



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**UNIVERSITY OF ALLAHABAD**

UNIVERSITY OF ALLAHABAD SENATE CAMPUS

211002

[www.allduniv.ac.in](http://www.allduniv.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The University of Allahabad was established on 23 September 1887, and is the fourth modern University of the Republic of India. It has completed 137 years of its outstanding services to the nation and humankind. It has created a distinct domain for itself in imparting knowledge and wisdom. The commitments to high academic standards, cultivation of values, and search for excellence and innovation have been the guiding factors of the University. The developmental phases of this great institution of learning and glorious tradition of teaching and research are broadly categorized as follows. During the First Phase (1887-1921), the University steadily enlarged the range of subjects of study and permitted colleges to take up research activities. It proceeded to set up its own teaching departments, libraries, laboratories and instituted a systematic doctoral level research programme. It was reincorporated as a provincially-funded unitary teaching and residential University in the Second Phase (1921-51) with the incorporation of the Muir Central College. The faculties of Arts, Commerce, Law, and Science were formally established, and the University gained global academic recognition. The consolidation of gains was achieved during the Third Phase (1951-2004) with the introduction of new professional degree courses and augmentation of modern research infrastructure. In recognition of its role, endeavours, and contribution in the fields of higher learning, national development, and social engagement, and with a view to help realize its potential, it was re-incorporated as a Central University by means of the University of Allahabad Act 2005, and declared as an institution of national importance. The change in status has resulted into significant improvements in the functional set up, statutes and ordinances, recruitment procedures, and provisions relating to institutions admitted to its privileges. The world-class academic, sports, research and development related infrastructure is built. Several academic, administrative, and residential buildings were constructed. New academic units in interdisciplinary areas, new skill-based programmes, research labs, and centres of excellence were established. Massive recruitment drives were also carried out. The consistent efforts have brought major transformation in the entire academic, research and innovation ecosystem of the University. The University is striving hard to become a global institution of eminence.

### **Vision**

The University of Allahabad envisions itself as a global hub of knowledge and academic excellence. Embodied in the emblem of the Banyan tree, the motto “Quot Rami Tot Arbores” or “?????: ??????????????????” translates as “as many branches, so many trees.” The motto inspires us to cultivate diverse academic disciplines, symbolized by the branches, contributing to a vast forest of wisdom. It shapes the young minds to become nation builders of the future. With a steadfast commitment to quality education, research, and cultural richness, the university aims to ascend to the ranks of the world's top-class institutions, fostering innovation and producing leaders who shape the future world, creating an environment where the frontiers of knowledge are explored and reaching out in commitment to enriching the lives of the people.

### **Mission**

To disseminate and advance knowledge by providing instructional and research facilities in the branches of learning; to make provisions for integrated courses in the humanities, the social sciences, the basic and applied science and technology in the educational programmes of the University; to take appropriate measures for

promoting innovations in teaching-learning process, interdisciplinary and professional studies and research, removal of gender disparities and the digital divide, and the application of knowledge to social advancement, national progress and human welfare; and to educate and train human resource for the development of the country.

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

### Institutional Strength

- Very rich tradition and legacy of imparting education in different branches of learning, and serving the nation from the last 137 years.
- Endless list of illustrious alumni who are testament of institutional strength including eminent academicians, researchers, statesmen, judicial officers, civil servants, distinguished politicians, sports persons, and other important personalities throughout the globe.
- World class education is provided at a very nominal cost without any discrimination.
- Wide range of programs of study and courses are covered.
- Well-structured, revised and revamped curriculum fascinates thousands of students from all parts of the country. The excellent road, rail, air connectivity, and fame of the city of Prayagraj add to it.
- Diversity, inclusivity, and gender equity is promoted in the campus.
- Internationally renowned and distinguished faculty members.
- Vibrant research culture with quality publications and outstanding research outcome.
- Centres of excellence in cutting-edge research areas of national importance, and extra-mural research funding from Govt. agencies.
- Good infrastructural facilities combining heritage and modern buildings, lecture-hall complexes, library and sophisticated instrumentation laboratories.
- Availability of sports and recreational facilities.
- High placement record and good performance of students in competitive examinations.
- Quality education, research and innovation ecosystem, good governance, augmentation of ICT infrastructure in teaching and administration, maintenance of a safe, green and hygienic campus, high satisfaction rate and low attrition rate of employees.
- Introduction of interdisciplinary and skill-based new academic programs aligned with the requirement of National Education Policy 2020.
- Huge number of community outreach and extension activities.

### Institutional Weakness

- Land-locked campus with limited scope of horizontal expansion.
- Scattered and disjoint campuses of Arts, Science, Commerce and Law Faculties
- Inadequate Hostel and Residential/Accommodation facilities
- Limited medical facilities in the campus
- Entire dependence on Central Government for funds, often leading to shortage of funds for new projects
- Relatively poor student-teacher ratio (of 50:1)
- Low enrolment ratio of students in MOOCs courses on SWAYAM
- Lesser number of international students.
- Limited University-industry interactions.
- Limited involvement of alumni and other stakeholders in University governance and quality assurance

initiatives.

### **Institutional Opportunity**

- Improvement in the quality of teaching-learning process and curriculum designing with recruitments of more than 300 new faculty teachers.
- Effective mechanism for improvement in governance and administrative efficiency as a result of recruitment of more than 350 new non-teaching staff.
- Implementation of NEP2020.
- Greater scope for high-quality research in areas of global importance.
- Improved resource mobilization (research funding), and enhanced collaborative activities.
- More number of Centres of Excellence in areas of national importance.
- Greater number of MoUs with leading organizations for faculty/student exchange as well as improved research output.
- Increase in Consultancy projects.
- Transforming to a totally Web-enabled University.
- Introduction of greater number of professional and skill-based courses towards scaling up the employability ratio of students.
- Effective feedback mechanism
- Further encouragement of outreach activities on socially relevant issues and adoption of nearby villages

### **Institutional Challenge**

- Generation of funds in the light of demands of students, teachers, employees
- High expectation of society
- Retaining competent, motivated and bright faculty members and students
- Tough competition from other institutions
- Keeping pace with rapidly changing technology and ever increasing investment on ICT infrastructure and energy sources
- Expansion of infrastructural and research facilities through extended/second campus
- Attracting a greater number of industries and employers for campus placements
- Environmental protection, pollution free campus, efficient waste-disposal system, conservation of energy

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

In the formulation and implementation of the curricula, it is ensured that the course content encompasses subject matter which is aligned with the vision, mission, and objectives of the University, and is relevant to the local, national, regional and global developmental needs of the 21st Century. Several new PG programmes are introduced following the guidelines of NEP 2020. The University offers 172 educational programmes through its 33 Departments, 14 Centres, 4 Institutes and 4 Faculties. A total of 2707 courses (including 752 new courses) are currently being offered by the University across all programmes. It also offers 62 certificate/value added/diploma courses. The University promotes value-added ICT enabled teaching-learning. The students are

encouraged to earn credits through the MOOCs courses on SWAYAM platform. The essential components of the 'Atma Nirbhar Bharat', particularly in relation to 'Start Up India', 'Skill India', and 'Indian Knowledge System' are continuously being adopted in the relevant study programmes. The structured feedback mechanism exists in the University for inviting suggestions from the students, teachers, parents, employers, and alumni. All efforts are made to ensure that various aspects of the effective curriculum planning are reflected in Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the programmes. The diverse range of academic programmes across different disciplines offered by the University ensures capacity building aligned with contemporary socio-economic demands while focusing on the employability, entrepreneurship, and skill development aspects. These programs are designed to provide students with practical, hands-on experience through dissertations, internships, and field projects for gaining valuable real-world experience in their chosen field of study. The Language lab gives training on better communication skills, translation, and vocabulary enrichment. The crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability are incorporated into the curriculum for the holistic development of students. The well-structured programmes on these aspects sensitize young generation to become responsible citizens and provide them a thorough understanding of ecosystems, natural resources, biodiversity and climate change. The academic departments as well as NSS units also organize various sensitization programmes and outreach activities on these issues regularly.

### **Teaching-learning and Evaluation**

The students of the University come from different parts of India, and have diverse socio-economic backgrounds. The University takes a proper care of their confidence level, medium of instructions at the school level, language proficiency, learning levels, and adopts a variety of student-centric approaches for overcoming the challenges faced by them. The University maintains high enrolment percentage of 90. The seats for reserved categories are filled strictly as per the UGC/Govt. of India reservation policy. The University is committed for access, equity, and quality in higher education. It imparts training for communication skills, interpersonal skills, soft skill development, personality development, career counselling, time management, and promotes digital learning through MOOCs, e-PG Pathshala, and NPTEL on SWAYAM. The student-centric methods, such as experiential learning, participative learning and problem-solving methodologies are widely used for enhancing teaching-learning experience. An impressive 98% of full-time teachers of University boast a Ph.D. degree. The teachers use ICT-enabled tools for effective teaching-learning process (flipped classrooms, blended learning etc.). The NCC and NSS units organize several outreach and extra-curricular activity throughout the year for promotion of community service through participatory learning. The internal assessment, mid-semester/end-semester examinations, practical/project work, and assignments essentially contain questions for assessing the problem solving approach of students. The examinations are held in time, and the examination division is automated. The duly approved examination related ordinances are in place. On an average, the results are declared within 38 days from the date of last examination. The pass percentage of students in UG and PG classes is 96% on an average. The evaluation system follows Bloom's taxonomy. The mentor-mentee scheme is effective, and addresses academics and student-psychological issues. Various remedial measures are taken for slow and advanced learners. The CBCS framework's flexibility fosters personalized learning experiences. The syllabus of various departments includes details about CO, PO, PSO, and assessment. The student-centric learning outcomes are closely integrated into the assessment process. The POs, COs, and PSOs are widely publicized, and their attainment levels are analysed. These outcomes are updated/revised in accordance with attainment levels as well as feedback from stakeholders.

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

The University regularly updates the existing research facilities, as well as procures state-of-the-art instruments for the cutting-edge research. The quality multi-disciplinary research is promoted in emerging areas of societal and industrial importance through inter-departmental research activities, and inter-institutional collaborations. The science laboratories are equipped with high-end sophisticated instruments. In the last 5 years, 894 PhDs were awarded, and currently 1312 Ph.D. students are enrolled in 53 academic units. A total of 53 Patents are published; 157 sponsored and consultancy projects are executed with sanctioned grants of approximately Rs. 86 Crores; 5400 research papers are published in the UGC CARE listed journals, and 1200 books and chapters are published in edited volumes in the last five years. The University maintains h-index of 60. The research work of many faculty members are recognized at the national/international levels. The faculty members received over 200 national/international fellowships/financial support from different agencies for advanced studies and research. Several teachers have developed e-content for e-PG-Pathshala and MOOCs on SWAYAM. 16 MoUs were signed for joint research activities and student/faculty exchange. Several departments are supported by DST-PURSE, DST-FIST, and DBT-Builder schemes. The committees for the IPR, Patent, and Plagiarism are in place. The University has well-structured Academic Integrity and Research conduct Policy, which includes guidelines related to: respect for human dignity, scientific integrity, Institutional Ethics Review Board, animal welfare, social responsibility, and conflict of interest. The best teacher and researcher awards are given for incentivizing research and innovation activities. The Incubation Center fosters innovation and entrepreneurship by supporting innovative business ideas that may lead to viable business enterprises, thereby promoting the spirit of 'Atma Nirbhar Bharat'. The 07 Chairs of University foster excellence in teaching, research, scholarship, and professional competence. The workshops on patent filing/publishing and grant of patent are organized. The University's policy on consultancy represents a strategic approach to enhance academic engagement, foster innovation, generate funds, and drive external partnerships. A majority of social and extension activities, such as legal aid clinics, water, health and hygiene awareness programmes, cleanliness drives, Swachhta Pakhwada, no-to-plastic campaigns, tree plantation drives etc. are carried out for the benefit of local population.

### **Infrastructure and Learning Resources**

Alongside iconic heritage buildings, the University has embraced modernity by investing in state-of-the-art teaching-learning facilities. With 475 classrooms equipped with ICT facilities (out of which 98 are smart classrooms), students have access to advanced educational tools. The classrooms are furnished with modern seating arrangements, adequate lighting, appropriate acoustics to facilitate effective communication and interaction between students and faculty. The 52 laboratories are equipped with modern instruments and tools, adhering to international standards and safety norms. The annual budget is allocated to academic units for the procurement of new laboratory equipment and chemicals. The sports and recreational facilities include a hockey turf, tennis court, basketball court, volleyball court, football field, cricket stadium, sports complex having modern gymnasium. The renovated Nirala Art Gallery and Tilak Bhawan are used for organizing cultural activities. The University has auditoriums, seminar halls, open theaters, fashion hall, fashion galleries, and sculpture lab. The Incubation Centre of the University fosters a culture of research, innovation, and entrepreneurship among students. The Central library has a remarkable collection of over 766884 books and bound volumes journals, 20052 PhD theses in hard and soft copy formats, 4221 e-books, 114 print journals, 11 e-databases, 22 newspapers, 35 magazines, and more than 6504 e-journals. It also has rare objects of historical value that have considerable research and archival importance. The library facilitates access to e-resources and databases. It has digitalized approximately 30000 books under the UDL project. The DDC and AACR-2 are followed for classification and cataloguing of documents, and SOUL 3.0 is used for creation of database. The OPAC and WEBOPAC system are used for bibliographic information of printed collections. The library provides remote login facility to its users. The University provides a high-speed Wi-Fi and LAN network,

which is continuously upgraded towards its optimum utilization. A fully equipped IT enabled language lab is also established. A campus wide CCTV surveillance system exists in the University. The implementation of e-office management system has significantly reduced paperwork and administrative burdens. The examinations, admissions, faculty promotions, leave and payroll management systems of the University are integrated on the Samarth portal. Currently, the University is equipped with more than 5000 computers. These computers are regularly maintained and upgraded to the evolving technological requirements of the academic units.

### **Student Support and Progression**

The University is committed to provide extensive support to its students, ensuring their holistic development and successful transition into professional sphere. It provides institutional and government scholarships and freeships to students. An efficient career counselling and guidance cell exists in the University, which helps students for preparation of competitive examinations, placement and career opportunities. It facilitates collaboration with industry for interaction between students and potential employers. The University regularly organizes several capacity development and skills enhancement activities for improving students' capability in soft skills, language and communication skills, life skills such as Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills. The students are also made aware about the recent trends in technology. The mechanisms are in place for the redressal of student grievances including sexual harassment and ragging cases. The guidelines of statutory/regulatory bodies in this regard are strictly followed. The University has always been recognized as a prominent centre for having very high selection rate in Civil Services, Judicial services, and other competitive examinations. The students have won several awards/medals for outstanding performance in sports/cultural activities. The University has a rich legacy of active student engagement in curricular and extracurricular activities. The suggestions and feedbacks are invited from students about curriculum updation, programs of study, students' welfare related activities, hostel facilities and their maintenance, hygiene issues, outreach programs, sports and cultural activities. The Sports board and Department of Physical Education regularly organize several sports competitions and events. The students also participate in national/state level sports competitions. The cultural committee, Dept. of Music and Performing Arts, other academic units and hostels organize several cultural competitions and events throughout the year. The University has a registered and functional Alumni Association. The distinguished Alumni of the University are placed in academic and research institutions, judiciary, administrative services, corporate sector, and industries. These notable alumni acted as a bridge and interface between the students and various sectors, and immensely helped the students in their placement. The Alumni engagement has facilitated knowledge sharing, helped in generation of funds for institutional development, and promoted the exchange of experiences among stakeholders.

