learning, virtual labs, e-governance and regular upgradation of the techniques to cater to the needs of the future requirements.

2.6.3 Average pass percentage of Students

Response: 87.15

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

Response: 5532

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 6348

File Description	Document
List of programs and number of students passed and appeared in the final year examination	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 24

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	1	4	8	4

File Description	Document
List of teachers and their international fellowship details	[View Document](#)

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

Response: 1129

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

2017-18	2016-17	2015-16	2014-15	2013-14
290	235	206	216	182

File Description	Document
List of research fellows and their fellowship details	[View Document](#)

3.1.5 University has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research/Statistical Databases**

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Three of the facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	[View Document](#)
Link to videos and photographs geotagged	[View Document](#)

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 30.43

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 14

File Description	Document
List of departments and award details	View Document

3.2 Resource Mobilization for Research

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

Response: 144.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
6.75	6.36	12.27	100.392	18.74

File Description	Document
List of project and grant details	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 4662.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
644.25	2202.74	339.60	742.57	733.3

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

Response: 1.99

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

Response: 163

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 410

File Description	Document
Link for funding agency website	[View Document](#)

3.3 Innovation Ecosystem

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

Response:

The University of Allahabad Innovation Cell (UoA-IC) has been established with the following objectives:

1. Creation of knowledge-sharing mechanisms inside the University.
2. Collaboration/handholding (including training, mentoring and support) with colleges with potential of excellence, Universities, R&D institutions/labs at regional/local level at first, and reaching out to Universities at National/International level, industry and other associated stakeholders at a later stage.
3. Creation of a Cell to put in place intellectual property practices and patents (including technology development, its transfer, and commercialization).
4. Innovation in curriculum by redefining, refining, and restructuring it to make it more inclusive.
5. Formulating and launching innovative programmes of awareness and outreach.
6. Designing innovative teaching/research programmes in inter-disciplinary, cross-disciplinary areas having societal impact so as to bridge the gap between rigid boundaries of physical sciences, life sciences, and social sciences.
7. Establishing innovation incubator to create the necessary linkages between university, relevant local/national industry, research labs/institutions, civil society, and the Government.

To promote and eco-system for innovation, the University has constituted a committee for Environmental Consciousness and Campus Green Audit adopting several measures towards energy conservation, use of renewable energy, carbon neutrality, hazardous waste and E-waste management. A drive for plantation is going on incessantly.

In the area of educational innovation, the University has initiated modular and 'cafeteria-choice' as well as

extra-Departmental/extra-institutional credit courses and Field Studies/Projects as integral curricular elements.

University bolsters many initiatives to support eco-system for innovation and transfer of knowledge. During the annual Magha Melas and the Six-yearly cycles of Ardha-Kumbha and Kumbha Melas, when millions of people throng at Allahabad for ritual bathing at the Sangam and the month-long Kalpavas on the banks of the Ganga, various faculty groups and Associations of the faculty organize Exhibitions and Information Camps to educate and inform the pilgrims about various facets of scientific phenomena and the achievements of the nation in science and technology. Department of Botany have been regularly holding Exhibitions and illustrated lectures/demonstration on Environmental Pollution in general and Ganga Pollution in particular, and on ways and means of dealing with them.

The designed curriculum ensures sufficient scope for Innovation as steady refurbishing of Curriculum is done keeping in mind work-environment, exposure to qualitative and challenging work-life, the features and future of development of society and personhood and the depth of research acumen of well-educated students.

Personal enhancement and development schemes are widely and successfully carried out by the office of the DSW, Prof in Charge (Academic), Women Advisory Board, University Employment Information and Guidance Bureau and the PRO. The Hostels of the University also organize such activities. The University Employment Information and Guidance Bureau is mainly responsible for coordinating such activities in the University.

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 1

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-

wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of innovation and award details	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

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

Response: 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	2	1	5

File Description	Document
List of patents and year it was awarded	[View Document](#)

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

Response: 2.92

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 909

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

Response: 311

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

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

Response: 8.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
786	434	458	423	372

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 2.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
313	167	135	114	137

File Description	Document
List books and chapters in edited volumes / books published	View Document

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

Response:

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

Response:

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 14.5

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	6.75	4.05	2.7

File Description	Document
List of consultants and revenue generated by them	[View Document](#)

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	[View Document](#)

3.6 Extension Activities

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

Response:

The university is well aware of its responsibility and commitment to the society not only through education but also through engaging the students directly/indirectly to work for the social issues and welfare of downtrodden and weaker sections of the society which is well reflected through numbers of initiatives taken by different Departments/Centres/Institutes namely; counseling (psychological) and memory camps for elderly organized by Centre of Behavioural and Cognitive Sciences; projects/activities of Women's Studies Cell and Women's Advisory Board; Ganga Bachao Abhiyan and Ganga cleanliness drive by Department of Botany; Free legal-aid clinics and legal camps organized by the Department of Law in neighbourhood villages at regular intervals; Blood donation camps and other activities like survey of government run programmes and its benefits for the weaker sections by volunteers of NCC/NSS/WAB; social service, awareness about environmental issues during Kumbh Mela and flood relief work by volunteers of NSS; Research and awareness activities conducted by Law, Sociology, Political Science, Education, Economics Departments, Centre of Behavioural and Cognitive Sciences and Women's Study Centre.

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	3	2	1

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 89

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	22	15	13	9

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 53.16

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
17194	12131	9610	12340	7670

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 7.4

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	6	6	4	6

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 243

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
53	52	40	50	48

File Description	Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 28

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
13	0	11	3	1

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

All the Departments of the University are equipped with facilities like classrooms, lecture halls, seminar halls, office-rooms, common-rooms, and separate rest rooms for woman students and staff. Every department's building has been made disabled- friendly by having a ramp specifically for the use of physically handicapped students.

A very modern lecture theatre complex has been constructed in the Arts Faculty. There are common rooms for teachers and demonstration rooms for all the departments of the Faculty of Arts. Lecture halls of the complex are equipped with modern teaching facilities like public address system, white boards, lighting systems, and proper seats and are of slanted pattern like film theatres with maximum visibility.

In order to increase the employability of the students, the IPS has taken a new technology-based initiative of using mobile technology enabled learning solution for English proficiency and work place skill.

The regular research Laboratories and other investigative systems in the Departments have been augmented by specialized Laboratories and other research facilities. Almost every department is having one e- classroom equipped with all facilities.

The University has a well-equipped Health Centre (UHC). It also has playground, gymnasium, and sports facilities.

The university has provided fiber-optic networking of the Departments and other academic /research /administrative units and is moving towards the development of sophisticated e-documentation facilities.

The University extends residential accommodation to students, sixteen Hostels are under its own management as well as three Halls/University and three general hostels recognized by the University that are maintained/managed by private Trust. The Non-Resident Students' Centre (NRSC) in the Women's College Campus now are furnished with modern facilities.

The Central Library has rich holdings of reference work, original sources, archival material/rare historical objects of considerable research value and general, as well as specialty journals in different disciplines and areas. The collections in several Departmental Libraries are also research oriented. The computerization of the Central Library has made it very much conducive to research activities. The University Library has taken landmark steps in the direction of Computerization, complete digitalization of catalogue data, the installation of an adequate number of LAN and internet-ready terminals/works-station and the provision of facilities for accessing data on CDs/DVDs, other storage devices, and audio/video cassettes.