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

The University has a dynamic and participative administrative structure for accomplishing excellence in academics, research and social outreach in accordance with its vision and mission. It promotes decentralisation of power at various levels of governance, and encourages a culture of participative management for enhanced academic-administrative efficiency. The short-term and long-term institutional plans (e.g., policies for different stakeholders, administrative setup, appointment, service rules and procedures) are chalked out and their effective implementation is ensured by the authorities. The full implementation of NEP 2020 is underway. The University has executed e-governance in all its operations, namely, administrative e-file management system, online complaint management system, online and cashless finance and account management, fully online student admission and support, as well as examination system. There is a mandatory annual performance

appraisal system for teachers and employees. The University ensures effective implementation of welfare measures for teaching and non-teaching staff. For them, the avenues for career development and progression also exist. The teachers are provided with financial support to attend conferences/workshops. A large number of teachers also participated in the Faculty Development Programmes, Refresher Courses, and Guru-Dakshta Faculty Induction Programmes. The University encourages its teachers for increased generation of extra-mural funding through project grants and consultancy, and ensures optimum utilization of available resources. The internal and external (CAG) financial audits are carried out regularly as per the Govt. of India policy. The Internal Quality Assurance Cell (IQAC) of the University has immensely contributed in making the strategies for quality assurance and implementing them in the best possible manner. It has reviewed and monitored the teaching-learning process, and has scrutinized structures and methodologies of operations and learning outcomes. It helped the University in massive recruitment of teaching (353) and non-teaching (372) posts. The annual academic and administrative audits are conducted, and action taken reports are prepared and shared with the stakeholders. The conferences/workshops/orientation programmes on quality improvement issues and cutting-edge research of global importance are conducted at regular intervals for teachers and students under the aegis of IQAC. The MoUs and inter-institutional collaborative activities are promoted. The University participates in NIRF, QS ranking and Times ranking.

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

The University promotes gender equity, and no discrimination is made on the basis of gender. The Gender audit is conducted annually. The Centre of Women's Studies organizes academic activities for gender sensitization and awareness. The NSS, NCC units and several departments regularly organize training and outreach programmes for the physical, social, and mental well-being of students. The use of renewable and alternate energy sources is promoted. The rooftop solar power panels are installed and generated energy is connected to national grid for net metering. The biogas plant, LED bulbs and energy efficient equipment are used. A robust waste management system is in place for solid waste, liquid waste, biomedical waste, e-waste, hazardous chemicals and radioactive waste. The water conservation facilities such as, rain water harvesting, waste water recycling, borewell/open well recharge, construction of tanks are available. The University conducts green audit and energy audit. New buildings are GRIHA compliant. There is restricted entry of automobiles in the campus. The use of bicycles and battery powered vehicles is promoted and pedestrian friendly pathways are constructed. The upkeep and maintenance of green campus and its landscape, garden, lawns and trees is ensured. The use of bags made of paper, cloth, jute, and bio-degradable materials is encouraged for "plastic free" campus. The campus is differently-abled friendly with proper facilities for them, like ramps/lifts, washrooms, signage, assistive technology. Fostering an inclusive environment with respect to tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic diversities is a hallmark of the University. The programmes to sensitize stakeholders towards constitutional obligations: values, rights, duties and responsibilities of the citizens are organized. The code of conduct exists for students, teachers, and employees. One of the best practices of the University is its endeavour to guide, support and train the students through various kinds of counselling activities, such as Mental and Psychological Counselling, Legal Counselling, Mentor-Mentee Programmes, Agricultural Counselling, Health Counselling, Gender Counselling, and Career Counselling. Another socially relevant and highly successful best practice is 'Strengthening Farmers, Strengthening India'. The institutional distinctiveness lies in 'Innovative Research & Development Facilities and Centre's of Excellence in Areas of National Development'.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF ALLAHABAD
Address	University of Allahabad Senate Campus
City	Prayagraj
State	Uttar pradesh
Pin	211002
Website	<a href="http://www.allduniv.ac.in">www.allduniv.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Sangita Srivastava	0532-2461083	9335659256	-	ictcell@allduniv.ac.in
IQAC / CIQA coordinator	Madhurendra Kumar	-	9412144268	-	iqacuo@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	Affiliated College
Establishment Date	01-07-1872

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	14-07-2005	<a href="#">View Document</a>
12B of UGC	14-07-2005	<a href="#">View Document</a>

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	University of Allahabad Senate Campus	Urban	239.915	231816.2	PhD, MA, BA, MSc, BSc, MEd, Dis. Man. and Env. St. integr., BPA, M.P.A., M.P.Ed., M.F.A., B.Com, BBA & MBA integr., M.B.A, M.Com, LLB, BALLB, LLM, BTech, MTech, BVoc, BCA, Integrate d BCA & MCA, MCA, PGDCA, Integr. UG & PG in Food Tech, MVoc		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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**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	8
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	1
Colleges with Postgraduate Departments	10
Colleges with Research Departments	10
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes										
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td><a href="#">101993_2179_4_1535571736.pdf</a></td> </tr> <tr> <td>NCTE</td> <td><a href="#">101993_15153_4_1716887984.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">101993_2179_8_1536057417.PDF</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">101993_15153_8_1716284599.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	NCTE	<a href="#">101993_2179_4_1535571736.pdf</a>	NCTE	<a href="#">101993_15153_4_1716887984.pdf</a>	BCI	<a href="#">101993_2179_8_1536057417.PDF</a>	BCI	<a href="#">101993_15153_8_1716284599.pdf</a>	
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BCI	<a href="#">101993_2179_8_1536057417.PDF</a>										
BCI	<a href="#">101993_15153_8_1716284599.pdf</a>										

**Details Of Teaching & Non-Teaching Staff Of University**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	79				205				579			
Recruited	15	1	0	16	60	17	0	77	306	140	0	446
Yet to Recruit	63				128				133			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				1389
Recruited	795	96	0	891
Yet to Recruit				498
On Contract	17	0	0	17

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				421
Recruited	224	18	0	242
Yet to Recruit				179
On Contract	3	0	0	3

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	1	0	0	1
Ph.D.	15	1	0	60	17	0	298	138	0	529
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	4	1	0	5
Adjunct Professor	0	1	0	1
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	Political Science	Rajiv Gandhi Chair	UGC
2	Sanskrit	Pt. Ganga Nath Jha Chair	UGC
3	Urdu	Munshi Premchand Chair	UGC
4	Physics	M N Saha Chair	DST
5	Political Science	Pt. Deen Dayal Upadhyaya Chair	UGC
6	Hindi	Nirala Study and Research Centre	UGC
7	Economics	Niti Aayog Chair	Niti Aayog earlier known as Planning Commission

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3181	564	0	0	3745
	Female	2093	256	2	0	2351
	Others	0	0	0	0	0
PG	Male	1723	108	0	0	1831
	Female	1446	168	0	0	1614
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	7	1	0	0	8
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	183	97	0	2	282
	Female	165	134	0	0	299
	Others	0	0	0	0	0
Diploma	Male	23	5	0	0	28
	Female	32	6	0	0	38
	Others	0	0	0	0	0
Certificate / Awareness	Male	66	17	0	0	83
	Female	51	13	0	0	64
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	5

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	36	9	0	0	45
Female	35	3	0	0	38
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	19
Number of UGC Refresher Course	58
Number of University's own Programmes	13
Total Number of Programmes Conducted (last five years)	90

**Accreditation Details**

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
B++	81.55			
		<a href="#">Naac_Certificates_01.pdf</a>		
B++	2.86			
Cycle 2	Accreditation	4		<a href="#">View Document</a>

**2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

<b>Department Name</b>	<b>Upload Report</b>
Ancient History	<a href="#">View Document</a>
Anthropology	<a href="#">View Document</a>
Arabic And Persian	<a href="#">View Document</a>
Biochemistry	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Centre For Globalization And Development Studies	<a href="#">View Document</a>
Centre For Material Sciences	<a href="#">View Document</a>
Centre For Theatre And Film	<a href="#">View Document</a>
Centre For Women Studies	<a href="#">View Document</a>
Centre Of Behavioral And Cognitive Sciences	<a href="#">View Document</a>
Centre Of Bioinformatics	<a href="#">View Document</a>
Centre Of Biotechnology	<a href="#">View Document</a>
Centre Of Computer Education	<a href="#">View Document</a>
Centre Of Environmental Studies	<a href="#">View Document</a>
Centre Of Fashion Design And Technology	<a href="#">View Document</a>
Centre Of Food Technology	<a href="#">View Document</a>
Centre Of Media Studies	<a href="#">View Document</a>
Centre Of Science And Society	<a href="#">View Document</a>
Centre Of Vocational Education And Skill Development	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce And Business Administration	<a href="#">View Document</a>
Defence And Strategic Studies	<a href="#">View Document</a>
Earth And Planetary Sciences	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
Electronics And Communication	<a href="#">View Document</a>
English And Modern European Languages	<a href="#">View Document</a>

Family And Community Science	<a href="#">View Document</a>
Geography	<a href="#">View Document</a>
Govind Ballabh Pant Social Science Institute	<a href="#">View Document</a>
Hindi And Modern Indian Languages	<a href="#">View Document</a>
Journalism And Mass Communication	<a href="#">View Document</a>
K Banerjee Centre Of Atmospheric And Ocean Studies	<a href="#">View Document</a>
Law	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Medieval And Modern History	<a href="#">View Document</a>
Music And Performing Arts	<a href="#">View Document</a>
Philosophy	<a href="#">View Document</a>
Physical Education	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Sanskrit Pali Prakrit And Oriental Languages	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
Urdu	<a href="#">View Document</a>
Visual Arts	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The multidisciplinary/interdisciplinary teaching and research is promoted and encouraged in the University. The University has recognized long ago that the rigid traditional disciplinary boundaries are breaking, and there exists excellent opportunity to learn and explore from different fields of knowledge, especially how disciplinary interactions help in creating useful knowledge for the benefit of society and nation. With this objective in mind, the Institute
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	<p>of Interdisciplinary Studies (IIDS) was setup in the University. The K. Banerjee Centre of Atmospheric and Ocean Studies, Centre of Bioinformatics, Centre of Biotechnology, Centre of Environmental Studies, Centre of Globalization and Development Studies, Centre of Material Science, Centre of Science and Society, M N Saha Centre of Space Studies, and Centre of Women's Studies, Centre of Film and Theatre Studies are established as part of IIDS with the support from UGC. These Centres carry out advanced teaching and research the respective fields of study in a truly interdisciplinary manner. In addition to this, multidisciplinary/interdisciplinary culture is incorporated in traditional subjects with suitable restructuring of curriculum at UG/PG levels as per the mandates of NEP2020. The University has also started new multidisciplinary/interdisciplinary programmes following NEP2020 with multiple entry-exit options. Contributing to multidisciplinary teaching-learning (curriculum, pedagogy, technology-enabled blended learning, assessment and evaluation etc.) as visualized in the NEP 2020 and develop specialized experts in these areas is one of the University's priorities. The University adheres to the UGC Guidelines for Transforming Higher Education Institutions (HEIs) into multidisciplinary institutions. It helps in maximizing productivity with enhanced focus towards research and development, innovation and incubation. The MMMTTC and various academic units regularly organize workshops and conferences to create awareness about NEP2020, and the role of multidisciplinary/interdisciplinary education in effective implementation of this policy. The multidisciplinary teaching and research are also promoted through inter-institutional collaborations and MoUs.</p>
2. Academic bank of credits (ABC):	<p>The University has taken significant steps to ensure a smooth implementation of the ABC ID system for both undergraduate and postgraduate programs since 2020. The data collection has started with effect from session 2023-24. A total of 67000 registrations have been made till date, and 643 Credit of 2020 students of PG classes are uploaded. The University has upgraded its digital infrastructure to support the collection, storage, and management of ABC IDs. This includes enhanced database systems that securely stores student information while ensuring</p>

	<p>easy accessibility for administrative staff. The comprehensive training sessions have been conducted for faculty and administrative staff to familiarize them with the ABC ID system. These sessions cover the importance of the ID, how to integrate it into existing processes, and troubleshooting potential issues. In addition, the process of creation of ABC ID is properly highlighted on the University's website. To ensure that students understand the significance of the ABC ID, the University has launched awareness campaigns. This includes orientation programs for new students at the time of admission, where they are informed about the purpose of the ID and its role throughout their academic journey. The ABC ID is integrated into various academic systems, including student portals, grading systems, and attendance tracking. This integration ensures that all aspects of a student's academic life are linked to their unique identifier, simplifying administrative tasks. The University has established mechanisms for continuous monitoring of the ABC ID implementation process. The feedback from students and staff is actively sought to identify any challenges and make necessary adjustments to improve the system. The University is committed to ensuring data privacy and security of collected data. The policies and protocols are in place to protect student data, adhering to relevant regulations and best practices. The University is also exploring future enhancements to the ABC ID system, such as its integration with alumni services and career placement initiatives, providing long-term benefits to students beyond their academic tenure. The seamless system of award and transfer of credits not only enables student mobility, but also promotes academic flexibility.</p>
<p>3. Skill development:</p>	<p>Supporting and upgrading the already existing skill development courses, and introducing new skill based courses are an integral part of NEP 2020 implementation policy of the University. The theoretical as well as lab/field work and hands on training is provided to students of these courses. Various Centres are established under the Institute of Professional Studies (IPS) for this purpose, such as Centre of Food Technology, Centre of Computer Education and Training, Centre of Media Studies (Photo Journalism and Visual Communication), Centre of Fashion Studies etc. The Centre of</p>

	<p>Vocational Studies also exist in the University. These Centres run several programmes on skill development. The value added courses run by these Centres increase the employability opportunities for the students. The University-industry partnership is also encouraged in line with NEP 2020. The skill based programmes of the University are designed in accordance with National Skills Qualifications Framework (NSQF) to promote student mobility, and to capitalize international employment opportunities. The Incubation Centre of the University conducts hands on training and workshops on 'Start Up India', 'Skill India', 'Make in India', and 'Atma Nirbhar Bharat'. The Language lab gives training on better communication skills, interpersonal skills, soft skill development, translation, and vocabulary enrichment. The University also imparts training on life skill development courses, such as Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The University has always promoted the integration of Indian Knowledge System (IKS) in various courses of study as per the mandate of NEP2020. The richness and diversity of the ancient Indian knowledge system, and its immense contribution in development of tools/practices for societal applications has been recognized globally. The treasure of knowledge available in the ancient texts of Sanskrit, Pali, Prakrit, and all native Indian languages has largely remained unexplored. The evolution of IKS has covered a wide range of subjects, such as Astronomy (Physics), Ayurveda (Medical Science), Yoga and Meditation (Physical Fitness, Health, Hygiene, and Wellbeing), Mathematics and Computing, Climate Science, Languages and Linguistics, Material Science, Rasa-Shastra, Public Administration, Defence and Strategic Studies, Management Science and many more. The University focuses on incorporating the IKS into teaching-learning process, and is in the process of blending the components of IKS in syllabi of various subjects. The faculty members of the University have been sanctioned several projects for promotion of IKS in teaching and research activities. The teaching in Indian language is promoted in the University. Several academic units of the University regularly organize workshops/seminar/conferences on IKS.</p>