The main Delegacy Centre has now been endowed with an Art Gallery with an Open-Air theatre, and a furnished Meeting-cum-Exhibition Hall to seat 100 persons and a Conference Room with a seating capacity of sixty, along with other corporate facilities.

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

Response:

The Athletic Association which has now been restructured as Sports Board is responsible promoting the physical well-being of students and giving them opportunities for pursuing their interests and developing/refining their talents in this field. The Athletic Association has been in continuous existence since its establishment in 1923 which provide facilities for games, sports and organizes competitions and tournaments in different sports and games. The Office-bearers of the Athletic Association (including the Honorary president and the Honorary Secretary) are appointed by the Vice-Chancellor. The Sports Board recognizes, from time to time, various sports/games for inclusion in the sphere of its activities, and the Chairman, Sports Board recommends the names of teachers for appointment by the Vice-Chancellor as Chairman for the recognized indoor and outdoor sports and games. The Sports Board functions under the general aegis of the All-India University Sports Board of Association of India University.

The University has sufficient no. of facilities and playgrounds for various games. The Sports Board maintains the University (outdoor) Stadium, Playing field and courts for various games (Hockey, Cricket, Football, Tennis, Basketball, Volleyball, Squash, Badminton, etc) and Swimming Pool, It also has a Gymnasium, with indoor facilities for floor and bar exercises, Badminton and Table Tennis. The Board provides coaching and training facilities to students in several of the recognised sports and games. Almost all the University Hostels and some of the recognised Hostels/Hall have their own indoor games facilities and playing fields and courts for outdoor games. The Board provides Kit Allowance to members of University Terms, and TA/DA to team and individual players participating in out-station competitions, Tournaments and Athletic Meets.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 44

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 110

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 36.92

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2022.95	5200	3500	6016.94	2500

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Library automation work of University of Allahabad Library System was started in 2003. At that time automation work was carried out only for the new acquisition of the documents/resources. In the year 2016, the library started creation of bibliographical database of old books and journals available in the library (i.e. Computerized Catalogue of Documents) in Libsys, the integrated library management software with the help of apprentices engaged from Board of Apprenticeship Training, Kanpur (Govt of India, Ministry of HRD, Deptt. of Higher Education) which was nevertheless a herculean task. It is expected that the retrospective conversion shall be completed by the end of year 2019. The same task of automation shall be extended to the respective Library of various Departments of the University also. The University is in the process of acquiring "Software for University Libraries 2.0" (SOUL 2.0), the integrated library management software from INFLIBNET Centre, (An Autonomous Inter-University Centre of UGC) for the Central Library as well as Departmental Libraries because the version of Libsys which is being used has become outdated and its latest version is not cost-effective in comparison to SOUL. With the installation and implementation of SOUL, the management of library system and services shall be further streamlined.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

Central Library has more than 7.5 lakh books & bound volumes of journals, about 19118 hard& soft copies of Ph.D theses, thousands of e-books, more than 20,000 e-journals,14 online databases, 268 current print journals etc.

Apart from these significant holdings, the library has collections of rare books/objects of historical value and of considerable research/archival importance such as: A good collection of *Coins* of the *Medieval* and *early Modern periods* of Indian History and about 500 manuscripts. The manuscripts include the valuable

items e.g. *Farmans* of *Mughal Rules*, a copy of the *Tripitika* written in the *Burmese Scripts* on gold plated metalstrips. Considerable collection of first edition of books of great value, files of some important newspapers etc.

4.2.3 Does the institution have the following

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 419.14

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

2017-18	2016-17	2015-16	2014-15	2013-14
249.033	643.0366	390.74056	224.7735	588.1154

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 17.79

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

Response: 4000

4.2.7 E-content is developed by teachers :

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

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 5 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	<u>View Document</u>

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Yes. The University makes all efforts to periodically update its ICT facilities to cope up with the challenging needs of the very fast changing technology. The University under the Digital India initiative of Govt. of India has established state-of-the art campus wide (including all the University hostels) 1GBPS LAN and Wi-Fi facilities. The LAN facility, which was first established in the University way back in 2002, is constantly being upgraded and maintained. The new campus wide OFC cables (~80 Kms) with 1GBPS bandwidth were laid down in 2016-17. The zonal fibre switches have also been upgraded (in

2017-18) to 10GBPS bandwidth to meet current and future needs. The new secured 24x7 Wi-Fi facility in the University became functional from the year 2016-17 with 1200 modern high bandwidth access points across the 4 Campuses and Hostels. The relevant firmwares/hardwares/firewall of LAN and Wi-Fi facilities are immediately updated as and when need arises. The 1GBPS NKN Internet connectivity provided by the GoI is optimally being utilized. The University is making efforts to upgrade the bandwidth to 10GBPS with the procurement of another 1-to-1 Internet connectivity from the NIC. The University has also implemented campus wide CCTV surveillance system with a central monitoring system and the installation of 160 very high-resolution cameras at all the strategic locations in University campuses and Hostels. The University website is constantly being upgraded. An entirely new website with GoI suggested certifications has been launched in the year 2016-2017. The website is updated on a daily basis and hosts nearly all the relevant information related to students, teachers, staff, and visitors of the University. The University webmail has also been updated in the year 2018 with the new webmail provider and hosting platform. It serves as a very useful tool for e-governance. All the departments of the University have been provided with latest configuration computers, multimedia projectors, printers/scanners. The University has 25 well-equipped smart classrooms for use of ICT facilities in teaching learning process. The University plans to establish six more fully functional e-class rooms in next one year. The e-content development related activities have been initiated in the University and it is planned to put the recorded audio-video lectures/tutorials on the University website. The integrated e-governance ERP modules will be implemented soon in the University leading to enhanced administrative and financial transparency. The campus wide anti-virus software is installed in all the computers of the University and is updated from time-to-time. The ICT Cell (comprising of teachers of the University from all faculties) with the help of its support technical staff also addresses Hardware and other technical related issues in Computers and other peripheral devices and maintains/updates them from time to time. The Cell is also entrusted with the task to undertake any policy decisions regarding promotion and dissemination of ICT facilities in the University. Efforts are being made to transform the University to a completely web-enabled paperless University.

4.3.2 Student - Computer ratio

Response: 10.82

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
11349.31	9734.16	10671.94	10253.78	11426.37

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

The university have an Engineering Section headed by Chief Engineer along with Junior Engineers and staff for the maintenance, repair, renovation and restoration of all the properties including buildings, library, laboratory and some of heritage buildings of the University. The Engineering section carries out its work of maintenance in coordination of the estate officer of the University who keeps the records of the university and executes Housekeeping work.

As per the need of the different Departments, proposal are prepared for the maintenance of the infrastructural facilities, services by the office of the University Engineer. The proposals are discussed by the concerned sub-committee. As per the recommendation of the sub-committee proposals are sent to account section for administrative and expenditure sanction and final approval of the Honb'le Vice Chancellor or put up before the Building and Works Committee meeting. After the approval, work is taken up for execution as per rule.

The maintenance of the gardens, parks and lawns of the University is carried by the Garden-In-Charge which is headed by Professor of University along with Estate officer who supervises the manpower comprising of gardeners and contractual staff. Committee. The daily requirements of cleanliness and

upkeep of central offices, various departments, hostels and other facilities across the campus is carried out efficiently through contractual staff from outsourced agencies.