5. Focus on Outcome based education (OBE):	<p>The University has always harped upon Outcome Based Education (OBE). The University adheres to the National Curricula framework, specifically the Learning Outcome based Curriculum Framework (LOCF) as mandated by UGC. After the introduction of NEP 2020, the curriculum and syllabus has been designed with a perspective to give desired outcomes to the students. The efforts are made to follow the NEP 2020 guidelines on OBE to make the education inclusive, experiential, participatory, and student-centric. Several multidisciplinary, integrated, vocational, and skill based courses are introduced for the promotion of OBE. The learning outcomes are closely integrated into the assessment process, ensuring that students' progress and achievements align with the expected educational standards. The mapping of Course Outcomes (COs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) is aligned with requirement of UG and PG programmes. The UG, PG course contents are comprehensively restructured and regularly updated based on the attainment levels of PO, CO, and PSO. These efforts help in promoting OBE in the campus. For this purpose, suggestions are also invited from different stakeholders through structured feedback mechanism. Several workshops and training programmes are organized for training and skill development of teachers and students for achieving the goals stipulated in the learning outcomes. The cardinal principals of education policy, viz. access, equity and quality of education are reflected in framing of different courses of study in the University.</p>
6. Distance education/online education:	<p>The use of Online education is immensely promoted for teaching-learning and research activities during COVID-19. The training and exposure of ICT tools for an extended period of time has helped the University in smooth transition from traditional chalk-talk method of learning to blended Online mode of learning. The state-of-the-art ICT infrastructure (smart classes, multimedia audio-visual facility, high speed internet connectivity, increased number of WiFi access points) for Online education is built in the University. The use of virtual classrooms is encouraged. The faculty-student interaction times have increased (e.g, through online seminar and meetings, use of social media tools etc.). The remote</p>

login facility for online access of library resources has benefited research and innovation ecosystem of the University. The University follows the guidelines of UGC (ODL Programmes & OL Programmes) Regulations, 2020 and its subsequent amendments. The necessary formalities regarding opening of courses supported by the Distance Education Bureau (DEB) in the University have been completed, and the formal recognition of DEB is currently underway. The LMS and MOODLE platforms exist and encouraged in the University. The students of the University are encouraged to take maximum allowed credits by enrolling themselves in the MOOCs courses on SWAYAM platform. Several faculty members of the University are developing e-content and online lectures (for recorded as well as real-time delivery) for teaching-learning and research activities. The faculty members of the University also prepare e-content for e-PG Pathshala. Further, they regularly update themselves with the state-of-the-art knowledge and changing technological needs in their respective fields of study.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The university has organized several programmes and awareness campaigns to encourage students to participate actively in elections. It organized the 'my first vote for the country' campaign on 2 March 2024. The programme aimed primarily at encouraging first-time voters to engage in the democratic process through voting. Several other lectures and interactive sessions were organised to create awareness among the students about the electoral process in various departments under the banner of 'mera pehla vote desh keliye'. The programmes have made a significant impact on the students in terms of enhancing their knowledge and

awareness regarding the voting process, thereby encouraging their peer groups and other people around them to be involved in ethical voting. The Electoral Literacy Club in the university provides hands-on experience to make students aware of their electoral rights and the process of electoral registration and voting. In this connection, the university has conducted a poster-making competition. A significant number of students participated in the competition and made posters related to the electoral process and related activities. Quiz competitions were also held under the aegis of Electoral Literacy Club to create awareness among the states. Another innovative initiative taken by the ELC in the university is slogan writing competition. Students from various departments are involved in the competition. The creative minds of students were reflected in the innovative slogans that were directed at raising the understanding and knowledge of the electoral system in the country. ELC in the university has also conducted orientation events to sensitise the university community about the significance and role of elections and electoral participation in enhancing and emboldening the democratic principles and process in the country. It involves the screening of videos that show different stages of the electoral process, the role of the election commission, etc. Discussion forums are also commenced during such events. These orientation events largely attract a huge number of enthusiastic students who are eager to know and understand the complexities of electoral system in the country. The ELC in the university has also organised a debate competition on the theme of electoral reforms. Through the medium of ELC, students were able to express their opinions and thoughts on the need to reform the electoral system in order to ensure inclusiveness and representation of all. The active involvement of students to foster electoral literacy through their participation in the events organised by ELC of the university is incredible. The winners of the competitions were given due recognition through prizes.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in

The university has organized several programmes and awareness campaigns to encourage students to participate actively in elections. It organized the 'my first vote for the country' campaign on 2 March 2024. The programme aimed primarily at

electoral processes, etc.

encouraging first-time voters to engage in the democratic process through voting. Several other lectures and interactive sessions were organised to create awareness among the students about the electoral process in various departments under the banner of 'mera pehla vote desh keliye'. The programmes have made a significant impact on the students in terms of enhancing their knowledge and awareness regarding the voting process, thereby encouraging their peer groups and other people around them to be involved in ethical voting. The Electoral Literacy Club in the university provides hands-on experience to make students aware of their electoral rights and the process of electoral registration and voting. In this connection, the university has conducted a poster-making competition. A significant number of students participated in the competition and made posters related to the electoral process and related activities. Quiz competitions were also held under the aegis of Electoral Literacy Club to create awareness among the states. Another innovative initiative taken by the ELC in the university is slogan writing competition. Students from various departments are involved in the competition. The creative minds of students were reflected in the innovative slogans that were directed at raising the understanding and knowledge of the electoral system in the country. ELC in the university has also conducted orientation events to sensitise the university community about the significance and role of elections and electoral participation in enhancing and emboldening the democratic principles and process in the country. It involves the screening of videos that show different stages of the electoral process, the role of the election commission, etc. Discussion forums are also commenced during such events. These orientation events largely attract a huge number of enthusiastic students who are eager to know and understand the complexities of electoral system in the country. The ELC in the university has also organised a debate competition on the theme of electoral reforms. Through the medium of ELC, students were able to express their opinions and thoughts on the need to reform the electoral system in order to ensure inclusiveness and representation of all. The active involvement of students to foster electoral literacy through their participation in the events organised by ELC of the university in

	incredible. The winners of the competitions were given due recognition through prizes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The university organises programmes periodically to encourage those students who were not registered as voters as follows: Wall Magazine: The students of NCC and NSS put slogans regarding electoral literacy on the walls of different campuses of the University to have awareness to become voter. National Voter Day Celebrations: The University does many activities on the voter's day through different activities to aware students regarding the benefits of being a voter. The officials of the district administration are also invited to deliver talk to encourage young voters to take part in electoral process. Voter's Awareness Movement (Matdata Jagrukata Abhiyaan: The University organized voter awareness program with the help of NSS volunteers in the campus as well as out of the campus to aware young voters to become a eligible voter. As a result, a significant number of students in the university who are above the age of 18 years are in the electoral roll.

## Extended Profile

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### 1 Students

#### 1.1

**Number of students on rolls year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
25560	25395	22472	18060	19436
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
8211	9006	7703	6359	5916
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

**Number of full time teachers in the institution year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
517	486	309	263	323
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

**Response: 517**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
11214.82	7619.73	7548.16	6474.87	8188.19

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University**

**Response:**

The curriculum of different academic units is designed to reflect the vision, mission, and objectives of the University of Allahabad. In the formulation and implementation of the curricula, it is ensured that the course content encompasses subject matter which is relevant to the local, national, regional and global developmental needs. Envisioned in its motto, "Quot Rami Tot Arbores" (As many branches, so many trees ??????: ??????????????????????), the University offers a top-notch socially relevant education, fostering a well-rounded understanding of the complexities of our ever-evolving society. This approach seeks to cultivate a highly skilled workforce capable of tackling the complex challenges presented by knowledge economy society. The University has introduced several new PG programmes following the guidelines of the National Education Policy (NEP) 2020. It is currently in the process of revamping its traditional UG and PG level academic programmes in line with the NEP 2020. The University adheres to the National Curricula framework, specifically the Learning Outcome based Curriculum Framework (LOCF) as mandated by UGC. The elements such as Lok Vidya, Bharat Bodh, Yoga, Sports, NSS, NCC, constitutional ideals, and democratic values are becoming part of the revised syllabi. A varied learning experience is offered to students coming from different parts of the country through high-quality inclusive education for their overall development. The University offers a wide range of 172 educational programmes through its 33 departments, 14 centres, 4 Institutes and 4 faculties. The teaching programmes are designed keeping in mind the global competencies and 21st century skills. The University offers programmes that emphasise practical learning through projects and internships, allowing students to gain valuable real-world experience in their chosen field. Furthermore, as a leading educational institution, the research and innovation related contents are essential ingredients of its curriculum. The curriculum places a strong emphasis on the interdisciplinary approach, fostering a deep and thorough understanding of scientific, technological, and societal matters. The University promotes ICT enabled teaching-learning. For this purpose, all the departments of the University are equipped with smart classrooms having modern ICT tools. The inclusion of value-added components of ICT ensures that students are capable to compete at a global level. The students are also encouraged to earn credits through the MOOCs courses on SWAYAM platform as per the Government policy. The essential components of the 'Aatma Nirbhar Bharat', particularly in relation to 'Start Up India', 'Skill India', and 'Indian Knowledge System' are continuously being adopted in the relevant study programmes across different disciplines. The Incubation Centre of the University supports the development of innovative research ideas that aligns with the 'Make in India' initiative, fostering entrepreneurship and start-ups. In order to meet the needs and aspirations of various stakeholders, the feedback and suggestions are invited from the students, teachers, employers, and alumni while development and updation/revision of the course content. All efforts are made to ensure that various aspects of the effective curriculum planning are reflected in Programme outcomes (POs), Programme Specific

Outcomes (PSOs) and Course Outcomes (COs) of the programmes offered by the University.

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

### 1.1.2

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

#### **Response:**

The diverse range of academic programmes across different disciplines offered by the University ensures capacity building aligned with contemporary socio-economic demands while focusing on the employability, entrepreneurship, and skill development aspects. The curriculum design focuses on training the students to cope up with the ever evolving challenges of the job market and help them become a global citizen. The University-Industry interface Cell makes suggestions from time to time regarding updation and revision of the syllabi as per the demands of industry, job market, and technological advancements. More specifically, all the courses offered by different academic units of the Institute of Professional Studies, Institute of Interdisciplinary Studies, Institute of Vocation Studies, Department of Electronics and Communication, Music and Performing Arts, Fine Arts, Law, Commerce and Business Administration, Physical Education, Journalism and Mass Communication, and Languages essentially incorporate employability, entrepreneurship, and skill development aspects. The curriculum of most of these courses includes research projects, internships, practical training, field visits, and industrial visits. These programs ensure that in addition to academic qualification, the students should also have practical skills needed to thrive in competitive job markets. The Incubation Centre and programs such as the MBA and MBA-Rural Development are tailored to instil entrepreneurial skills in students, encouraging them to innovate and create new business opportunities. The curriculum includes modules on financial investment strategies, which are critical for anyone looking to start their own business. The specialized programs like M.Sc. in Design & Innovation (Rural Technology) not only focus on technical skills but also on how these skills can be applied to foster innovation in rural areas. This unique approach ensures that graduates are not only job seekers but also potential job creators, contributing to the economic development of their communities. The diploma and certificate programmes in languages like French, Russian, and German, BTech/MTech programmes in Electronics & Communication and Computer Science, as well as courses on Data Science and Artificial Intelligence, help students acquire a diverse skill set that enhances their employability. These programs are designed to provide students with practical, hands-on experience, which is further reinforced through dissertations, internships, and field projects that are integrated across various programs. The M.Ed. and M.P.Ed. programmes include a strong emphasis on practical teaching experience, while the Integrated 5-year Law program offers extensive legal training that prepares students for the challenges of the legal profession. The Language lab of the University gives training on better communication skills, translation, and vocabulary enrichment. The M.Sc. programmes in Bio Technology, Bio Informatics, Food Technology,

Textile & Apparel Designing are designed to address the needs of emerging industries. The university also offers a range of vocational programs that are closely aligned with industry needs. The B.Voc. in Fashion Design & Technology and B.Voc. in Media Studies are prime examples of how the university is catering to niche markets by providing specialized training that leads directly to employment. These programs combine theoretical knowledge with practical skills, ensuring that graduates are ready to enter the workforce immediately after completing their studies.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 27.67

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

**Response:** 749

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

**Response:** 2707

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

The University has incorporated crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum for the holistic development of the students. The human values and professional ethics holds a significant component in the University curricula. Several courses like - Peace and Conflict Studies, Human Rights, Indian Constitution, Communication Skills, Philosophy of Religion, Ethics, Behavioural Science, Cyber Security, Environmental Studies, Intellectual Property Rights, Development Studies, Research Methodology etc. are being offered by different academic units to instill a sense of human values and professional ethics among students. These courses focus on inculcating fundamental principles necessary for a peaceful and cooperative society. The workshops and popular talks are also organized for this purpose. The NSS and NCC units as well as initiatives like 'Ek Bharat Shresth Bharat' help in raising awareness among students and the community about various issues, including Cleanliness, Health, Hygiene, Blood Donation Camps, National Integration etc. The University enforces the requirement of ethical approval by a committee for research work, ensuring the protection of animal and human ethics. The University adheres to biosecurity and safety regulations of the Government of India. To promote ethics in research, the central library provides access to plagiarism detection software for articles and doctoral theses. There is special emphasis in promoting gender values and eliminating gender bias inside the University campus through structured curricula. A Certificate course on Understanding Gender and a Master's Program in Women's Studies are run at the Centre for Women's Studies. These program are designed to familiarize and sensitize more and more people in society towards issues relating to Gender, Women's Rights, and Feminist movement. Several activities inside and outside the campus are organized by the Centre for Women's Studies and other departments of the University. The University regularly organizes activities on gender sensitization, gender equality, and crime against women. Special lectures are also organized for this purpose from time to time by inviting distinguished personalities working in the field. The poster competitions and exhibitions are organized on gender related programmes, such as 'Right to Birth', 'Education for Girl Child', 'Mission Shakti' and 'Beti Bachao Beti Padhao'. The International Women's Day is celebrated in the University. The sustainable development in a global warming scenario poses a great challenge for the mankind. The Centre of Environmental Science, K. Banerjee Centre of Atmospheric and Ocean Studies, Dept. of Geography, Dept. of Earth and Planetary Science has well-structured programmes on environmental sustainability. In addition to this, the University has course modules on environmental economics, population studies, disaster management, renewal energy sources, remote sensing etc. These courses sensitize the young generation to become responsible citizens and provide them a thorough understanding of ecosystems, natural resources, biodiversity, various forms of pollution, along with their efficient management. The academic departments as well as NSS units organize various sensitization programmes and outreach activities on environment and sustainability aspects from time to time. The world environment day, Ozone day, Earth Day are celebrated with enthusiasm and active participation of students in different activities.

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

**1.3.2**

**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years**

**Response:** 94

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

**1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 85

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

**Response:** 102

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

Response: 120

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 84.33

##### 2.1.1.1 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
11142	12421	12404	12579	11093

##### 2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
9834	10244	10828	11096	8290

#### File Description

#### Document

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
7282	7282	7282	6071	5431

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

2023-24	2022-23	2021-22	2020-21	2019-20
7282	7282	7282	6071	5431

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

## 2.2 Catering to Student Diversity

### 2.2.1

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

#### Response:

Approximately 9000 students get admitted in the University of Allahabad every year through CUET, PGAT, and CRET for UG, PG, and PhD degree programmes, respectively. These students come from all over India and have diverse socio-economic backgrounds. Their confidence level, medium of instructions at the school level, language proficiency, and learning levels are also very different. The University takes a proper care of these aspects and adopts a variety of student-centric approaches for overcoming the challenges faced by the students. By way of extensive questionnaires, efforts are made to collect

information on their educational histories, obstacles they face, and resource crunch. The government sponsored financial aid and scholarship schemes specially designed for students with poor socio-economic backgrounds help in overcoming financial hurdles. Academic mentors are allotted to the students, who help them in their academic and other non-academic activities. To guarantee their success, additional resources including technological access initiatives, academic support services, and mentoring programs are offered. The curriculum of each programme is designed in such a way that includes tutorial, practical and theory classes. Internal tests, spot quiz, seminars, projects are performed throughout the semester to enhance the learning levels of the students. Along with faculty members, advanced learners are also encouraged to mentor slow learners and help them with explanations and notes. The University is committed for access, equity, and quality in higher education. Several departments organise special lectures and workshops by alumni, industry experts, seniors and peers. The University imparts training for communication skills, interpersonal skills, soft skill development, personality development, career counselling, time management and promotes digital learning through MOOCs, e-PG Pathshala, and NPTEL on SWAYAM. The experiential learning plays a pivotal role in the educational ethos of the University of Allahabad, and facilitates the students in bridging the gap between theory and practice, fostering deeper understanding and skill development. The courses such as Applied geology, Education, Geography, Atmospheric and Ocean Science, Food Technology, Visual Arts, Economics etc. provide hands-on experience, fieldwork, internships, and practical projects, where students have the opportunity to apply theoretical knowledge in real-world contexts. The Science faculty departments focus more on scientific experiments in laboratories, whereas, the departments such as Psychology, Sociology, Anthropology, Development Studies, Rural Technology, and Political Science etc. pay greater emphasis on participating in community outreach programs, or undertaking socio-economically relevant issues.

### **Remedial Measures for Slow and Advanced Learners**

#### ***Slow learners***

- Tutorials are conducted on a planned basis as part of remedial instructions.
- Special/extra classes are held after the class hours. The schedules for the same are worked out by the respective departments.
- The provision of student's mentoring addresses the concerns of slow learners through counselling, social facilitation and academic advice.

#### ***Advanced learners***

- The career planning and discussion/talks are conducted on the advanced topics.
- They are encouraged to prepare for higher studies and communicate research papers in conferences/Journals
- The students are given guidance for competitive Examinations such as GATE, NET, JAM etc.
- They are also encouraged to provide tutorials for juniors, and participate in quiz competitions, fests, extra-curricular activities.