University library has well established systems and clearly defined procedures for maintaining and utilizing Library's resources. Acquisition policy was framed for the purchase/subscription of books, journals and e-resources. Book requisition form has been designed and uploaded on the University website for the benefit of academic fraternity of the University. Need based collection is being developed, which is showing its positive result these days. In order to avoid confusion created by suppliers, the empanelment of suppliers has been made. Subject wise allocation of budget is being done by the Committee for proper utilization of budgetary allocation and comprehensive collection development. Books, journals and e-resources are being procured on the recommendation(s) of the Departments /Centres and after the approval of the Purchase Committee meant for this purpose. Large scale Book Exhibitions were organised by the Central Library on 3rd and 4th February 2016 and 23-25 January 2017for selection of Books by the members of the Faculty and Students. For the first time in the history of University of Allahabad, a Uniform Purchase Policy for the Purchase of books/ Subscription of Journals and e-resources was framed and implemented w.e.f. 19 August 2016, which is applicable to University Library System (i.e. Central Library, Libraries of Departments, Centres, Institutes etc.) and the Libraries of Constituent Colleges and Constituent Institute. A Physical Verification Committee was constituted to verify the procured books. Latest edition of DDC and AACR are followed for the purpose of classification and cataloguing of books.70 computers are installed for proper access of e-resources. RemoteXS facility has been implemented for access of e-resources from anywhere anytime for the faculty and research scholars of the University.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 43.33

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10051	10716	8360	10139	8756

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and Meditation**
8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 26.45

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7450	6380	4950	4870	5680

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

Response:

In the age of globalization, the University of Allahabad has set out to make its presence felt globally opening new avenues of association for the global student community offering admission for overseas students. As per Government of India guidelines, 15% of the seats are reserved for International students and People of Indian Origin (PIO) in various Under Graduate, Post Graduate and Doctorate programmes.

The University through its International Students Advising and Services (ISAS) via its **International Students Cell** continues to play a major role globally in the field of higher education, by seeding new ideas

and creating knowledge, and by imparting high level of training with values and social commitment to all its International Students as well. Since its inception on July 14, 2005 as a Central University, the University has reaffirmed to live up to these ideals. We believe that the University is responsible not just for imparting knowledge, but for disseminating knowledge in society; so as to build a better Society at national and international levels in future.

With a view to assist the international students, as per the University statutes the University has established an International Student Advisor's Office (presently situated at the Dept. of Defence and Strategic Studies in the University's Science Faculty campus). The University has a separate high powered International Students Advisory Board with the Vice Chancellor as its ex-officio Chairperson to advise and facilitate the International Students.

The University's International Students Cell discharges its duties adequately, and provides to its International Students single window services, networking, interfacing, wireless connectivity, innovation and competitive and affordable quality education besides arranging for accommodation and health care.

The International Student Office administers the special over and above quota of International Students, created jointly by the Ministry of External Affairs and Ministry of Human Resources and Development (MEA & MHRD) Government of India and the Governments of other countries. The International Student Office acts as the nodal agency that coordinates all the activities related to the admission of International Students, providing the requisite facilities. Apart from handling the admissions and eligibility procedures, the Office of the International Student Advisor coordinates with the Indian Council for Cultural Relations (Ministry of Culture), Ministry of External Affairs, Foreigner Regional Registration Office, different embassies and consulates for various purposes including grant/award of Scholarships and grant/extension of Visa and Passport.

The University offers outright admission to overseas students through the International Student Advisors' office under two categories:

1. Sponsored students by Government of India through Indian Council of Cultural Relations and the Governments of other countries
2. Self- financed students who self support themselves

The International Student Office also acts as a liaison between the International students, the various Deans of Faculties, Departmental Heads, and the Heads of Centres/Institutes/Colleges and Institutions affiliated with the University of Allahabad as well as the Heads of Chancery, Embassies, Consulates, their educational counselors and their educational wings, throughout the world or with any other agencies of the Government of India or the Government of other countries.

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	

5.2 Student Progression

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

Response: 6.37

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
330	562	415	406	353

File Description	Document
Details of student placement during the last five years	

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

Response: 46.34

5.2.2.1 Number of outgoing students progressing to higher education

Response: 2477

File Description	Document
Details of student progression to higher education	

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 33.32

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

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2017-18	2016-17	2015-16	2014-15	2013-14
327	207	202	208	195

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

2017-18	2016-17	2015-16	2014-15	2013-14
750	880	590	630	605

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)

5.3 Student Participation and Activities

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

Response: 25

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	3	3	10

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)

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

Response:

The University of Allahabad has a Student's Union. It comprises of both the elected and nominated members.

The aims and objectives of the Student's Union are as per sub-clause (a) of clause 2 of Ordinance LXVII of the University and are read as:

The Student's Union shall serve as a forum for providing opportunities to students for gaining experience of the culture of democracy and constructive engagement with social concerns, and shall have the following objects, namely –

1. to foster and inculcate among the members the sense of patriotism, social awareness, commitment to values, broad-mindedness and fellow-feeling, the spirit of discipline and the ideals of good citizenship as enshrined in the Fundamental Duties laid down in Part IV-A of the Constitution of India;
2. to organise and arrange debates, symposia and lectures on topics and themes of relevance to the academic and social objectives of the institution; and
3. to promote academic, literary and cultural activities of the students in general.

The Student Union Fee is charged from the students' on an annual basis at the time of admission/re-admission. The amount collected is pooled and is used for funding the activities of the Union mentioned above in consultation with the Advisory committee of the Union. The constitution of the Union is summarized as follows:

PATRON

Advisory Committee

1. Chairman
2. One teacher from each faculty

Office bearers

1. President
2. Vice President
3. General Secretary
4. Joint Secretary
5. Cultural Secretary

Executive Members

1. One member from each faculty (PG & research students)
2. One member from each faculty (UG)
3. Cultural representative
4. Outstanding sportsperson
5. Discipline and ethics representative

6. SC, ST, OBC, Minority representatives (1 from each faculty among UG students)
7. Female student nominee (1 from each faculty among PG and research students)
8. Female student nominee (1 from each faculty among UG students)

STANDING COMMITTEE

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 14.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	17	14	13	12

File Description	Document
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Many of the individual departments of the University have made great efforts to maintain the alumini records and strong relationships with them. The same is true with the University Hostels. The active involvement of alumini in teaching-learning is ensured by almost all the Academic Department of the University. Similarly, many of the Academicians, Politicians, Bureaucrats, Judges, Lawyers, those serving in Govt./Private sector organizations, and people involved in social service and from corporate world regularly visit their individual Hostels, meet the fellow inmates, and make donations for organization of cultural events of the Hostels. The Alumini meets are routinely organized by the Hostels of the University. Some of the departments of the University also organize Alumini meet. In addition to this, several alumni associations run by distinguished alumini of the University are operational in different cities of the India and abroad.

The Alumini of the University have always been one of its greatest strengths. The University is keen on highlighting and utilizing this strength. In this regard, the University has established an 'Alumini Cell' in the year 2013 looking at the need for much desired, purposeful and uninterrupted interaction with the

highly valuable alumni of the University so that their contribution in the development of the University may be realized more effectively.