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

**2.2.2****Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 49.44

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

**2.3 Teaching- Learning Process****2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The University is committed to meet cardinal principles of access, equity, and quality in higher education. It uses a variety of student-centric approaches for this purpose, including the greater use of ICT-enabled teaching-learning tools. Several departments promote experiential learning through case studies, internships, project work, practical classes, research experiments, computer simulation studies etc. In Law dept., moot courts and mock trails are organized. The social science subjects organize community camps, field visits, and conduct surveys. In courses of Fine Arts and Mass Communication & Journalism, students articulate their views through videography, posters, cartoons, photographs and multimedia presentations. The innovative ideas and creativity of students are rewarded by granting them summer internships and fellowships. The Dept. of Ancient History, Anthropology, Sociology, and several departments of languages carry out socio-cultural, traditional knowledge related, and linguistic evolution studies. A series of lectures/workshops are organised, where students participate and learn various skills. A workshop was organised by the KBCAOS to understand the impact of climate change on Indian monsoon. Another workshop was organized on the use of geospatial technologies. Dept. of Electronics & Communication organized a workshop on mastering LaTeX for efficient writing. The participative learning includes classroom lectures, tutorials, laboratory experiments in the presence of students and teachers, study tours, field visits, ICT-enabled teaching, use of audio-visual tools for teaching-learning, language labs, group discussions and seminar etc. Many of these approaches are at the interface of experiential learning. In addition to this, the PhD students as well as seniors and experienced

learners are encouraged to take classes. The discussion meetings, debate and quiz competitions are organized for students as part of participatory learning. The NCC and NSS units organize several outreach and extra-curricular activity throughout the year for promotion of community service through participatory learning. Several department have provision for compulsory project/dissertation work in their syllabus of PG programmes to train students on problem solving. The effort is made to allow students to have concept based learning. The students are asked to identify problem, formulate hypothesis, implement the experimental design for problem solving, and document it. The internal assessment and mid-semester examinations essentially contain some questions for assessing the problem solving approach of students. The University has adequate number of computers in departments and library, and has campus wide Wi-Fi facility. All the departments have classrooms equipped with modern ICT tools, such as multi multimedia projectors, smart-boards, mic, computer. The ICT-enabled tools enable teachers to implement innovative teaching methodologies such as flipped classrooms and blended learning approaches. Some teachers assign pre-recorded lectures or online modules for students to review before class, allowing for more interactive and application-based activities during face-to-face sessions. Students are encouraged to broaden their horizons and deepen their knowledge by enrolling in MOOCs and e-PG Pathshala on SWAYAM portal. These platforms offer a wide variety of courses spanning across disciplines, ranging from arts and humanities to science, technology and law. The students are also encouraged to avail the vast educational resources offered by the National Digital Library of India.

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

### 2.3.2

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

##### **Response:**

The University of Allahabad has established effective Mentor-Mentee Schemes rooted in the venerable *Guru-Shishya* practices to address academic and student-psychological issues. This traditional learning and mentorship are engrained in the bedrock of NAAC's mentor-mentee scheme requirements. The *Guru-Shishya* model strengthen the profound bond between guru and disciple, elevating it beyond a simple teacher-student relationship. This foundational principle fosters a nurturing environment where the faculty members in the capacity of mentors assume the role of guides and confidants for students, thus facilitating blending of academic rigor with personal bonding. The students interact with their mentors on a periodic basis throughout the course duration. While the primary focus of mentors is on academic issues, however, as per the requirement, the mentors also help the students in resolving their psychological problems and social challenges. The mentors at the University are attuned to the broader spectrum of student needs, and help the students in improving in their overall personality. The mentor-mentee scheme at the University of Allahabad is designed to ensure effective guidance, handholding, and support for the students. The faculty members with strong academic records and good interpersonal skills are chosen as mentors. They equip themselves with mentoring skills and information about available

resources. The mentees are assigned on the basis of their academic interests, department, and personal preferences.

- Mentors
  - Monitors regularity, discipline and academic performance of the mentees, and help them in resolving academic issues.
  - Help the mentees in overcoming from psychological problems, if any, either by themselves or with the help of professional counsellors and psychologists.
- Head of the Department
  - Gives advice on any kind extra assistance, if required by the mentees
  - Reviews the program and discusses the feedback in the presence of mentors in departmental meetings for suggestions
- Dean
  - Resolves critical issues, if any
  - Reviews the overall status of the program and updates Coordinator, IQAC

In some departments, the mentors have helped the talented mentees in obtaining research internships and travel fellowships to work at the other institutions/labs. The mentors try to motivate and inspire those mentees whose academic performance has not been very good in any semester. The personal attention is given for these students, and mentors help in arranging remedial classes for such mentees. As per the requirement, the legal and psychological expert members are invited to provide immediate solution to needy students. A mentor plays a crucial role in advocating for students' well-being, ensuring that no issue, whether academic or personal, goes unaddressed. The mentors are assigned upto a maximum of 25 mentees at a time so that they are not overburdened. The effectiveness of Mentor-Mentee Scheme of the University is evidenced by the positive impact on student retention, academic achievement, and overall campus culture. The University exemplifies how the traditional Gurukul Culture can be seamlessly integrated into modern mentorship frameworks. By prioritizing holistic student development and offering unwavering support to students across academic and personal domains, the University of Allahabad sets a benchmark for effective Mentor-Mentee Schemes in higher education institutions.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response: 43****2.4.1.1 Total Number of Sanctioned year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
863	863	863	863	863

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2****Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years****Response: 100****2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years****Response: 517**

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

### 2.4.3

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

**Response:** 12.18

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

**Response:** 6296

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:** 38.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
40	48	37	26	40

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

## 2.5.2

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

**Response:** 0.47

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

2023-24	2022-23	2021-22	2020-21	2019-20
298	75	0	30	113

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

2023-24	2022-23	2021-22	2020-21	2019-20
25560	25395	22472	18060	19436

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

## 2.5.3

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

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

<b>File Description</b>	<b>Document</b>
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of the purchase order and bills/AMC of the software.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

The University believes in dissemination of learning outcomes via its website and other documents. Every department of the University that offers a course of study lists all the programs. The course details and objectives are clearly stated in the syllabus. The syllabus also includes details about the course outcome (CO), programme outcome (PO), programme specific outcome (PSO), and assessment. Typically, when a course starts, the students go through several tests/oral presentations/quizzes etc. which are evaluated and the results are discussed with the students in addition to collecting and analysing the feedback. The learning outcomes are closely integrated into the assessment process, ensuring that students' progress and achievement align with the expected educational standards. The learning outcomes are student-centric, describing what students will do rather than what the instructor will teach. The University assesses how well students meet the learning outcomes and graduate attributes.

Some key attributes of POs/COs are:

- Knowledge depth in the subject domain for theoretical and practical learning outcomes
- Knowledge about local, regional, national and global issues of importance
- Personality development via communication skills, critical thinking, decision making and problem-solving capacities
- Creativity, research and development, innovation and entrepreneurial insights
- Capacity building, guidance, value addition, skill enhancement, and employability
- Acquiring interdisciplinary and transdisciplinary knowledge

The POs, COs, and PSOs are widely publicized through the website, social media groups, syllabus, classrooms and laboratories, departmental notice boards, library, and other documents. These outcomes are updated/revised time and again in accordance with the outcomes achieved after a semester. The CBCS framework's flexibility empowers students to pursue their interests and career goals, fostering personalized learning experiences. Furthermore, the emphasis on faculty development and the balance between theoretical and practical components of the curriculum help in enhancing quality of teaching, learning, and innovation. The attainment of course outcomes of different programmes of the university is evaluated by several means. The evaluation system of the University follows Bloom's Taxonomy. The internal assessment, mid-semester and end-semester examinations, practical/project work, and assignments etc. are used to evaluate the learning outcomes. In addition to this, the extra-curricular and co-curricular activities as well as feedbacks and surveys taken from alumni and other stakeholders help in making assessments about the learning outcomes. Followed by the mapping of learning outcomes, the University takes note of the shortcomings and non-attainment of any of these outcomes. Immediate redressal measures are adopted for this purpose by the academic units. At the time of completion of each course, the attainment level of COs is analysed. Similarly, the POs are assessed at the time of completion of the programme. The University encourages periodic updation of the POs for improvement as well as for inclusion of new and advanced knowledge in syllabus. This is done through consultation and discussions at the departmental level by involving some external expert members.

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

## 2.6.2

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

**Response:** 96.18

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

**Response:** 7897

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

## 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's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

The research and development (R&D) activities form an integral component of the well-structured academic ecosystem of the University. The University regularly updates the existing research facilities, as well as procures modern state-of-the-art instruments for the cutting-edge research. The office of the Dean (R&D) facilitates various research activities including a doctoral research program, sponsored research and consultancy projects, seminars, and conferences in various departments of the University. The quality multi-disciplinary research is promoted in emerging areas of societal and industrial importance through inter-departmental research activities, and inter-institutional collaborations at national and international levels. The departments of the faculty of Science and centers of the IIDS and IPS have laboratories equipped with modern instruments, like XRD, SEM, TEM, AFM, Real time PCR, HPLC, MilliQ water system, Nanodrop, Atomic Absorption Spectrophotometers, Handheld XRF, Gas Chromatography, Flame Photometry, Remote Sensing & GIS lab, Meteorological instruments, Geophysical instruments for training in Seismic/Earthquake techniques etc. The University also has molecular and taxonomy facilities as well as botanical gardens and museums. The multiple EEG/ERP, Eye trackers, Biopac, behavioral labs, BrainVoyager, Transcranial magnetic stimulation, National Neuroimaging Facility (3T fMRI scanner) and Primate Neurophysiology lab are present in the Centre of Behavioral and Cognitive Sciences (CBCS). The KBCAOS has high-performance computing facility for simulation of weather and climate models. The CBCS, Centers of Biotechnology, Food technology, Material Science, Mineralogy and Petrology, Environmental Sciences, Agro-economic Research, Science and Society, Atmospheric and Ocean Studies are known for their excellent research facilities. At present, 1312 Ph.D. students are enrolled in 53 academic units. More than fifty (50) Patents have been published and 157 sponsored and consultancy projects are executed during the assessment period with sanctioned grants of approximately Rs. 86 Crores. The committees for the IPR, Patent, and Plagiarism are in place. The MoUs are signed with various academic and research institutes for joint research activities and student/faculty exchange. Several departments are supported by DST-PURSE, DST-FIST, and DBT-Builder schemes. The research work of many faculty members has been recognized at the National and International levels. The University of Allahabad is committed to academic excellence and integrity in teaching and research through its well-structured Academic Integrity and Research conduct Policy. The research policy is uploaded on the website and its implementation is ensured. The policy includes guidelines related to: respect for human dignity, scientific integrity, Institutional Ethics Review Board (IERB), animal welfare, social responsibility, and conflict of interest. The financial support is provided to faculty members through seed money and for participating in national/international conferences as part of research encouragement. The best teacher and best researcher awards are given for promoting and incentivizing the research and innovation activities. The researchers aspire the highest degree of integrity through (i) complying with scientific research standards, (ii) acknowledging and carefully indicating the limitations of their methods and findings, (iii) avoiding misrepresentation in dissemination of research findings, (iv) non-fabrication of data/information, (v) designating authorship (to consulted resources/contributing persons) clearly and justly in research publications, and (vi) committing no form

of plagiarism or unfair practices.

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

### 3.1.2

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

**Response: 52**

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

2023-24	2022-23	2021-22	2020-21	2019-20
160	100	0	0	0

File Description	Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.1.3

**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**Response: 54.55**

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

Response: 282

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.1.4**

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

Response: 100

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

Response: 3216

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

Response: 3216

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1**

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

Response: 8572.93

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 0.31

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

Response: 162

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

### 3.3.1

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

**Response:**

The innovation is a key factor in the research for sustainable development meant to stimulate technology-driven entrepreneurship and translation of research into the marketplace. In order to foster an ecosystem of innovation, entrepreneurship, and skill development, the University of Allahabad has constituted Start Up Cell, Skill Development Cell, Incubation Centre, Entrepreneurship cell, and Institutional Innovation

Cell. The University has a well-structured startup and entrepreneurship policy for management and promotion of start-ups and innovation activities. The ecosystem for encouraging innovations and inspiring prototype development that could be incubated to create successful startups has been systematically created in the University. The Incubation Centre of the University which was established in the year 2021 is responsible for mentoring, providing capital, and promoting different businesses and capital ventures initiated by the students of the University. The Incubation Center fosters innovation and entrepreneurship by supporting innovative business ideas that may lead to viable business enterprises, thereby promoting the spirit of self-reliance or 'Atma Nirbhar Bharat'. The technology-based innovative business ventures are promoted. The thrust areas for incubation are, Agriculture and allied fields, Energy and Environmental sustainability, Healthcare and Hygiene, Education, and E-commerce. In the year 2023-24, the Incubation Centre organized the "Start-up Mela". It has also organized many workshops for sensitizing the members and students. It has two types of incubates: a) Pre-Incubation stage-the idea and planning stage of any project, and b) Incubation Proper-where the idea is executed and also the admission process for any start up is carried out. The Chairs of the University encourage and foster excellence in teaching, research, scholarship, innovation, and professional competence. They also provide leadership in the pursuit of the University's commitment to diversity and inclusion. The renowned Chairs of the University include: Nirala Chair in Hindi, Planning Commission of India Chair in Economics, Munshi Premchand Chair in Urdu, Ganganath Jha Chair in Sanskrit, Rajiv Gandhi Chair in Contemporary Studies, Meghnad Saha Chair in Physics, and Pt. Deen Dayal Upadhyay Chair in Political Science. The Centre for Vocational studies, Skill development Centre, alongwith different centres of Institute of Professional Studies offer in-hand training to students and help them become innovators and employable. The University also promotes courses on Indian knowledge system and rural technology. The research and development Cell of the University takes initiatives for creation and transfer of knowledge through training on IPR, promotion of industry interface, mentoring of students and researchers, and active involvement of alumni in innovation and incubation related activities. The patent Cell of the University is responsible for sensitizing the teachers and researchers to take progressive steps in innovative research and claim patent for their outstanding work. The patent cell is the mediating body between the researcher and the national patent granting agencies. The workshops on various stages of patent filing, publishing and grant of patent are organized in the University for the benefit of researchers.

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

### 3.3.2

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

**Response:** 180

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

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

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

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

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

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

#### 3.4.2

**Total number of Patents awarded during the last five years****Response:** 55

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.3****Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 5.04**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 908

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

Response: 180

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

**3.4.4****Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 10.56**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 5459

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

**3.4.5****Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 2.34**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 1211

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

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

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

**Response:** B. Any 4 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**3.4.7**

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 0

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

**3.4.8****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 0

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

**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 239.72**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2023-24	2022-23	2021-22	2020-21	2019-20
13.10	7.64	96.28	49.98	72.72

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

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Response:**

Over the last five years, the University's extension activities in the neighborhood community have significantly impacted both the local populace and students. These initiatives have addressed pressing social issues and fostered holistic development among students, preparing them to be responsible and engaged citizens. A majority of social and extension activities are carried out for the benefit of the local population, since they serve as a bridge between the University and society. The University is highly concerned about its institutional social responsibility and outreach initiatives.

- Students, employees, and teachers routinely engage in various social events on and off the campus, mainly via the NSS to promote regional growth on all fronts. The NSS units of the University have organized and participated in events related to Road safety awareness rallies, mission Shakti rallies, voter awareness campaigns and many more events (<https://www.allduniv.ac.in/facilities/national-service-scheme>).
- A committee is constituted for organizing the extension and outreach activities on behalf of the University (<https://allduniv.ac.in/upload/news/05-R-1346-2024.pdf>).
- One of the primary objectives of our extension activities has been to address various social issues that affect our neighborhood sensitively. The faculty members and students have been involved in health education and environmental sustainability projects through partnerships with local organizations. The other extension activities include, but not limited to, legal aid clinics, water, health and hygiene awareness programmes, cleanliness drives, Swachhta Pakhwada, no-to-plastic campaigns, self-defense trainings camps for girls' students, blood donation camps, tree plantation drives etc. The details are given in NSS webpage of the University.

- The extension activities of the University have emphasized on the civic engagement. Through initiatives like community clean-up days and advocacy campaigns, students are encouraged to engage with the local communities actively. The holistic development of students is a significant outcome of these extension activities. Engaging with diverse communities has allowed students to develop critical soft skills such as communication, teamwork, and leadership. The students have learned to navigate cultural differences and understand various perspectives by working alongside community members, promoting inclusivity and respect. These experiences have helped them in developing into well-rounded individuals who thrive in diverse environments.
- The direct engagement of students has heightened their interest and awareness on issues like healthcare access, economic disparities, and environmental degradation, thus fostering a deeper understanding of these complex challenging issues. Recently, the Department of Botany in collaboration with Pandit Deendayal Upadhyay Chair organized a workshop to enlighten farmers of the Soraon village about the efficiency of organic farming. Similarly, as part of scientific social responsibility, an outreach workshop was organized for giving training to students and teachers of neighbouring colleges on the Indian monsoon in a changing climate. The issues like sustainable development goals, vector-borne diseases, changing crop pattern, and agricultural practices under the effect of climate change were also discussed.
- The Vermicompost, Organic Farming, Village Art and Craft Development, Mushroom Cultivation and Processing, Retail Management, Fashion Design & Technology are some of the skill development activities that are frequently carried out by different departments of the University as part of extension activities.

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

### 3.6.2

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

**Response:** 146

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	42	14	4	54

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

### 3.7 Collaboration

#### 3.7.1

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

**Response:** 135

<b>File Description</b>	<b>Document</b>
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

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

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

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

**Describe the adequacy of facilities within a maximum of 500 words**

#### **Response:**

The University campus is graced with iconic buildings like Vizianagaram Hall and Senate Hall, which symbolize the institution's rich heritage. Alongside these architectural marvels, the University has embraced modernity by investing in state-of-the-art teaching-learning facilities. Its modern buildings, smart classrooms equipped with the latest technology support interactive learning, and access to online (audio-visual) resources, thus fostering a vibrant and engaging atmosphere for students. The University has embraced technology to enhance the learning experience. With 475 classrooms equipped with ICT facilities, students have access to advanced educational tools. These classrooms are furnished with modern seating arrangements, adequate lighting, appropriate acoustics to facilitate effective communication and interaction between students and faculty. Many classrooms are equipped with whiteboards, projectors, and sound systems, enhancing the delivery of lectures and presentations. To support practical learning and research activities, state-of-the-art laboratories across various departments are maintained. The 52 laboratories are equipped with modern instruments and tools, adhering to international standards and safety norms. The computing labs provide high-performance computers with up-to-date software required for data analysis, programming, and simulation tasks. The laboratories are regularly updated to meet the changing requirements of academic curricula and research projects. The University museums offer a rich mosaic of history, culture and science, inspiring students to delve deeper into studies. The university boasts 98 smart classrooms, equipped with ICT facilities, ensuring that students have access to advanced learning resources. With computer laboratories distributed across departments and hostels, students have ample opportunities for research and coursework. The integration of ICT in 42 departmental libraries demonstrates the University's commitment to leveraging technology for enhanced learning experiences. The implementation of an e-office system has significantly reduced paperwork and administrative burdens, leading to increased efficiency and productivity. The dynamic and responsive website of the University facilitates its online presence, making it accessible to stakeholders. Various ICT-based library services are introduced to improve information access. These technological advancements are transforming the University, making it more efficient, accessible, and student-centric. The University offers a vibrant and enriching campus life, fostering a balance between academics and extracurricular pursuits. It boasts a wide array of facilities designed to cater to students' cultural and athletic interests. The sports amenities include a hockey turf, tennis court, basketball court, volleyball court, football field, cricket stadium, sports complex having modern gymnasium with

equipment and recreational facilities. The adequate sports facilities are also available in the University hostels. Various kinds of sports events are organized throughout the year. The renovated Nirala Art Gallery and Tilak Bhawan are used for organizing cultural activities. The cultural committee of the University organizes several important cultural events at regular intervals. The University has auditoriums, seminar halls, and open theaters for organization of such events. The yoga sessions are organized in the University (and its hostels) from time to time. The fashion hall, fashion galleries, and sculpture lab showcase the University's commitment to the arts and design. The Incubation Centre of the University fosters a culture of research, innovation, and entrepreneurship among students.

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

#### 4.1.2

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

**Response:** 68.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
6964.79	5634.16	5442.10	4441.46	5548.13

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

## 4.2 Library as a Learning Resource

#### 4.2.1

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

##### **Response:**

The Central library is one of the oldest rich repositories of valuable books since its establishment in 1910 and operationalization in 1916. Several improvements and changes are made over the time in terms of infrastructure, manpower, finance, and digitalization. Today, the central library as well as departmental libraries have adequate facilities to accommodate the requirements of its students and teachers. The Central library is spread across huge three floor building having three large reading halls, facilities for photocopier, printers and scanning, an elaborate and extended reference section and a spacious lawn. The library remains open from 8:00 AM to 9:00 PM from Monday to Saturday and from 10:00 AM to 6:00 PM on Sundays and Holidays. The library consultation facility is extended to teachers and research scholars of other universities and colleges on production of proper identity/recommendations. The Central library has a remarkable collection of over 771097 books and bound volumes journals, 20364 PhD theses in hard and soft copy formats, 4221 e-books, 106 print journals, 11 e-databases, 22 newspapers, 35 magazines, and more than 6504 e-journals. The library also has rare objects of historical value that have considerable research and archival importance, such as a collection of Coins from medieval and early modern periods of Indian History. The antique manuscripts are stored in almirahs, and are proposed to be photographed and catalogued for ready availability of researchers. The manuscripts/documents include invaluable records including original Farmaans of Mughal Rules; a copy of the Tripitaka written in the Burmese script on gold-plated metal strips; a considerable collection of first editions of books of great antiquarian value. The library facilitates access to e-resources (including e-journals/e-books) and databases through UGC-INFLIBNET consortium, including through e-ShodhSindhu. Additionally, the University subscribes e-books and e-journals as per the demands and requirements of teachers and research scholars. The library provides access to more than 6504 e-journals, 230000 e-books and 11 e-databases. It has digitalized approximately 30000 books under the UDL project of Government of India. The library has well-equipped computer lab for online access of resources. The Dewey Decimal Classification Scheme (DDC) and Anglo-American Cataloguing Rules-2nd edition (AACR-2) are followed for classification and cataloguing of documents. The Software for University Libraries (SOUL) 3.0 is used for creation of database. The library has Online Public Access Catalogue (OPAC) as well as WEBOPAC system that contains the bibliographic information of printed collections. The users can get the information about the availability of print collection by searching author, title, publisher, subject, accession number, and ISBN/ISSN through internet. The departmental libraries also have proper cataloguing system in place. The library provides remote login facility to its users for accessing e-databases such as J-Gate Plus, MathSciNet, South Asia Archive, Web of Science, e-journals/e-books. The photocopying, CD/DVD writing, printout and Plagiarism detection facilities are provided by the library. The library maintains institutional repository and encourages faculty members for creating profiles under the IRINS and VIDWAN databases. The library provides access to Shodh-Chakra and NDL.

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

**4.2.2**

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

**Response:** 2.42

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

2023-24	2022-23	2021-22	2020-21	2019-20
128.29	131.98	121.42	257.40	352.96

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

**4.3 IT Infrastructure****4.3.1**

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

**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words**

**Response:**

The University of Allahabad is committed to providing an advanced IT infrastructure that supports its academic, research, and administrative functions. In recent years, the institution has made significant investments to enhance its IT facilities, ensuring that they remain up-to-date and fully capable of meeting the evolving needs of students, faculty, and staff. The University of Allahabad has an Information and Communication Technology (ICT) cell which is a dedicated body taking care of the ICT facilities, its maintenance and advancement. The University has a high-speed (dual band 2.4 Ghz and 5 Ghz) Wi-Fi network accessible across the entire campus (including guest house and hostels), ensuring that students and faculty have uninterrupted access to the internet for academic and research purposes. The employees use the internet facility for official and administrative work. The campus wide Wi-Fi facility of the University was setup under the digital India initiative of the Govt. of India. The University has made considerable strides in expanding and upgrading its Wi-Fi infrastructure towards its optimum utilization. The number of access points, switches, and routers are continuously being increased as per the requirement. The ICT related safety protocols are also put in place. In addition to Wi-Fi facility, the University also has a dedicated LAN internet connectivity by way of a 1 Gbps bandwidth leased line provided under the NMEICT/NKN initiative of the Govt. of India. The University has made considerable investment in setting up/renovating the smart classrooms equipped with the latest technology to facilitate interactive teaching-learning. The well-equipped computer labs with the latest hardware and software are available for both teaching and research activities in nearly all the departments/centres of science faculty, law faculty, commerce faculty, as well as in many departments of the Arts faculty. In addition to this, a computer lab catering to the needs of more than 125 students at a time is established in the Department of Electronics and Communication under the common facility. A fully equipped IT enabled language lab is established in the Iswar Topa building. To keep pace with technological advancements as well as to ensure reliability and efficiency, the University regularly upgrades its hardware as well as software IT infrastructure. As a measure of ensuring the safety and security of different stakeholders, the University has established a campus wide CCTV surveillance system. The proper upkeep and maintenance of the CCTV facility is ascertained by way of software/hardware upgrades as well as by installation of new cameras at strategic locations as per the requirements from time to time. The University has a fully functional and responsive website. The google workspace supported institutional webmail services are offered to research students, teachers, and employees of the University. The e-office facility currently being used by the University of Allahabad is an effective online file management system. The University takes the full advantage of various ERP modules of Samarth portal of Govt. of India. The examinations, admissions, faculty promotions, leave and payroll management systems of the University are integrated on the Samarth portal. Currently, the University is equipped with more than 5000 computers across various units. These computers are regularly maintained and upgraded to meet the evolving technological requirements of the academic and administrative units.

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

#### 4.3.2

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

**Response:** 4.97

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 5144

File Description	Document
Purchased Bills/Copies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

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

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure**

**4.4.1****Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years****Response:** 65.05**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
5634.16	5634.16	5442.10	4440.46	5548.13

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

**4.4.2**

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

The University having served the nation for over 137 years has established systems and well laid down procedures for maintaining and utilizing physical, academic and support facilities. It has a robust infrastructural setup of laboratory facilities, library, sports and recreational facilities, ICT facilities, and well-equipped traditional as well as modern classrooms for teaching-learning. All efforts are made to upgrade and properly maintain these facilities for their effective utilization. The laboratories are equipped with adequate number of instruments, chemicals, and related infrastructure. The annual budget is allocated to academic units for procurement of new laboratory equipment and chemicals. The safety, cleanliness, and good laboratory practices are monitored on a regular basis. The proper training is provided to students and support staff in this respect from time to time. Any repair, maintenance and

upkeep related work of laboratories is immediately brought to the notice of Engineering section and Estate Manager. The costly lab instruments are maintained through annual maintenance contracts. The log-books of instruments are maintained for utilization monitoring. The dedicated manpower is deputed for proper upkeep and updation of the library facilities. The damaged books are either replaced or removed from the stack periodically for proper binding. It is ensured that the reading room is maintained, clean, sound proof, well-lit, and free from suffocation. The suggestions regarding upgradation of library facilities are invited from stakeholders. The library staff carries out stock verification of books/periodicals. The computers in the library are always kept functional and upgraded. The library in association with J L Nehru Centre provides state-of-the art multimedia facilities equipped with digital technologies and software (including the provision for braille reading facilities) to differently-abled students. The Guest house is properly maintained to ensure comfortable stay of visitors. The Sports board takes care of various sports and recreational facilities. The trials and competitions are organized at regular intervals with the help of trained coaches. The sports infrastructure is kept well-maintained with the support of a team of dedicated teachers and support staff. The replacements, if needed, are carried out on an immediate basis. The sports complex of the University (both indoor and outdoor) is frequently upgraded. Efforts are made to augment new sports facilities as per the needs of students. The computers, servers and workstations are upgraded at regular intervals and new computers are also procured as per the requirements. The ICT Cell monitors the maintenance of computers, peripherals and other IT facilities. It is ensured that the classrooms are airy and properly ventilated. The classrooms have enough seating space with adequate number of furniture to accommodate enrolled students. The departmental Heads with timely support from Engineering office ascertain proper upkeep and maintenance of classrooms at regular intervals. The electrical gadgets are installed at appropriate places in the classrooms to ensure that classrooms are appropriately illuminated. Most of the classrooms of the University have Wi-Fi and LAN facility, and are equipped with modern ICT and audio-visual tools. The ICT facilities are upgraded on a continuous basis to keep pace with technology.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 25.98

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

2023-24	2022-23	2021-22	2020-21	2019-20
7431	896	5265	6175	9056

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

**Response:**

The University of Allahabad is committed to provide extensive support to its students, ensuring their holistic development and successful transition into the professional sphere. The University has always been the prominent centre for having maximum selections in Administrative and Judicial services. Similarly, students of this University are working as scientists in ISRO, BARC, DAE, DRDO, DST and CSIR labs, and other institutes of eminence. Thousands of its students are working as teachers in the prestigious Universities and colleges as well as in secondary and primary educational institutes. In the

corporate sector also, the University does not lag behind. The students of the University are working for MNCs, Global banks and leading corporate houses worldwide. The Placement Cell of the University organizes several events for counselling and guidance of students at regular intervals. The collaboration with industry is a very important initiative for the interaction between students and potential employers. The University collaborates with Mahindra & Mahindra, Punjab National Bank, Tata STRIVE Skill Development Extension Centre, LinkedIn Corporation, The Muthoot Group, CSRBOX, IBM Skills Build, Innovation Comes Jointly, Nandi foundation, ICFAI Business School, Dayananda Sagar University Bangalore, International School of Business & Media and many others for career counselling and placement related activities. The students get an idea and exposure of the industry through such activities. The short time projects and training programs organized by these companies help students in understanding the work culture and requirements of the industry. The virtual counselling sessions have become a powerful medium of learning, training and expressing. During the period of pandemic, the University swiftly transitioned to virtual counselling sessions, and today it has become a powerful platform for providing counselling in the hybrid mode. The companies like Extramarks Education Pvt. Limited, Wipro, HCL Technologies, TCS, Prism Johnson Ltd., Axix Classes Pvt. Ltd, Azim Premji Schools & Foundation, Topper Technologies Pvt. Ltd. offer counselling sessions to students on different areas and disciplines through e-counselling. The career counselling is also provided to students by organizing workshops and seminars. These workshops and seminars help the students immensely in resume building, interview skills, entrepreneurship, and knowing industry trends. The organizations like CRSBOX, IBM Skills Build, ITC Vivel & Josh Talks, International School of Business and & Media, Dayananda Sagar University, Bangalore, ICFAI Business School, IDP Education Group organized seminars and workshops to inculcate right skills and competencies for present-day job requirements. The University regularly conducts mock interview sessions, group discussions, and training programs to help students hone their communication and interpersonal skills. The companies like Barclays LifeSkills, Mahindra Pride Classroom, International School of Business & Media, IBM SkillsBuild Job Readiness Training Program etc. have organized programs for the students of the University regarding different competencies required in the present-day employment. The campus placement is a significant milestone in a student's career, offering a structured pathway from education to employment. The companies like, Piramal Foundation, Azim Premji Schools & Foundation, Reliance Industries, TCS, Wipro, HCL Technologies, etc. regularly select students from the University.

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

### 5.1.3

**Following capacity development and skills enhancement activities are organised for improving students' capability**

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**

**4.Awareness of trends in technology****Response:** A. All of the above

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

**5.1.4**

**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

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

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

## 5.2 Student Progression

### 5.2.1

#### Percentage of placement of outgoing students during the last five years

**Response:** 60.27

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

2023-24	2022-23	2021-22	2020-21	2019-20
1826	1252	1267	670	520

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

### 5.2.2

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

**Response:** 88.47

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

2023-24	2022-23	2021-22	2020-21	2019-20
5160	6746	5611	5352	5142

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

### 5.2.3

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 3.56

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

Response: 1325

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

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response:** 140

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

2023-24	2022-23	2021-22	2020-21	2019-20
45	45	36	10	4

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

## 5.3.2

**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.****Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words****Response:**

The University of Allahabad has a rich legacy of active student engagement in curricular and extracurricular activities. There is representation of students in committees and associations of the university in formal and informal ways. Their voices are earnestly heard and incorporated at the stage of policy formulation. The University involves students in teaching-learning process, in governance, and also as members of various bodies of the University. The suggestions and feedbacks are invited from students about curriculum updation, programs of study, students' welfare related activities, hostel facilities and their maintenance, hygiene issues, outreach programs, sports and cultural activities.