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

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: ? 100 Lakhs

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 26

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	7	6	5

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

The vision plan is reflected in the University Mission QUOT RAMI TOT ABRORES. Specifically speaking the objectives can be stated as the pursuit, advancement, and generation of knowledge in all the conventional and emerging branches of learning, its effective transmission and sharing, application of knowledge for human advancement, furthering its pursuit for excellence, optimum mobilization of resources and infrastructure, and preparation and development of best quality human resource.

The University's Vision Plan details the approach and strategy for augmenting infrastructure to keep pace with academic growth. The main stress is on providing human Resource of a kind that is needed for national development and is widely sought after in the contemporary and emerging context. It requires concentration on the wide based education at the under-graduate level and channelized post-graduate education exposed to a research environment, which is internationally competitive. The emphasis has to be on inter –disciplinary courses and research. Computer awareness and skills are to be integral to the teaching learning process. The academic endeavor specified in the Vision Plan is directed towards developing integrated programmes, encouraging a cross-disciplinary research environment, incorporating the latest advances in different fields of knowledge in syllabi, maintaining internationally competitive standards in research, and responding to social needs for supports and professional expertise.

The leadership is involved in ensuring the organization's management system development, its implementation and continuous improvement, in interacting with its stakeholders, in reinforcing a culture of excellence and, in identifying organizational needs and striving to fulfill them.

There are adequate provisions for facilitating interaction between the Institutional leadership and various internal and external stakeholders and interest groups, and, ensuring their representation in various apex bodies engaged in policy formulation and implementation.

Various academic/administrative positions are entrusted with the management: HoD, Faculty Dean, Dean Students Welfare, Foreign Students Advisor, Chief Proctor, Hostel Warden/Superintendent, besides the Vice Chancellor and the Registrar. Further, there are various institutional arrangements: Women's Cell. SC/ST/Minority Cells, Office of PRO, RTI Office, and Associations/Unions of Teachers, Ministerial Staff, and Students. The apex bodies and various academic/administrative bodies and committees have provision for external members to ensure representation of the concerned relevant external entities.

The university provides for statutory involvement of teachers in various administrative assignments like proctorial positions, office of the Dean Students Welfare, Public Relations Officer, Hostel Superintendent/Warden and so on. From time to time, teachers are also encouraged to take up positions like the Registrar, Finance Officer, Controller of Examinations, Pro-Vice Chancellor, and so on to sharpen their leadership skills and acumen.

There exist provisions in all committees and bodies at departmental, faculty, and university levels to ensure

representation and participation of the concerned entities. The University has a practice of all decisions originating from the lower level bodies and their screening and evaluation by higher level bodies thus manifesting all principles of democratic and participative management.

6.1.2 The institution practices decentralization and participative management

Response:

The UNIVERSITY OF ALLAHABAD ACT,2005 designates the following as the "Authorities" of the University.

- The Court
- The Executive Council
- The Academic Council
- The Board of Faculties
- The Finance Committee
- Such other authorities as declared by statutes of the University.

The composition of all these apex bodies are clearly defined in the statute having members from the various segments of the University as well as outside University which truly depicts the character of decentralization and participative management at every step of decision making in the University. Further, at faculty level, decisions regarding courses are taken by Board of Studies, at department level there is departmental committee comprising of faculties of the department. There also exist other committees and bodies at departmental, faculty, and university levels to ensure representation and participation of the concerned entities. The University has a practice of all decisions originating from the lower level bodies and their screening and evaluation by higher level bodies thus manifesting all principles of democratic and participative management.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Various initiatives taken by the University Administration are part of an integrated outlook towards the academic and administrative aspects of institutional functioning, and reflect a three-pronged drive comprising the following-

1. Strategic Approaches: These include the launching of new/innovative academic programmes on the strength existing resources and self-financing; institution of skill-development courses; provision of regular status/accountability reports, review exercises and consultative mechanisms for all Units; and conclusion of purposive alliances with other institutions/organizations for mutual benefit.
2. Capability Development: the effort is for enhancing organisational capability (in respect of systems, structures, integration, competencies, culture, etc) to help relies the strategic Approaches.
3. Radical Improvement: the purpose is to manage the present from the perspective of the future, and

develop a new institutional style and work ethic concordant with the need for effective fulfillment of the academic and social objectives and responsibility of the University.

The goals envisaged in the Vision are to be looked upon as shared mission of the administrative and academic Units, encapsulated in the Three Cs of Togetherness- Collaboration, Cooperation and Coordination.

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The University is governed by the Allahabad University Act, 2005 (hereinafter referred to as 'the Act'). A copy of the Act is provided as a supporting document to this Report. The basic organizational structure of the University is as laid down in various provisions of the Act and in some instances, by the provisions of the first Statutes of the University (hereinafter referred to as 'the Statues' framed under the Act. The Act and the Statues-

1. Enumerate the Officers and functionaries as well as the Authorities and other bodies of the University
2. Delineate the modes of the appointment of officers/functionaries and the constitution of the authorities/other bodies and entities.
3. Specify their functions/power/duties
4. Provide the hierarchical structure of hierarchical structure of authority and relationships as well as the co-ordinate/sub-ordinate/parallel/ autonomous jurisdictions of the individual office-holders and the collectivities.
5. Prescribe the processual checks and balances in their functioning. The specification/mode of appointment of constitution/functions/jurisdictions/relationships of several other functionaries/entities is effected by the ordinances or by Resolution of the authorities/bodies of the University, or by executive instruction of the Chancellor or the Central Government, or Guidelines/directions of the University Grant Commission (UGC) and other national-level statutory bodies. The territorial jurisdiction of the University (as provide by Section 5 of the Act) extends of the area within a radius of 16 kilometers from the Convocation Hall, and the Act prescribes its powers and duties.

The organizational structure is as follows:

The Vice Chancellor who is the Ex-Officio Chairman of the Executive Council, the Academic Council and the Finance Committee.

The Pro-Vice Chancellor

The **Deans of the Faculties**

The Registrar

The Finance Officer

the Librarian

Grievance Redressal System:

* The University has appointed a Nodal Officer for addressing the grievance of students posted on the U.G.C Online Grievance Portal to dispose off the matters within a stipulated time.
* The office of Dean Student Welfare and the office of Proctor also address the grievance related to students.
* For dealing with the grievance/ complaints of teaching and non-teaching employee, committees are constituted from time to time in the University.

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 3 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The University has well established statuary and other bodies such as The Court, Executive Council, Finance Committee, Academic Council (AC), Faculty and Departmental Board of Studies (BoS), CPIO, ICT Cell, Central Cultural Committee, International Students' Advisor, Departmental Committee etc.

Constituents of the different committees is available on the webpage of the University.

The minutes of the meetings of several bodies of the University and implementation of their resolutions is available on the University website.

The meetings of the statuary bodies are convened from time to time and the other committee meet often to cater the smooth functioning of the University. The decision of the AC and BoS are implemented timely. For example, the syllabus revision is implemented from the concurrent academic session.

The Central Cultural Committee meets several times and Award of Excellence is conferred to faculty members, employees and other eminent persons on Independence and Republic day.

Anti-Ragging Cell of the University is prompt in addressing the grievances of the students with timely implantation of the resolution. The Procurement of the items for the University is done centrally by purchase and store Cell.