Some of the noticeable examples are students' involvements are as follows:

- PG and PhD students are involved in conducting tutorials for slow learners.
- Students of various science subjects (e.g., earth and planetary sciences) assist the junior students in field work, conducting surveys, and also in complex laboratory research.
- The PhD scholars are given training about conducting exams at the departmental level.
- Student bodies are instrumental in organizing cultural programs. They organize co-curricular and extra-curricular activities. The students also help their respective departments in organizing workshops, seminars and conferences.
- Management of mess in the hostels.
- There is student representation in IQAC, Library Committee, Sports committee, Discipline Committee, Gardening committees, Music and Cultural Committee, ICC and Student Grievance Redressal Cell.

Different departments of the University have formed societies and forums to involve the students in various curricular and extracurricular activities. Some of the examples of the student forums run in different departments are as follows:

- Department of English has two student Clubs, namely, 'Xpression' and 'Pravah', for showcasing the skills of students in curricular and extra-curricular activities.
- Department of Hindi has four student forums, namely, 'University Theatre', 'Naya Parimal', 'Shodh Samvad', and '????????? ????? ???'
- Centre of Behavioral and Cognitive Sciences has come up with a Journal Club.
- The Department of Economics has five student forums, namely:

1. Undergraduate Economic Association BA I -Arth Samvaad (???? ?????)
2. Undergraduate Economic Association BA II-Arth Vimarsh (???? ??????)
3. Undergraduate Economic Association BA III-Arth Chintan (???? ?????)
4. BUSY-BEES ASSOCIATION (MA Sem II and Sem II)
5. ECONOMIC CONVERSAZIONE (MA Sem III and Sem IV)

- MBA students of the Department of Commerce and Business Administration have formed 'Young Executive Club'.
- Centre of Media studies have three clubs, namely, 'Creative Media Club', 'Debating Society' and 'Student Media Research Cell'.
- Department of Education has formed clubs for sensitizing its students towards various issues. These are:
  1. Vasudha Eco Club: a club dedicated towards the conservation of environment
  2. Cultural and Literary Activities Club: for cultural and literary activities
  3. Neki ka Manch: to inculcate humanitarian values
  4. Games and Yoga Club: to encourage recreational activities
  5. Research Circle and Colloquium: to promote research and innovation

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

### 5.3.3

**The institution conducts / organizes following activities:**

- 1. Sports competitions/events**
- 2. Cultural competitions/events**
- 3. Technical fest/Academic fest**
- 4. Any other events through Active clubs and forums**

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

<b>File Description</b>	<b>Document</b>
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Alumni contribution during the last five years to the University through registered Alumni Association**

**Response:** 284.44

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2023-24	2022-23	2021-22	2020-21	2019-20
88.17	26.05	16.63	73.69	79.90

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4.2

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

**Describe the alumni contributions and engagements within a maximum of 500 words**

#### **Response:**

The University of Allahabad has a registered and functional Alumni Association comprising of graduates, post-graduates, PhD scholars, academicians, administrative officers, etc. who have completed their studies at the University. This association is dedicated to fostering a strong sense of camaraderie among its members. It contributes to the overall growth of the University and its students. Through creating opportunities and providing valuable feedback, the Alumni Association offers insights into various aspects of the institution, facilitates knowledge sharing, and promotes the exchange of experiences among stakeholders. It endeavours to provide a platform for students to gain visibility at state, national, and global levels and assists in student placement and exchanges. The Alumni Association maintains effective communication between its members. The University of Allahabad alumni association and a few functional alumni chapters organize social, educational, and networking events at local and national levels. The University has recently organized a grand Alumni Meet on 27-28 April 2024 with participation of members from all parts of India and abroad. The distinguished Alumni of the University are placed in academic and research institutions, judiciary, administrative services, corporate sector, and industries. These notable alumni act as a bridge and interface between the students and various sectors, and help the students immensely towards their placement. The activities aimed at supporting students' careers and their placement are also organized. The donations and financial aids are given by the alumni to its alma mater. Additionally, various departments like Political Science, Economics, Commerce and Business Administration, Electronics and Communication etc. organize their individual alumni meets regularly. Over the last five years, a sum of Rs. 2,84,44000/- was contributed by the alumni. The alumni of the University have been instrumental in the development of infrastructure in the form of seminar halls, auditoriums and teaching complexes within the campus. The Iswar Topa Building, which is a state of art building with ICT facilities, multiple seminar halls and an impressive architecture has been constructed by the aid and support of an alumnus of the University of Allahabad. The alumnus of the Department of Political Science (Shri Ravi Mohan Setti) has contributed funds for the construction of two Smart classes. The alumni of the department have also contributed for the RO installation, augmentation of the facilities of seminar hall, and few other infrastructural developments. The alumni of MSc Botany (2005-07 session) have contributed for the fixing of Kota stone on the front

corridor and tiles on the front wall of the Department of Botany. The Alumni of the Department of Hindi provided support for the infrastructural development in classrooms and libraries. The Water cooler and some other amenities for the students of the department have also been possible with the contribution from alumni. The University engages alumni members through participation in different statutory bodies and committees, such as the University Court, IQAC, University-Industry Interface Cell etc. The alumni of the University participate in various knowledge exchange forums and significantly contribute towards value addition.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**

**Response:**

#### **Institutional Governance and Leadership**

The University of Allahabad envisions itself as a global hub of knowledge and academic excellence. Embodied in the emblem of the Banyan tree, the motto “*Quot Rami Tot Arbores*” or “?????: ??????????????????” translates as “as many branches, so many trees.” The motto inspires us to cultivate diverse academic disciplines, symbolized by the branches, and contributing to a vast forest of wisdom. It shapes the young minds to become nation builders of the future. With a steadfast commitment to quality education, research, and cultural richness, the University aims to ascend to the ranks of the world's top-class institutions, fostering innovation and producing leaders who shape the future world, creating an environment where the frontiers of knowledge are explored and reaching out in commitment to enriching the lives of the people.

#### **Decentralization and Participation in Governance:**

The University of Allahabad embodies a decentralized governance framework and active participation of all stakeholders. The overall systematic decentralization of administration ensures that governance is efficient and effective, with broad participation from all members rather than concentrating power in few hands. The University is committed to true democratic values and it has delegated responsibilities across various levels of leadership—from the Vice-Chancellor to department heads and statutory bodies to this extent. This whole process brings transparency, accountability, and effective decision-making, empowering stakeholders to contribute meaningfully to the University's strategic mission and vision. Academic decisions of the University are made through comprehensive discussions at the department, faculty, and at other units. Additionally, key administrative roles include the Registrar, Finance Officer, Proctor, Controller of Examination, Dean of Student Welfare, Dean of Research and Development, and Librarian. The University's governance structure is mainly supported by four principal authorities as defined by the Statute of the University:

1. The Court
2. The Executive Council
3. The Academic Council
4. The Finance Committee

The University is now exploring the new magnitude of the institutional achievement, by renovating its academic system, reinforcing and augmenting its teaching, research and residential facilities and pursuing social purposes in a coordinated manner, to keep pace with international standards in these areas and

endow human resource with the capabilities to servethe nation in the special context of the challenges and imperatives of globalization.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The University has framed well-articulated roadmap to accomplish its vision and mission. The strategic plan of the university is holistic development and performance in terms of teaching learning, creation of a knowledge hub, and perpetual excellence in the pursuit of research and innovation. The key highlights of the strategic plan are as follows:

- The teachers and academic leadership of the university are working persistently to improve curriculum structure, enrich and update the existing curriculum. They also focus on creating a multidisciplinary and interdisciplinary curriculum that is assessed through a robust feedback mechanism
- The University plans to better its assessment and evaluation system. True to the ideal of our constitution, it already caters to student diversity. The University also has large number of foreign students enrolled in different programmes. The University has a separate hostel facility for foreign male students. International Advisor has been appointed to facilitate the entry of foreign students in the University. The University has well defined policy and fee structure for foreign students.
- The strength of the University lies in its teaching and research. However, in terms of research, innovations, and extension activities, the university aims to go the extra mile by developing excellent infrastructure and a conducive environment for research. The plan is to double the number of patents and research publications, improve associations with research bodies, increase involvement in both minor and major projects, and participate in more Memorandums of Understanding (MoUs).
- The University aspires to establish highly equipped and state of art infrastructure, along with the preservation of the heritage centres which have been of historical and national importance for the people. In this direction, state of art centres like the FCI Building, the Incubation centre at Ishwar Topa Complex, Research Centres and laboratories, modernisation of the library(Central and departmental) have been completed and are functional.
- The University aims to significantly increase research funding by seeking financial support from both government and non-governmental organizations. This effort involves actively pursuing

grants, collaborating with funding agencies, and developing strategic partnerships to secure additional resources for research initiatives and projects.

- University of Allahabad also aspires to groom its students for different games and athletics, and for this too the University has taken special efforts to improve the existing infrastructure. Cultural activities are always organized at different levels in university to showcase the diversity of the nation. Students are encouraged to participate in district, national and international cultural and sports events.
- Similarly, impetus is on spreading the outreach and connectivity with the alumni because in a way they are related to their *Alma mater*. University of Allahabad has a rich heritage and people settled in different parts of the world can definitely make a difference in making it a temple of learning and mecca of research. The University has a registered Alumni Association which has approximately 10,000 members as of now.
- The appointment of the teachers, the service rules, the appointments of the officers and the faculty is as per the statutes, the Act of the University and also as per UGC guidelines.

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

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

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

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

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

#### **Response:**

In University of Allahabad all perks, allowances, privileges and benefits are given to its employees as per Central Government Norms/UGC guidelines, and also in accordance to the acts and ordinances of the university. The pay increments to all the employees are per the Ordinance of the university. Similarly, the pension(old and new) and provident fund is also given as per central government scheme. and is clearly mentioned in the University Act 2005.

Every year, all the employees(Teaching as well as non-teachingstaff)submit their Annual Self Appraisal Report (ASAR) and on the basis of these reports, suggestions and feedback are provided to teachers and non-teaching staff for maximizing efficiency of their performance. The non- Academic staff are also required to fill the Appraisal Report every year. As per the ordinance the teachers and other employees are entitled to all kinds of leaves- casual leave, sick leave, academic leave, earned leaves, maternity leave, child care leave, study leave, sabbatical leave for professional development and also all other facilities related to leaves. Promotions are provided regularly to eligible teachers without delay under Career Advancement Scheme (CAS) of the eligible candidates.

#### **Health Benefits:**

The University provides health services as per the Central Government Health ServicesScheme (CGHS). The University empanels major hospitals of the city and they provide cashless services to the employees of the university. The University also has a Health Centre to cater to the needs of students and staff.ThreeAmbulances are available round the clock out of which one is equipped with all the emergency tools, services of these are available 24 hours for employees and students.

#### **Early Child Care Centre:**

The University has a unique **Early Child Care Centre** situated in science faculty which offers **creche** and day care facility for the kids of the teachers and non-teaching staff. It has day boarding facilities, a nursery, a children's playground and support staff to take care of the children.

### Teachers' Hostel and Accommodation Facilities

The University has an excellent residential campus at different location which provides accommodation to its teachers within the campus and also in close vicinity outside the campus with excellent facilities, security and arrangements.

### Sports Facilities

The University boasts of being only institution in the state of U.P having state of art **Astro Turf ground** which is of International standard hockey grounds. The University also has yoga centres, swimming pools and state of art halls like the Vizianagaram Hall at the Science Faculty complex. The University also have open Gyms at various locations.

**Internal Complaints Committee (ICC) on Sexual Harassment:** The University has established ICC in which All teachers, employees, women students and students of third gender of the University can make complaint against any type of harassment. The University is committed to Zero Tolerance Policy against Sexual Harassment.

**Grievance Redressal Committees:** The University has constituted several Committees for redressal of grievance of any Teaching/Non-Teaching Employee.

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

### 6.3.2

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

**Response:** 0.9

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
4	7	4	0	2

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

#### **Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 33.88

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

2023-24	2022-23	2021-22	2020-21	2019-20
285	92	99	108	59

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

The University has a well-defined Financial Policy for mobilization of funds and its optimal utilization. Optimum utilization of resources and mobilization of new resources is a priority area for the University. Public funds are judiciously utilized and additional resource mobilization through a well strategized policy from other sources is carried out.

The University is a Central Aided institution of national eminence and it receives funds regularly from Government of India for its functioning, maintenance and meeting out other requirements. The University charges very nominal fee from its students for its various courses. Other than this, the sources of funds for the University are as follows:

- Overhead charges from research grants received from various government and non-government funding agencies like RUSA, ICSSR, ISRO, BRNS, DST, SERB, Minor and Major Research Projects, DBT-STAR fund etc.
- Institutional Consultancy Charges through consultancy services provided by faculty members.
- Endowment Fund for various scholarships which caters to the needs of the students.
- The university also receives rental fees from its halls and auditoriums like- Tilak Bhawan, Ishwar Topa Complex, Senate Hall, Nirala Art Gallery etc.
- Funds also come from the lease money from spaces given to the canteens, SBI, PNB, etc. which are there within the campus.
- Source of capital is also in the form of grants and donations given by the Alumni from different parts of the world;
- At times contributions also comes from various business houses and also from hospitals and nursing homes located within the city
- The university also receives examination charges from its constituent colleges towards the expenses of conducting examination
- Funds generated through the registration charges of Seminars, Conferences and Workshops etc.
- Voluntary contributions from philanthropists, to partially fund the augmentation of infrastructure.

The University always makes effort in utilising the funds and resources in judicious manner as it is public money and thus the benefit should go to students, teachers, staff and the society. Every fund and resource are utilised in a way that some requirement is fulfilled and a proper balance and record is maintained in the books of accounts.

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

**6.4.2**

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

**Response:** 22236.02**6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
7234.90	3703.60	2994.50	2500	5803.02

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

**6.4.3****Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

The regular financial audit of various divisions and adherence of financial processes as per General Financial Rules and other Govt. of India guidelines are integral part of the institutional functioning of the University. There is a team of Internal Auditors in the University and pre-audit is carried out before every payment is made. The Internal Audit Committee also conducts periodical audit of different Departments, Centres, offices/units, hostels, and University maintained institutions to watch the compliance of financial rules and effectiveness of expenditure incurred. The detailed verification of stock-book, cash-book, and ledger is carried out across various academic and administrative units. This helps in prioritising future financial planning of the University. The internal Audit reports are sent to Departments/Centres on regular basis and they are supposed to comply/respond to the observations made by Internal Auditor. The external Audit of the University is conducted by the Controller and Auditor General of India through the office of the Director General of Audit (Central Expenditure). The CAG of India carries out a thorough audit and the reports are submitted to the parliament after the approval of competent authority. The special audits are also carried out by the CAG from time to time. The external audits help in the independent rigorous assessment of the prevailing financial practices in the University. The external audit through independent Chartered Accountants (CAs) and auditors is also carried out for

some of the specialized project funding as well as in Hostels. The annual accounts are also included in the Annual Report of the University. The University has moved to a completely Online system of payment. The offline payments (cheque/cash) are totally banned in the University. The payments (salary/pension/arrears, advances and reimbursements, and to vendors etc.) are carried out using the Online Banking and RTGS/NEFT mode. The various kinds of thorough internal and external audits of the University helps it in adhering to the best financial practices and established financial regulations. This ultimately contributes in the overall development of the University and helps it in getting financial funding from various funding agencies in a timely manner.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

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

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

#### **Response:**

University of Allahabad has established an *Internal Quality Assurance Cell* (IQAC), as per UGC guidelines, to implement quality improvement strategies, incorporate self and external evaluation, quality promotion/ sustenance/ awareness initiatives. The IQAC was set up in 2011; since then, it has taken numerous steps for assessing and enhancing the quality of teaching, learning, research and governance at the University. The IQAC Cell of the university has persistently reviewed and monitored the teaching-learning processes, it has scrutinized the structures and methodologies of operations; took measures to execute syllabi and curriculum design with desired outcomes and so on. The two important practices institutionalized as a result of IQAC are discussed below:

**Initiative 1: Recruitment of teaching and non-teaching posts**

IQAC realised that shortage of teaching and non-teaching personnel is affecting not only in sense of teacher taught ratio but also hampering the overall academic environment of the University. As a result, in a concerted effort, 353 posts of Professor, Associate professors and Assistant Professors have been filled up till today and the second round of recruitment process already been initiated to fill up vacant positions. In the non-teaching category, 372 posts in different positions have been filled up. All the teachers who were eligible for promotion under Career Advancement Scheme have also been promoted to higher designations. Till date, 133 teachers have been promoted. The recruitment of teachers and support staff have transformed the academic ecosystem of the University. It has also helped the University in showcasing its achievements in an improved manner in qualitative and quantitative terms.