 Accounts section of the University maintains timely disbursal of Scholarships to the research scholars.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Welfare Schemes:

1. The University provides Following Welfare Schemes to both Teaching and Non-Teaching staff.
2. Medical facility – Cash less medical facility has been provided to AU. Teaching and Non-Teaching staff of the university besides regular Dispensary at the university (100% Staff is benefited)
3. We have a good number of Residential accommodation for teaching and non-teaching staff, but the available resource is less then the Demand the new residential projects for teaching staff is in progress at Beli Farm 30% teaching staff & 20% N-Teaching staff are enjoyed the benefits.
4. The University are providing 5% quota to Teacher/ Employee/ ward in admission to various courses in the university including technical and professional courses (15% staff be teachers approx are being benefited).
5. The University provides supernumerary posts to eligible wards of deceased Teachers/ Teachers of the University.
6. The university is providing LTC to all 100% Teacher and Employee as Govt. of India Rules
7. Vehicle Advance/ Festival advance/ Computer Advance are also being sanctioned to eligible

Teachers/Employees (50% staff have been benefited).

8. Travel Assistance for Foreign tours – The University has providing partial travel assistance to teachers and employee for Academic foreign tours.

9. Faculty appointments prior to 2004 are eligible for pension benefits on retirement. Faculty after 2004 is covered under New Pension Scheme. GPF, gratuity and leave encashment are availed by retiring faculty as per University norms.

10. School Tuitions fees reimbursement of two children of employees.

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

Response: 1.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	10	13	3

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 15.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	12	15	17	24

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 15.68

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
55	38	54	52	33

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The API Based (Performance Based Appraisal System) PBAS System as mandated by UGC has been adopted by the University and Since then, all eligible CAS promotions and Direct Recruitments are being carried out in accordance with PBAS, method as devised by UGC.

The System seems to be objective and Qualitative and a good decision-making tool for various Screening and Selection Committees.

The Executive Council of the University of the Allahabad has approved formation of faculty Recruitment Development Cell (FRDC) a specialized unit to take up the work of faculty recruitment and development which has started already functioning. This Cell is chaired by the Senior Professor of the University and members of Director of University Institute one Dean, one Head of Department and one Senior Professor are member and one Dy. Registrar as Convener of the FRDC.

The FRDC is also given the responsibility of the Development of Faculty member after the selection is over the development activities in terms of academic activities and administrative activities, social activities will be taken up for improvement and the change of overall personality and skill updation of the faculty to cater the goal of making the University a center of excellence at national and international arena.

The office of Registrar maintains the record of Annual confidential report of all the non-teaching employee of all the cadres which is prepared by the head/reporting officer of the Unit to which such employees are attached. It is on the basis on these ACR, the performance of employees is evaluated for the purpose of promotion and other career advancement schemes for non-teaching employees of the University of Allahabad.The appraisal system adopted by the university is transparent, accountable and encourages the

employees to give their best in the building of Institution.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- **Internal Audit**

The accounts of the University of Allahabad are audited regularly by trained and competent staff to ensure compliance with GOI financial rules. The University has its Internal Audit Wing comprising of retired/ on deputation auditors from AG office attached with the Finance Department. All payments are pre-audited by the Internal Audit section headed by Internal Audit Officer extensively which is further scrutinised by Finance Department. It also responsible to conduct audit at regular interval of different Departments, units, hostels, and University maintained institutions.

- **External Audit**

Audit of Accounts of the University is conducted by Principal Director of Audit (Central) Lucknow on behalf of CAG, India under section 19(2) of the Controller & Auditor General's (Duties. Powers & condition of service) Act 1971 read with section 32 (i) of the University of Allahabad Act 2005. In exercising power under above provision two types of reports are being issued by the CAG.

1. Separate Audit Reports: - SAR is issued on the balance sheet each financial year ending 31st March of the University including income& Expenditure Accounts and receipt &payment Accounts. These SAR reports contains the comments of the C&AG on the accounting treatment only with regards to classification, conformity with   the best accounting practices, accounting standards and disclosure norms. Comments of these SAR were complied during the finalization of Balance Sheet of the next financial year . As such there is no outstanding para except 'non-preparation of balance sheet in respect of GPF,CPF and NPS .
2. Audit Inspection Reports (AIR/CAG's Audit Reports

Audit observations on financial transactions with regards to compliance with law, rules & regulations (Propriety & Regulatory) and efficiency cum performance aspects etc. if any are reported through Audit Inspection Reports (AIR)/CAG's Audit Reports.

A Committee under chairmanship of Hon'ble Vice Chancellor has been constituted. (June 2018) to review the progress of settlement of pending Audit Paras. Efforts are being made rigorously to settle the outstanding Paras of inspection Audit Reports.

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

Response: 212.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
23.49	6.36	9	49.32281	124.77

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)

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

Response:

The University has well-strategised resource mobilization and utilisation policy in place as per the rules of GOI. revenues are generated from following sources:

- Overhead charges from the research grants received from various government and non-government funding agencies
- Royalty received from the books published by the University and faculty members
- Endowment Fund for various scholarships which caters to the needs of the students
- Grants from UGC in form of start-up grants, mid-career grants
- Revenue generated from Training & Consultancy
- Grants received from the alumni of the University

Utilisation of resources:

University has well established procedure and norms in consonance with the rules of GOI for the proper and optimal utilization of resources; internally generated funds are monitored by the Finance Committee; Finance officer, audit officers supervise and look after the routine as well as other financial transactions of the University.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

1) Procurement of extra-mural funding

One of the key recommendations and initiatives put forward by the IQAC was to encourage departments of

the University to seek and apply for extramural funding. This was done to encourage self-sustenance of these departments, increase funding and scope of their research and purchase modern, cutting edge equipment. IQAC is pleased to report that four departments in the University have procured funding under the DST-FIST initiative. This will go a long way in improving both quality and scope of research at these departments and the University. Options to explore MoUs with national/international organisations in another key area currently being encouraged.

2) Guidance and progress monitoring of students

On the recommendation of the IQAC, monitoring progress of enrolled doctoral students is being done more often. This is to ensure that students complete their work in a timely manner and that the research they pursue is of higher quality. Moreover, in offering guidance to students the IQAC had advised workshops on placements and industry with help from the Placement Cell of the University and the University-Industry Interface Cell. Student feedback is becoming more common and is being utilized to improve quality. The IQAC is pleased to report increase in the number of students getting placements in the industry, and also the increase in number of visiting industries for hiring to the University. While the current numbers are not the best, the IQAC believes that this a big step in the right direction.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

1) Digitization

One of the biggest reforms pushed by the IQAC in learning and teaching have been digitization. Procurement and distribution of e-books have increased in the library, the library has increased the number of subscriptions to e-journals, computerization of the library is almost complete, corpus for open online courses are being built (MOOCS), for this purpose, classrooms have been converted into smart classrooms equipped with ICT, wi-fi and LAN connectivity has increased over the campus (Digital India). Soon the University hopes to make lectures available on its website for downloading and open access sharing.