**Initiative 2: Enhancement of research and development related activity**

The IQAC recognized that the institutional strength in terms of a vast pool of accomplished research-oriented faculty could be more effectively leveraged to the publication of quality research papers and grant of patent by enhancing programs, to foster research excellence. In the last five years, more than 2000 papers have been published in prestigious Scopus and Web of Science indexed journals world over and over fifty patents have been finally granted. Several Departments/Centres have been awarded UGC-SAP, DST-FIST, DST- PURSE, ICCSR projects, and Centre of excellence proposals. The University has allocated Seed Money to different departments/centres for the purchase and maintenance of research related equipment. The University also have a mechanism of continuous monitoring of teachers academic and research progress; their feedback is analysed and suggestions for further improvements are made. The University felicitates its teachers and employees through various incentivization schemes. The awards and recognitions are given to them on teacher's day, foundation day, 15th August and 26th January of each year. The IQAC also helps the academic units of the University to conduct seminars and workshops on contemporary topics and themes to update and upgrade the skills of the teachers and students. The IQAC has also started the practice of conducting academic audit annually and help the departments to make the roadmap for the future.

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

**6.5.2**

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**

**6. Any other quality audit recognized by state, national or international agencies****Response:** A. Any 5 or more of the above

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

**6.5.3****Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)****Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)****Response:**

The suggested improvement of the peer team in the last accreditation cycle(2013-18) were taken up seriously and the University took up initiatives to commit itself towards the fulfilment of these tasks. some of these include:

1. The vacant positions of teaching and non-teaching positions have been filled up and the second round of recruitment process has been initiated to fill up remaining posts.
2. Several Departments/Centres were awarded UGC-SAP, DST-FIST, DST- PURSE, ICCSR PROJECTS, UGC- Centre of excellence proposals. Seed Money have been allocated to different departments/centres for research work.
3. The IQAC has been strengthened not only at the central level but also creating Departmental IQAC units which has increased the efficiency, the collection and tabulation of data has been prioritised. IQAC Cell of University has conducted number of workshops, seminars. The theme

of these events is related to Teaching and Learning, Pedagogy Ethics, Gender Sensitization, National Integration and Communal Harmony Research, IPR, Patents, Innovation, Publications, Hands on training workshops, etc.

4. The infrastructure has been expanded in the form of auditoriums, lecture halls and seminar rooms. A new building is being constructed for additional library within the campus. Three new hostels have been constructed resulting in creation of 500 beds. A new multipurpose Building namely **Ishwar Topa** for conducting Seminars and workshops have Also been constructed.
5. The mentor -mentee scheme has been made compulsory for every course and being practiced by every department.
6. The placement cell, the career and counselling cell have come into force in the last five years and this has ensured better placement of students, counselling of students not only in terms of careers but also psychological counselling, and the overall employability rate of the students has substantially increased.
7. There is now a robust feedback mechanism within the university in the form of – student feedback, feedback from parents, alumni feedback, feedback on the teaching learning process, employee feedback.
8. Self-finance courses, skill development courses, vocational courses (as per NEP 2020) have been developed and the benefits of such courses are pouring in. The University has introduced several self-finance courses like five-year integrated BCA MCA in Data Science, five-year integrated course in disaster management and environmental studies.
9. The Commerce Department has started Five Year Integrated Programme in Management with the intake of 40 seats in self-financing mode.
10. Alumni association was formed and Allahabad University Alumni Association (AUAA) have been registered as a society under Society Registration Act. Under the aegis of AUAA, an international Alumni Meet was held in 2024.
11. MoU signed with various stakeholders including wings of defence forces for academic mobility and quality.
12. Consistent effort resulted in substantial increase of research publication in SCOPUS indexed journals which also impacted h-index of the university.
13. Several patents have been filed/published and more than fifty are granted.
14. Admission processes have been made fully online and Examination related processes have also been automated.

Thus, in the last five years, tremendous progress has been made in terms of infrastructure, the teaching learning process, the curriculum designing, quality governance, research, student progression and adoption of best practices by the university. This has resulted in overall enhancement of the quality of the University of Allahabad in a holistic manner.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

**Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

#### **Response:**

The University has initiated various measures for the promotion of gender equity within the campus. The institution is a co-educational centre where equal space is shared between male and female students, and there is no discrimination on the basis of gender. Approximately, one third of the students in the campus comprise of female students. In terms of staff and faculty members too, proper balance is ensured between the two sexes. The University provides a safe campus for the students and staff, and there is zero tolerance for gender discrimination. The University follows the directions issued by the Hon'ble Supreme Court of India, Ministry of Education, and UGC from time to time in this regard in letter and spirit. The duly constituted internal complaints committee (ICC) (erstwhile Complaints Committee against Sexual Harassment; CCASH) is formed as per the provisions of Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 and University Grant Commission (Prevention, Prohibition, and Redressal of Sexual Harassment of Women Employees and Students in Higher Education Institutions) Regulations, 2015. The ICC takes care of complaints and grievances against any kind of harassment and also ensures the speedy redressals of such issues. The Centre of Women's Studies organizes several workshops/conferences/academic activities for the gender sensitization and awareness throughout the year. The University has campus-wide (including hostels) CCTV Surveillance System which provides an added layer of security and safety to fellow female teachers, staff and students. The NSS and NCC units of the University regularly organize several training and outreach programmes (e.g., self-defence training programs, yoga classes etc.) for the physical, social, and mental well-being of the girls' student. Along with this, many departments of the University run courses which are specially meant to sensitise students about gender equity, protection of the rights of women. The efforts are also made to make the students conscious of respecting all kinds of genders in the society. A number of co-curricular and extra-curricular activities are organised (like *Nukkad Naataks*, Debate competitions, Counselling programmes, Lectures by eminent speakers, Self-defence camps, Plays, Cultural events, Film screenings) within the campus to apprise the students about the importance of gender equity in the society and nation. The events like International Women's Day, National Girl Child Day, International Human Rights Day etc. are organized with great enthusiasm by conducting various activities and competitions. There has been a tremendous increase in the women representation in all the student and teacher related committees. The important offices of the University are also being successfully headed by the women faculty members. The women teachers, students, and staff are motivated and encouraged to take the lead in promoting the women empowerment in the campus and society. The students often organize social outreach programmes in villages and semi-urban areas, where women are made aware about their rights, their place in society, and how they are equally instrumental in shaping a progressive society. The Gender audit is conducted annually to ensure the fine balance and equality of gender in the University.

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

### 7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

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

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

The University has adequate facilities for the management of different kinds of degradable and non-degradable waste. The recycling of some of components prevents the unnecessary wastage and ensures re-use and optimum utilization of resources. A robust waste management system (supported by the Nagar Nigam, Prayagraj) exists in the campus.

**SOLID WASTE:** The practices include reducing solid waste generation, encouraging steel lunch boxes, and implementing zero-waste initiatives. The measures and instructions have been issued for the creation of a plastic free campus. The University strongly discourages unnecessary printing of documents/files for official work. The e-office has been implemented for the paperless file management. The efforts to minimize paper waste is an important step towards green campus. The biodegradable cloth bags are promoted. The campus utilizes incinerators, composting pits, and a biogas plant for efficient solid waste management. There are separate bins for different kinds of solid wastes-like dry and wet, organic, degradable and non-degradable. There is an efficient staff in place for the segregation and safe disposal of wastes. The students, teachers and staff are instructed to maintain cleanliness in the campus. The signboards highlighting do's and don'ts are placed at different locations in the campus.

**LIQUID WASTE:** The lab-generated liquid chemical waste is stored in designated receptacles, and hazardous liquid substances are minimized through micro-scale experiments. It is ensured that liquid wastes are not disposed off in water bodies or even soil which may endanger the life of flora and fauna. The liquid waste is often treated at special centres to render it harmless before it finds place in the public spaces.

**BIOMEDICAL WASTE:** The biomedical waste management involves careful waste segregation at its source, including categories like infectious, pathological, and non-hazardous waste. The specialized color-coded containers in each lab aid in proper waste collection. The biomedical waste obtained from (microbiological and biotechnological) laboratories and medical centre is again treated (often autoclaved) before its safe disposal. The latest international guidelines are followed so that the ecosystem is not disturbed.

**E-WASTE:** The use of LCD, refilled inkjet/laserjet cartridges and toners is encouraged. The obsolete/unusable/end-of-life electrical and electronic equipment are identified across different departments and policy for their effective categorization and disposal is formulated. The University collaborates with the Nagar Nigam, Prayagraj for safe disposal of the e-waste.

**WASTE RECYCLING SYSTEM:** The University has a vermi composting pit and a biogas plant for efficient organic waste management. The waste recycling is a useful exercise for the effective resource management and preservation of environment. In the laboratories, glass waste is managed for systematic recycling process as per standard practice. The repairable furniture are refurbished and brought to reuse, whereas, the damaged/irreparable items are properly disposed of as per University policy. The plastic waste is collected and sent to the Nagar Nigam for recycling.

**HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE:** The use of potentially hazardous chemicals is minimized in experiments. The hazardous and radioactive wastes, if any, obtained from computer labs, physics laboratories and other advanced engineering/technology laboratories are disposed of safely.

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

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

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

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

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

**7.1.5****Green campus initiatives include**

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

The University of Allahabad campus has always been very attractive and impressive with its natural greenery of dense plantation, landscaping, and picturesque flora and fauna. The rich greenery of the eco-friendly campus is very well-maintained. The beautiful landscape across different campuses is cluttered with thousands of trees, plants and flowers. The campus boasts of vast sprawling lawns which are fenced naturally by shady and tall trees and beautified by random shrubs of Hibiscus, Roses, Petunia,

Hollyhock, Ixora, Rangoon Creepers and many others. From time to time, the plantation drives are organized within and outside the campus. The NSS units of the University actively participate in the organization of such events. A number of saplings are planted and it is ensured that there is an abundance of trees and plants which conserve the resources of the environment (like oxygen yielding plants, water conserving plants and leguminous plants for conservation of nitrogen). Along with the teachers, the students and support staff are also involved in making the campus cleaner and greener. The associated events like World Environmental Day, Earth Day etc. are celebrated with active participation of students. The dedicated manpower is employed in the University for the upkeep and maintenance of the green campus and its landscape, garden, lawns and trees. There are security personnel deployed at all the gates of the different campus who make it a point to allow restricted entry of vehicles inside the campus. This helps in reducing the pollution level inside the campus. The use of bicycles is encouraged (almost 70% of the students and some teachers use bicycles to commute to the University) in the campus, and pollution-free battery powered vehicles are used to ferry people across different campuses. The University promotes use of renewable energy sources (such as solar energy net-metering) for reducing carbon footprint and climate change (greenhouse gases). The no-vehicle days are also observed occasionally in different campuses of the University. Further, all the new buildings of the University are GRIHA compliant, facilitating natural sunlight and circulation of natural winds. The “plastic free” campus is promoted by encouraging the students and faculty members to use bags made of paper, cloth, jute, and other bio-degradable materials. “Say No-to-Plastic” has been the guiding slogan for the University of Allahabad within the campus. The students and teachers carry out awareness camps and other activities which send out the message to put a ban on plastic. Within the campus and also by the side of the roads which run parallel to the campus boundary, pedestrian friendly pathways have been in place which facilitate the free movement of students and other pedestrians. This also ensures their safety from the speeding vehicles and also act as places where students stroll freely around the campus. In order to ensure the implementation and execution of all the above mentioned initiatives, the relevant circulars, notices and office orders are issued from time to time. The University conducts the green audit and energy audit regularly.

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

### 7.1.6

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

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

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**

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

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

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.7

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

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

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

**Response:**

True to its motto of maintaining inclusivity and catering to the diverse sections of the society, the University of Allahabad boasts of a campus which houses students who are differently-abled (Divyangjans). There is a reserved quota for such students for admission in different courses as per the Govt. policy. This also applies to the recruitment of faculty and staff members of the University. For such students and staff members, the University has adequate facilities to create a friendly and barrier free environment. In every department of the University, ramps have been constructed at the entry points, which facilitate hassle free movements of differently-abled students and their access to their classrooms. All the newly constructed buildings like the Ishwar Topa Building, FCI building, New Building of Law Department, HFIBF, M N Saha Complex are additionally provided with lift facility, which provides necessary assistance to Divyangjans. The Divyangjan friendly washrooms have been constructed at various places within the campus for their convenience. For the differently-abled students and teachers, tactile paths (which can be guide on touching) are in place for their assistance and direction. Similarly,

for the deaf and dumb members, the University has put on lights, display boards and signposts at different points. These serve to provide directions and also facilitate easy reach for the staff and students to different offices, departments, laboratories and also classrooms. The Jawaharlal Nehru Centre for differently-abled students of the University is equipped with modern assistive technology and facilities, screen-reading softwares, multimedia lab with audio-visual tools, and mechanized equipment. The Braille writing facility (computer, printer, and scanning device) is provided to visually-challenged students as assistive technology to make them self-reliant and independent. The Centre organizes various academic and outreach activities for Divyangjans throughout the year. The events like, 'International Day of Persons with Disabilities', 'World Autism Awareness Day' and 'World Braille Day' are organized in the Centre. The training programmes on soft skill development, like computer skills, english conversation, quantitative test, PR skills etc. are conducted to enable Divyangjans to become employable. Some differently-abled staff members and students are provided with easy-to-drive tricycles, wheelchairs, crutches, and battery-powered vehicles. The differently abled students are provided with soft copies of study materials. For people with low vision, there is also the facility of font enlargement. The differently-abled students are provided with scribes (to write for them) during the examinations. Such students are also allotted extra time as per the UGC norms. The University thus makes every effort to provide a friendly campus for the Divyangjans and they find a place where they are offered facility, help and assistance. Such measures encourage these students to get themselves admitted in good numbers in the University.

File Description	Document
Upload supporting document	<a href="#">View Document</a>

### 7.1.8

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

**Response:**

Incorporating and fostering an inclusive environment with respect to tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities is a hallmark of the University of Allahabad. It is ensured that all students of the University get equal opportunity in academic, co-curricular and extra-curricular activities. The University has a diverse community of faculty and students drawn from all parts of the country. It helps them in developing friendships, life-long collaborations, and camaraderie by overcoming the linguistic, community and cultural barriers. The University shuns all kinds of sectarianism and discriminations on the basis of religion, culture, language and socio-economic diversities. The equity is ensured in the University through fair access of resources, amenities and facilities for all the students regardless of their background, caste, creed and sex. The hostel allotment is also done without any discrimination on the basis of community, religion, and region. The unique culture of the University fosters a sense of brotherhood and mutual respect, a sense of national unity and pride, and also a feeling of respect and tolerance towards every language, religion and culture. In this regard, various initiatives are continuously taken by the University to maintain this inclusive environment. The important festivals of different religions are celebrated to promote harmony

in the campus. In the cultural events, highlights of all the regions and cultures are showcased to advocate the feeling of oneness. The dances of different part of the country, viz. Kuchipudi, Bihu, Bharatnatyam, Kathakali, Odisi, Bhangra, Santhal etc. are staged to mark the diverse fabric of the nation. The University participates in 'Ek Bharata Shrestha Bharata' campaign to promote inclusivity. The curricula of social sciences, humanities, and languages includes diverse perspectives, authors, and voices. The university has language courses in Hindi, Sanskrit, Urdu and Pali so that students get acquainted with the national language and also some of the ancient languages. The debates, essay competitions, speeches, poetry writing competitions, Kavi Sammelans, Mushairas are organized in the campus from time to time. The National Hindi Day, Urdu Day etc. are celebrated with enthusiasm. The University fosters communal harmony and tolerance within the campus. The communal discrimination, violence and prejudice and bias of any form is not tolerated. There is annual observance of 'Rashtriya Ekta Diwas' (National Unity Day) in the campus to sensitize students, teachers and employees the significance and importance of this day. The University offers scholarships to students of all levels for encouraging them in studies. The special scholarships for poor and meritorious students are also offered by the University. The NSS units of the University organize regular outreach activities for the promotion of national integration as well as on social and communal harmony.