2) Distinguished Lecture Series and Conferences/Seminars

The IQAC has implanted the Distinguished Lecture Series, wherein eminent professors are invited to share their ideas and research with student and faculty members. This has allowed for greater collaboration opportunities to participants of these lecture series, moreover it provides students a chance to gain knowledge from researchers and professors from other parts of the country. The number of seminars, workshops and conferences have also increased. GIAN courses are a model example of this, allowing for short workshops where students get to learn hands on from both national/international faculty members in their own department.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	1	1	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)
Annual reports of University	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Post accreditation quality initiatives taken by the University and incremental improvements are as follows:

1. By the enactment of the University of Allahabad Act, 2005 Allahabad University was declared as an Institution of National Importance. New Ordinances were framed to facilitate speedy implementation of progressive academic/administrative decisions.
2. Departments/units have revised their curricular structure from time to time and course contents at all levels reflecting inclusion of emerging areas and fulfilling modern day educational needs.
3. Improvements and Innovative practices in academic porgrammes also including introduction of relevant computer component in the postgraduate teaching of each discipline have been introduced.
4. Value-based education such as gender justice, Gandhian Thought and Peace Studies, Nehru Studies, environmental Studies and so on have been introduced
5. Strengthening international linkages through collaborative cooperative teaching and research activities, projects, exchange programmes, credit equivalence, and so on is being done regularly.
6. Steps are being taken for establishment of a mechanism for academic counseling and establishment of University's own Placement Office.
7. Orations by eminent persons/scholars are regularly being organized to further strengthen activities with regard to remembering national leaders of eminence in all disciplines.
8. Further strengthening University library and facilitating its uses is being done on priority basis.
9. Construction of new hostels and augmentation of students' amenities in the campus as well as in the hostels have been/is being strongly pursued.
10. As per UGC guidelines, financial assistance to all Research Scholars is being provided. Research Scholars, not getting any other scholarship, are being paid fellowship @ 8000/=p.m.
11. Computerization of Income of the University, salary bills and pension payments has been completed. Computerization of rest of the items is in process.
12. A proper statutory Grievance Redressal Mechanism has been established as per Ordinances of the University to avoid increasing cases of litigation.
13. Self-Supporting/Self-Financing Courses are being immediately reviewed and steps taken towards further improvement as required.
14. Efforts are being made to establish/revive Alumni Association at the University and Unit levels.
15. Medical and security amenities to the non-teaching as well as teaching faculty have been provided.
16. Enhanced activities under Lokvidya/Intellectual Heritage are being pursued.
17. The University has appointed a senior Faculty member as International Students' Advisor and efforts are being made to attract foreign and NRI students.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 2

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

1. Safety and security

Safety and Security is achieved through having formal security system with many security guards and CCTV monitoring throughout the University. The entire campus of the University is under CCTV surveillance known as Campus wide CCTV surveillance system which has a dedicated control room set up in FCI Building. Proctorial board and DSW office work for safety and security of girls. University has a zero-tolerance policy towards incidents of ragging, gender-based violence, harassment and eve-teasing etc. The proctor of the University constitutes anti-ragging cell in all the faculty for making surprise visits to the classroom and hostels of the University. Helpline no. are issued and placed on prominent places across the university campus. Awareness programs and Workshops are conducted across departments for sensitizing the students against the menace of ragging and to create healthy environment in the campus. Self-defense courses were organized for girls to instill confidence in them. Women Advisory Board works for gender sensitization and deals with the complaint of harassment.

2. Counselling

The faculty are always concerned with the overall well being of the students therefore they not only work as mentors but also provide counselling to the students whenever necessary and play pro-active role for the

social, psychological grooming of the students. Moreover, the Department of Psychology has a counselling center which is equipped to provide counselling to students in a more formal manner.

3. Common Room

University has separate common room facility and washroom for male/female students as well as faculty members in its various departments/ centres/ institutes.

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 35.85

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 1434

7.1.3.2 Total annual power requirement (in KWH)

Response: 4000

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document

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7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 30

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 420

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1400

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

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7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

SOLID WASTE MANAGEMENT:

Different kind of waste i.e paper, plastics, glass, metals, foods etc. are generated by all sorts of routine activities carried out in the University which is spread over a vast area. Efforts are undertaken to segregate these waste at the source of its generation and dispose of according to set procedure to minimize harm to environment.

Hazardous Waste Management:

All life forms are connected and the act of injecting poisons into life cycles would soon affect human life. It obligates proper disposal of Waste through:

- Proper management of hazardous waste, particularly in Science Faculty, has been done as per the GOI rules/ procedure
- Arrangement has been made to display the banner/poster regarding the disposal of hazardous waste at prominent places in the entire campus of the University
- Garbage handlers and dustbins have been put on proper places and their use is being promoted.
- Proper treatment and disposal of waste policy has been adopted and all kind of biological waste, are disposed of as per set procedure and process.

E-waste:

Appropriate steps have been taken to promote for the use of technology for sending notices/circulars to all concerned authorities through webmail and display on University website which has substantially reduced the reliance on paper by the administrative and academic units of the university. Following steps are noteworthy to mention:

- Proper disposal of e-waste as per rules/ procedure of GOI
- ALL the supplies in the University are purchased through e-procurement and GeM
- Proper Guidelines have been issued for e – waste management.
- Different Syntax dustbins are being placed at strategic locations in the University Campus and its Departments for segregating biodegradable/ non-biodegradable wastes

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water Harvesting – Roof water Harvesting and Surface Water Harvesting is being done. For these purposes, digging pits and making cemented boundaries around lawns of all campuses of the University and Hostel has already been done. New constructions are being designed incorporating facilities for water harvesting. The newly constructed FCI building has been equipped with rain water harvesting facility. The Hall of Residence hostel in Women Campus is also equipped with this facility.

7.1.7 Green Practices
• **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
• **Plastic-free campus**
• **Paperless office**
• **Green landscaping with trees and plants**

Response:

The University has taken decision that Greenery in the campus should be increased and its periodic review (audit) should be done on priority basis.

Energy Conservation

1. Sensitization or awareness regarding eco– friendly campus among the staff and student is being done by including environmental concerns in framing the curriculum of the UG and PG classes by giving priority for research in D.Phil programme on environment, and by organizing seminars/symposia/conferences, debates, essay competition and exhibitions.
2. All unit Heads have been instructed to make proper arrangements so that the light and fans get switched off when not in use. It has also been ensured that all electric appliances are used properly so that we move towards energy conservation.
3. To explore the possibility to replace the existing bulbs and CFL by more energy efficient devices.

Use of Renewable Energy

1. All the new constructions have been designed to explore use of solar energy and in old buildings the possibility using solar energy is being explored.
2. All the new buildings are being constructed as per GRIHA specifications to minimize the use of internal lights.
3. Steps are being taken regarding use of renewable energy.

Water Harvesting and Checkdam Construction

1. Campus ICT connectivity is fully in use in the University to minimize use of paper.
2. Maintenance of greenery and landscaping is being ensured

Plantation

1. Saplings are being done to make campus a scenic beauty like Bottle Palm, Ashoka, and so on.
2. Plantation has been done at

- Pravesh Bhavan Building and Road
- Beli farm
- Hostel Premises
- Faculty Campuses

Efforts for Carbon Neutrality:

- Burning of fossil fuels has been banned.
- Composting is being encouraged.

No vehicle zones have been created to make the campus noise free.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.01

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.41	0.64	2.82	1.25	0.71

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 2

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 17

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	4	2	2

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 20

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	13	0	1	0

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The University of Allahabad organizes regularly many programmes to pay homage and respect to freedom fighters, national leaders and great Indian personalities. Besides celebrating the Independence Day and Republic Day in the open park of Senate Campus, the departments/centres/institutes also organise flag hoisting ceremonies and cultural programmes on this occasion. The Gandhi Bhawan (The Institute of Gandhian Thought and Peace Studies) established in 1961 celebrate the different life events of Mahatma Gandhi by organizing cultural events, talks by eminent scholars and other activities engaging the students of University. Plant sampling are also planted across the campus of University especially on Gandhi Jayanti and Swatchta Abhiyans are undertaken in the leadership of Vice-Chancellor along with the faculty and administrative staff.

The University also organizes various programme to celebrate the Birth Anniversary of "Dr. Bhim Rao Ambedkar wherein the Department of Law takes the lead which boast of a statue within its premises. Every year, talks to throw light on Dr. Ambedkar life, mission, vision and contribution; quiz competitions; essay competitions are held.

The students of the University also celebrate the birth anniversary of Sardar Vallabhbhai Patel on October 31 by participating in the much awaited *'Run for Unity'* and taking a national unity pledge with vigour. Besides these, International Youth Day, International Women's Day, Teacher's Day and National Science Day etc. are also celebrated in all the Departments/Centre/ Institutes by the students.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The University completely adheres to the rules and regulations issued from time to time by GoI, including

General Financial Rules. All the financial sanctions and expenditures incurred at various levels are approved as per the rules and clearly defined procedure and powers as prescribed under the Act and Statutes of the University. To ensure complete transparency, University has shifted to e- procurement and GeM to purchase all the supplies and requirement.

All payments to vendors, collection of student's fees at the time of admission and thereafter, payments to examiners including TA/DA, remuneration to academicians for different purposes are carried out only through online mode. Periodical audit of all the units are carried out by the audit section of the University for ensuring compliance with financial rules and regulations. External Audit is conducted by the CAG through the office of the Director General of Audit (Central Expenditure). UGC grants are utilized under the appropriate head for which sanction is given by the Finance Committee and at the end of financial year, utilization certificate are sent to UGC after proper auditing of these grants.

University has adopted an online admission process to invite applications and submission of examination fees for all its courses which are publicized through advertisements in daily newspapers, University website and a dedicated website developed solely for the purpose meeting out the requirements of admission process. Helpline telephone no. are flashed on these websites to address any query of the students in a timely manner. All results of tests, interviews if any, category wise admission lists and detailed schedule of counseling dates of successful applicants are duly uploaded on the admission website.

Under the CBCS system, the internal marks of all the tests (Test1, Test2 and Mid-Test) are displayed on the notice board of the respective department/centres/institutes within a stipulated timeframe before finally sending to the CoE Office for maintaining transparency.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

First Practice

1. Title of the Practice: ADMISSION/CONDUCT/MONITORING OF DOCTORAL LEVEL PROGRAMME – D.PHIL.

2. Objectives of the Practice: Research is one of the major academic activities of the University, the other being teaching. The University views them as complementary and believes that quality of teaching depends upon the quality of research and researcher, the teacher in the making. The doctoral programme leading to the award of D.Phil degree has always been a major concern with efforts focused on enhancing its quality in terms of attracting good applicants, having a fool proof selections, ensuring able guidance, motivating researchers to pursue research work with full vigor and interest, having continuous monitoring of performance, safeguarding plagiarism, emphasis on having only subject experts with experience and belonging to esteemed Institutions, objective evaluation of research work done and procedural simplicity right from admission till award of degree.

3. The Context: The University adopted UGC regulation 2016 for the award of DPhil/MPhil degree and

follows the procedure mentioned in the regulation. The admission in the DPhil program is done through All India entrance test conducted through Computer based Online test. The course work of one semester has become mandatory for all the admitted students in DPhil program of study. The Doctoral Program Committee (DPC) having senior teachers and external subject experts has been established in each Department. The DPC overall monitors the progress of DPhil students throughout the year. The Statutory bodies like the Board of Studies, Faculty Board, and the Research Degree Committee had a cursory role to play, mostly ratifying decisions referred to them. The practice outlined below is a sincere attempt on part of the University to restore sanctity of this programme which was fast losing its credibility and popularity.

4. The Practice: Following the declaration of Allahabad University as a Central University in 2005 and the promulgation of the Allahabad University Central University Act, new Ordinances for D.Phil and Post Doctoral Programmes were framed changing the very contour of research activities. Combined Research Entrance Test (CRET) was contemplated and introduced in 2008, much before UGC made it mandatory for the Universities for admission to D.Phil. The test comprised of three levels with exemption for NET/JRF qualified candidates from the first two levels. The system ensured selection of the most deserving and the most capable ones having strong aptitude for research. The selected candidates were subjected to compulsory course work in many departments, a practice that was finally adopted by all departments. The University adopted stringent attendance rules to ensure regular presence of the researchers on the campus and for motivating the researchers, started the system of financial assistance (monthly stipend and contingency grant) and involving them in the academic/administrative life on the campus. The roles of the Doctoral Programme Committee and the Research Degree Committee were expanded to ensure effective and continuous monitoring of the research work right from the stage of topic selection, appointment of research guide, periodic review of progress made, recommending continuance/discontinuance of the candidate, streamlining the process of final thesis submission through holding of pre-submission presentation where academic experts offer suggestions for improvement. Needless to mention that the candidate has an opportunity to interact with all experts available on the campus during the course of his research work instead of confining only to the formal research supervisor.

5. Evidence of Success: The results of the new practices have become visible. There has been a tremendous increase in the number of applications for doctoral research programmes offering a wide choice for the University to admit the best talent. Research scholars now feel financially more secure. The stringent requirements of attendance and the practice of involving research scholars in academic and administrative activities gives them a strong sense of belongingness and involvement, and, seriousness of purpose. The participation of researchers in academic meets within the University and outside has increased and so has the publications. The efforts are likely to provide good quality teachers and researchers in times to come.

6. Problems Encountered and Resource s Required: The major obstacles in adoption of the practices are: shortage of supervisors, inadequate infra-structural facilities, and lack of ear-marked funds for promoting participation in academic meets and research publications. There are many journals which asks for publication charges now a days and our University has scarcity of funds to meet out these expenses.

Second Practice

1. Title of the Practice: RECRUITMENT OF FACULTY IN A TRASPARENT MANNER.

2. Objectives of the Practice: To get the best qualified faculty on the University payroll.

3. **The Context:** Recruitment of faculty has been a major concern for the University during past few decades. Attracting good applicants and selecting the best out of them have been major challenges. Efforts in this regard have not met with the desired success for many reasons: inbreeding, difficulties in assessing exact number of vacancies, observing reservation policies/rules, growing number of applicants, most applicants from local and neighboring areas (mostly Hindi belt) badly affecting the National stature of the University, complications arising out of litigation and judicial rulings, and so on.

4. **The Practice:** The University adopted complete online application process for the recruitment of faculty members since 2017. The advertisement is done on All India basis to attract bright candidate from all over the country and abroad also. The online application process attract the bright applicants from abroad also as they do not have to send the hard copy of application. The screening of the applicants is done through a duly constituted Screening Committee comprising of Head of the Department, Dean of the Faculty and subject experts from external institute. The Screening criterion is highly transparent and highest weightage on the research component is given. The shortlisted candidates were only called for the interview. The complete interview process is done under the video recording.

5. **Evidence of Success:**

    *   Large number of applications from every corner of the country received in response to the last advertisement.
    *   Most of the selections made so far are of candidates from distant States and National Institutes (Southern States, North-East, East, and Western regions and National Capital).
    *   Few overseas candidates were interviewed through video-conferencing.
    *   Good experienced candidates offered incentive in the form of advanced increment and allotment of accommodation on priority basis.

6. **Problems Encountered and Resources Required:**

    *   No provision for payment of TA/DA to applicants.
    *   Accommodation still not adequate to take care of all outstation appointees.
    *   Selection procedures (pre and post) need rationalization.
    *   Insufficient number of applicants for higher level posts.
    *   Experienced candidates reluctant to join because of multiple problems related to relocation and availability of CAS at their existing work place.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

NANO TECHNOLOGY APPLICATION CENTER

High Fluence Ion Beam Facility

Responsibilities

1. Safety Personal as RSO: One of the Project Assistants shall work as Safety Personal after attending training course on `Radiation Safety Aspects in The Research application of Ionising Radiation' at CT&CRS, Anushaktinagar, Mumbai – 400 094, and shall be responsible for:

– Conducting radiation surveys and measurements

– Developing accelerator radiation standards

– Acquiring, distributing, maintaining and calibrating radiation monitoring equipment.

– Maintaining radiation protection records.

– Supervising shipments of radioactive materials entering or leaving the facility.

– Ensuring that appropriate dosimetric methods are available.

– Providing interpretation of exposure records and monitoring data.

– Advising the management for keeping personal radiation exposures below the limits specified by AERB and to adopt ALARA principle.

– Preparing handouts and safety instructions for the personnel working in the facility.

– Organizing radiation safety training.

– Ensuring that the operation of the facility at no time leads to any radiation impact on the environment, beyond that permitted by AERB.

The personnel identified and trained thus shall implement the radiation safety surveillance program of the facility, shall prepare periodic safety reports for transmission to AERB and also ensure that all radiation monitoring and safety equipment are at all time kept calibrated and in working condition ensuring redundancy wherever required besides being responsible for advising the licensee on all matters pertaining to radiation safety in the facility and maintaining of radiation personal exposure records and radiation monitoring reports.

2. Operating Personal:

– The facility shall be operated only by personnel authorized by the licensee.

– The operator personnel shall carry out duties allotted to them by the management as per the operating manual, to achieve the safety goals set by AERB.

3. Users : Accelerator facilities generally have a relatively large number of floating workers who use the machine for their experiments, or who bring their products for processing, The Principal Investigator shall ensure that

– The user should be conversant with the hazards from the ionizing radiations and radioactive materials.

– The facility personnel are responsible for briefing the users on the safety requirements and procedures.

– The users must abide by the instructions given by the facility personnel and cooperate with them to ensure the use of the machines in a safe and friendly manner.

High Fluence Ion Beam Facility

Establishment of an Inter-University Center for accelerator based research in New Delhi by UGC and supported by DST for commissioning world class facilities for research in materials science and nuclear physics has resulted in significant activities in emerging areas in these fields. It has made an impact in rejuvenating research in universities and developing an environment for collaborative research in focussed areas. Over 50 universities are at present, utilizing Inter University Accelerator Center (IUAC) for research in the field: "Swift Heavy Ions in Materials Engineering and Characterization (SHIMEC)". DST funds this research through its IRHPA scheme, and UGC provides support to University projects approved by the Accelerator User Committee (AUC) under its UGC Funding of University Projects (UFUP) scheme through IUAC. This modus-operandi has proved to be effective in producing very large community of researchers in this area of accelerator based materials science and allied disciplines.

IUAC has planned to provide heavy ions of high energy to cater for the requirement of researchers in the areas of Heavy Ion Nuclear Physics and High Energy Heavy Ion Materials Science. The pelletron accelerator at IUAC is 15 MV tandem-Pelletron which provides heavy ions up to ~250 MeV. Super-conducting Linear Accelerator (LINAC) modules are being commissioned to augment the energy of heavy ions.

The HFIBF at University of Allahabad is based on an ECR ion source (Supernanogan) that is reliable for high performance in which the magnetic circuit is entirely made of permanent magnets both for the radial and longitudinal fields and thus the total electrical power is extremely low making it possible to run with RF power up to 750W at 14.5 GHz depending on the element and charge state needed. Supernanogan can be used in any kind of accelerator, i.e. RFQ, LINAC, Synchrotrons, Cyclotrons etc. RF plasma and oven / sputter ion sources are used in Supernanogan for gaseous ions and metallic ion beam, respectively. All the sources have been tested and the beams of Ar8+, Xe20+, He2+, C4+, O6+, Bi20+ and Ta20+ have been generated with high current of more than 160, 12, 800, 160, 160, 10, 3.2 mA, respectively, with 100% transmission. The source is equipped with maximum extracting voltage of 25 kV with 300 kV platform. This ion source is the reference source for Hadrontherapy, the ultimate cancer treatment method and is profusely used in several laboratories across the world. The high flux ion beams for the experiments will have good stability, emittance, profile, transport and homogeneity with higher beam quality for cutting edge physics and other disciplines. The talk aims at exploring the possibilities for young researchers in exciting field of accelerator research in universities.

Materials Science is an interdisciplinary field of science involving the properties of matter and its applications to various areas of science and engineering. This field of science tries to correlate and establish proper relationship between the structures of materials at the length scale from atomic dimension to the dimension of micrometer to their macroscopic properties. The proposed project is formulated after detailed discussions held during DST review committee meeting on April 10, 2017 under the chairmanship of Prof. G K Mehta at University of Allahabad. High fluence ion beam facility has already been installed at University and is fully functional. Test runs have been completed in the presence of Pantechnik, France,

supplier of the equipment and the Scientists and the staff working at the facility. A visit of atomic energy regulatory board (AERB, Mumbai) personnel is done for the approval to run the facility in full-fledged manner. Formal arrangements will be made for not only running the facility but also its development as a "User Facility" on round the clock basis.

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

5. CONCLUSION

Additional Information :

The University of Allahabad is fourth oldest university of the Republic of India. Earlier, it was Muir Central College named after Sir William Muir, then Lt. Governor of United Provinces, for recognition of his efforts to establish an educational institution. The University has completed 131 year of its outstanding services to the nation and humanity. The university since its foundation has been distinct by its landmark achievements in all the domains such as academic, moral and human values services to the society and nation.

It has a never-ending list of illustrious alumni, who have served the nation as President of India, Prime-Ministers, Chief Justice of India, Judges of Supreme and High Courts, Head of States, Ministers, Governors, Ambassadors, high-level Civil Servants and Constitutional Authorities. The University has long list of distinguished alumni who have note-worthy presence in all spectrums of human life and society including literature, science, politics, administration, music and fine-arts, social work, military services and judiciary.

Concluding Remarks :

The University of Allahabad, with a vision for excellence in teaching, research and service to the society. The University has amalgam of excellent faculty and galaxy of students with enthusiasm and innovative ideas. The University is committed to for access of education to all, especially to the students from low socio-economic backgrounds from all across the country. As per its motto 'QUOT RAMI TOT ARBORES' (as many branches, so many trees) it is fulfilling its commitment to learning and knowledge, and regards service to the nation and humanity as a whole.

The University makes constant efforts to morphose the lives of students by inculcating values of self-reliance, empathy, efficiency, judiciousness and creativity, which is basic principle of its teaching-learning system. Through these features, it educates the students with knowledge and lights a sense of honesty, responsibility, justice, integrity and commitment to the human values for upliftment of the society. The University of Allahabad is ready to meet the emerging demands and challenges of the nation and society.