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

### 7.1.9

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

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

#### **Response:**

University of Allahabad believes in creating holistic and responsible citizens. It organizes various programmes to sensitize students and employees to the constitutional obligations: values, rights, duties and responsibilities of the citizens. The Constitution is the guiding light both in governance and also in protecting the rights of citizens, making the citizens aware about their duties and also the significance of the nation concept. Some of the efforts taken by the University in this direction are summarized as follows. In all the orientation and induction programmes meant for students' and teachers, the participants are sensitized towards their roles and responsibilities towards the Indian constitution. The special lectures on constitutional values and duties are also organized by several departments. The UG/PG courses in the University have blended in their curricula constitutional values, obligations and duties; and thus lay the groundwork in the development of the students. Almost all the important documents of the University have components of constitutional values and ideals in them. The University celebrates days of national importance like Independence Day, Republic Day, Gandhi Jayanti, Dr Ambedkar's birthday and the Constitutional day with high interest and enthusiasm. The University has a

special institute of Gandhian Thought and Peace Studies which promotes teaching and research on Gandhian thought and values. The Gandhian ideals and thoughts form the heart and soul of our constitution, and thus this also becomes a medium to advocate the constitutional obligations to the students and teachers. The constitutional values have no meaning unless the ideals and duties are executed at the ground level. In order to achieve this, the University is engaged in a host of local outreach programmes. These include adult education programmes, environmental conservation programmes, gender equality and social justice campaigns, spreading and contributing to rural education in schools and colleges, increasing awareness in rural areas related to democratic rights, the Panchayati system, our responsibility in the conservation and protection of National monuments and places of historical interest etc. The healthy democracy thrives in the interest of the citizens towards exercising their right of Universal Adult Franchise, and this is also significant in maintaining a good governance and a robust progressive society. During the time of Lok Sabha Elections and also elections for Legislative Assemblies, teams of students and teachers visit the entire city and other areas to sensitize and make people aware about the importance of elections and casting their vote. The Law Department as well as Political Science department of the University are further involved in running various programmes and events related to sensitizing students and faculty regarding the constitutional obligations, ideals and responsibilities. These units are aggressively involved in organizing various seminars, workshops and also inviting eminent constitutional experts to spread and increase the level of consciousness with respect to our constitution. The department of Law also runs a legal aid clinic and organizes national legal service day for educating the stakeholders on constitutional matters and legal remedies.

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

#### 7.1.10

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

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

File Description	Document
Policy document on code of ethics.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented as per NAAC format provided in the Manual.**

**Response:**

#### **BEST PRACTICE 1**

**Title:**

UNIVERSITY AS A COUNSELLING HUB - TO REFORM, REVIVE AND REJUVENATE

**Objectives:**

The University endeavours to guide, support and train the students through various kinds of counselling activities keeping in mind the following objectives:

- To ensure mental wellbeing of students in terms of their thoughts, behavior and interpersonal relations.
- To guide students about their career choices as per their capabilities and skills.
- To develop a University-society interface.
- To prepare students for facing real-world challenges.
- To develop centers of learning as centers of social welfare.

**The Context:**

The University strives hard to impart quality education which leads to the holistic development of students. The practice of Counseling not only gives the youth an education, but also prepares them for the society.

**The Practice:**

The various types of counselling activities are summarized as follows:

- **Mental and Psychological Counselling:** The department of Psychology and CBCS offer

counselling to ensure student's mental wellbeing and stress management. The emotional issues are addressed through proper psychological interventions. The rallies/memory camps are organized on Mental Health Day. The student's involvement with neuroscience is promoted through organization of Brain Bee Quiz competitions.

- **Legal Counselling:** The Legal Aid Centre of Department of Law is actively involved in providing legal aid and counselling to people living in adjoining areas of the University who have nowhere to go in times of distress.
- **Mentor-Mentee Programmes:** In each academic unit, regular mentoring sessions are held to guide the students as per their performance level.
- **Agricultural Counselling:** The Sheeladhar institute specializes in providing counselling to farmers and masses on the soil quality and soil properties in a changing climate. The University runs courses on agricultural chemistry, agricultural botany, and agricultural zoology. The KBCAOS provides counselling on weather and climate issues vis-à-vis crop pattern and production. Pt. Deendayal Upadhyay Chair in association with different departments organizes outreach activities for counselling of farmers of nearby villages.
- **Health Counselling:** The University conducts regular health counselling sessions for awareness on health, hygiene, and emerging health issues like zoonoses and water-borne diseases. During the pandemic, successful counselling sessions for COVID-19 and associated health disorders were organized. The sessions on physical fitness, yoga, meditation, and mental peace are also conducted.
- **Gender Counselling:** The Centre for Women's Studies offers counselling in terms of gender sensitization, maintaining gender equity, protection and safeguard of women's rights.
- **Career Counselling:** The well-structured Career Counseling and Guidance Centre organizes different activities for students about personality development, career choices, employment opportunities, information on scholarships and fellowships.

#### **Evidence of Success:**

- Increased efficiency of students at the intellectual and psychological level
- Increase in number of placements and improved University-industry interface
- Lower rates of violence and unrest among the students
- Greater bonding between mentors and mentees
- Improved gender awareness and increased safety.
- Increased awareness about health, hygiene, cleanliness and maintenance of campus

#### **Problems Encountered and Resources Required:**

- Difficulty in convincing the students who are in need of counselling to attend support sessions
- Limited scope of building trained counsellors for future in different disciplines
- Competition from private counselling centres

**BEST PRACTICE 2****Title:**

STRENGTHENING FARMERS, STRENGTHENING INDIA

**Objectives:**

- To work in association with the farmers towards identification of their problems of agricultural sector.
- To resolve the impediments in agro-economic development.
- To expedite research activities particularly in the Uttar Pradesh to help the farmers.
- To work in close collaboration with the Ministry of Agriculture and Farmers' Welfare and to prepare policy documents for the Ministry.
- To become a permanent research body towards achieving excellence in the field of agro-economy.
- To provide weather and climate related information to farmers in vernaculars.

**The Context:**

The Agro Economic Research Centre (AERC) is exclusively dedicated towards research and innovation in the agricultural sector for economic development. This wing joins hands with the farmers, to look into their issues and problems, and help the country in becoming a developed economy. This practice contributes towards a strong society and is altruistic in nature. The projects taken up by the AERC provide a great help in combating agro-problems as well as in the policy formulations. The K. Banerjee Centre of Atmospheric and Ocean Studies carries out the high-resolution weather and climate modeling, especially for the skillful prediction of the intra-seasonal Indian monsoon rainfall.

**The Practice:**

The practice of taking up projects, educating the farmers, carrying out surveys and modeling, and finally helping the government is an ongoing process. The projects are taken up at the grass-root level and the research output is demonstrated using the data analysis and display tools. This helps the University stand out among other academic institutions. Some of the significant projects are:

- Project on Consumption Pattern of different Edible Oils-2023
- Project on Farmer Suicides: Causes and Policy Prescription in UP-2022
- Paddy Stubble Management Practices in Western UP-2022
- Strategies to Bridge Yield Gap of Major Crops in Bundelkhand Region in UP-2021
- Project on improving water use efficiency in India's agriculture: The impact, benefits and challenges of Micro Irrigation under the *Pradhan Mantri Krishi Sinchayee Yojna: Per Drop More Crop* (PMKSY-PDMC) in UP-2020
- Project on Sugarcane Transportation and Harvesting Cost in UP-2020
- Project on Assessment of Dairying and Potential Assessment to improve Socio-Economic status of Milk Producers in Eastern UP-2018
- Information about monsoon onset and withdrawal, sowing-ripening-harvesting times, active and break spells of monsoon etc. are provided to farmers in local languages on a regular basis.

**Evidence of Success:**

- Study on the farmers' suicides has delved into the reasons for alarming suicides and measures are taken up to overcome the problems.
- Paddy Stubble Burning related work helped the governments to check pollution.
- Work on sugarcane cultivation was an eye opener for the problems faced by this sector and helped in resolving various issues.
- An efficient grievance redress mechanism exists between farmers and the government.
- Increased crop production and agricultural yield has resulted into increase in farmer's income leading to agro-economic development.
- Active collaboration of academicians, farmers and the government.

**Problems Encountered and Resources Required:**

- Capacity building/Trained staff
- Delays in government approvals
- Tough weather conditions
- Difficulty in getting the primary data from farmers

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

**7.3 Institutional Distinctiveness****7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**Innovative Research & Development Facilities and Centre's of Excellence in Areas of National Development**

The University has made consistent efforts in promoting the cutting-edge research in frontier areas of science and technology through establishment of specialized centres of excellence in niche areas. Catalysing technology translation in the academic setting has been one of the primary focus of the University's research and innovation ecosystem. The ecosystem supported in accelerating the growth in the research and development activating in the important areas of societal needs and national interest in an effective and efficient manner. The University maintains close coordination with industry and encourages interdisciplinary and skill based scientific research. Developing scientific temper, creating awareness in order to bridge the gap between science and society through achieving the goal of better

public appreciation of science, engineering and technology have been the University's priorities. The University persistently contributes towards the process of nation building, development of a robust society and scaling new heights in academic and research excellence on a global scale.

### **1. National Neuroimaging Facility**

The DST sponsored National Neuroimaging Facility is one-of-its-kind setup in the University system in India. The salient feature of this facility is 3 Tesla functional Magnetic Resonance Imaging (fMRI) scanner as well as other labs to study brain and cognition. The neuroimaging facility is being used to investigate and understand the brain-based mechanisms underlying various cognitive processes such as attention, emotion, memory, language, perception, action, and decision-making. This is a national facility dedicated to the service of nation. The facility serves as a pioneering hub in India for cognitive neuroscience, combining behavioural research with advanced neuroimaging techniques to explore both traditional and contemporary aspects of cognitive science. Understanding the effect of concentrative meditation and spatial scope of attention on the subjective experience of time; neural mechanisms of bilingual language control and cognitive control; emotion and time perception; obesity and its effect on inhibition and reward sensitivity; cognitive and affective ageing; effect of solar eclipse on brain function; interaction between emotion, motivation and cognition are some of the distinct areas on which academicians are working by utilizing the fMRI facility.

### **2. High Fluence Ion Beam Facility**

The high fluence ion beam facility has been established at the University as a DST sponsored national user facility. This accelerator-based research facility uses electron cyclotron resonance (ECR) ion source to create an environment for pursuing experimental work in interdisciplinary and transdisciplinary areas for translational research (involving physical, chemical, biological, medical, earth sciences together with state-of-the-art technology). These kinds of facilities are a few in the University setup in India. The Supernanogan ECR ion source 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. This ion source can be used as a reference source for Hadrontherapy, the ultimate cancer treatment method. The high fluence ion beams have good stability, emittance, profile, transport and homogeneity with higher beam quality for cutting edge experiments of physics and other disciplines. The facility provides unique environment for capacity building in nanotechnology and innovative materials science and nuclear physics related projects, as it encompasses latest technologies such as data analysis, computer control, analog and digital instrumentation, Ultra high vacuum, etc.

### **3. Centre of Excellence in Climate Change Research**

A DST sponsored national Centre of Excellence in Climate Change research has been established at the University as part of National Mission on Strategic Knowledge for Climate Change. The skillful and timely prediction of the Indian monsoon rainfall has a huge socio-economic impact on the dominantly agrarian population living in the Indian subcontinent. The Centre conducts advanced research for investigating the space-time structure of Indian monsoon rainfall and circulation in the present and future

climate. The efforts are made to study and predict the extreme weather and climate events over India. The Centre also works towards configuration of improved coupled climate modeling system and development of AI/ML based new prediction models. The accurate dynamical modeling of vector-borne health hazards (Malaria, Dengue etc.); improved agriculture/crop modeling using the output of state-of-the-art high-resolution models; adaptation/mitigation strategies/advisories/policy documents related to extreme weather events and hydrometeorological disasters in a warming world are some of the other important research areas of national importance in which the centre is currently working on.

#### 4. Centre of Food Technology

The Centre of Food Technology drives innovation in food processing and food technology related research. It has taken unique initiative of establishing an advanced research and commercial testing lab at the University. The Food Analysis and Research Laboratory with high-end sophisticated equipment is established with support from the Ministry of Food Processing Industries, Govt. of India. This is NABL, Quality Council of India accredited lab for commercial testing of food and water samples in chemical and biological disciplines. It provides testing services for food & agricultural products and water samples to the nearby food and agro based industries, food business operators (FBO's) and research organizations. The lab has also been designated as "Nodal Lab" by Food Standards and Safety Authority of India (FSSAI). The Centre conducts skill development courses and organizes industrial visits for practical exposure to industry operations in food sector; thus helping the students understand the concepts beyond classroom, with opportunities to interact with industry professionals for exploring potential internship/job opportunities. The Centre also raises awareness about food safety and health. The popular lectures, radio broadcast, Poshan Abhiyan, Millet Bazar, International Year of Millets, Anemia Mukht Bharat, recipe contests etc. are organized for the benefit of local community and surrounding educational institutions.

In addition to the above initiatives, the University also engages in innovative and distinct research in the areas of anti-aging, HIV-AIDS, COVID virus, earth's evolution, cookies and vegetable dyes, energy flakes/bars; mushroom cultivation technology, water purification, metal complex delivery system, AI/ML, geo-informatics, geo-tourism etc.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The University has massively invested in enhancing the infrastructure in the form of new auditoriums, lecture hall complexes, laboratories, sports facilities, and ICT-enabled learning resources at par with the global standards. The University acts a research and innovation hub and carries out research and development activities in several important areas of global and societal relevance. The University has important Centres of Excellence and exceptional research facilities in cutting-edge research areas. The student-centric teaching-learning is promoted in the University in all possible ways. The University is all geared for full implementation of NEP2020 with excellent institutional preparedness. The University appreciates the fact that rigid traditional disciplinary boundaries are breaking in the modern times, and as such, encourages and promotes interdisciplinary and multidisciplinary courses of study. One of the strengths of the University is that it conducts regular academic, administrative, financial, green, energy, and gender audits. The outreach and extension activities for different stakeholders of the University are exemplary in quantitative and qualitative. The ever-increased participation of women in the various activities and decision-making committees of the University has immensely contributed in making it a prototype campus in the entire country. Swachha Bharat, Swastha Bharat, Ek Bharat Shrestha Bharat, Fit India, Khelo India, Make in India, Start Up India, Digital India, Skill India, Gati Shakti and other important initiatives of the Govt. of India are encouraged and promoted in the campus. The environmental awareness, sustainable development, and climate change related issues are properly addressed. The IQAC has immensely contributed in the academic, administrative and financial enhancement of the University. The early childhood care centre in the university plays a significant role in the social, psychological and physical development of children helping them to develop their social skills, self-confidence and self-esteem.

### **Concluding Remarks :**

The University is dedicated to the service of nation from the last 137 years, and has immensely contributed in the national development. The rich heritage and eminent alumni are valuable assets of the University. The massive infrastructural development, clean, green and hygienic campus, inclusive student-centric environment, research, development and innovation in the thrust areas of global development have been the Universities priorities. The University curricula has relevance to the local, regional, national and global development needs, which is reflected in the POs, COs and PSOs of the programmes. The programmes focused on employability/entrepreneurship/skill development. The course syllabi are adequately revised. The cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework as integrated as per NEP 2020. The learning levels of the students are assessed and special programmes are organised to cater to differential learning needs of the student. The student-centric methods are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching-learning. The reforms in the examination processes have brought in considerable improvement in examination management system. The learning outcomes are widely publicized. The research facilities are frequently updated and there is well defined policy for promotion of research and consultancy. The innovation eco-system includes Incubation centre, University-industry interface and other initiatives for creation and transfer of knowledge. The extension activities in the neighbourhood community are carried out for sensitising students to social issues. The classrooms, laboratories, computing equipment, cultural activities, yoga, games and sports facilities are adequate. The library is well kept, updated, and automated. The University makes appropriate budgetary provision for IT facilities including Wi-Fi facility. The alumni association is

registered and contributes significantly to the development of the University. The University has a clearly stated vision and mission which are reflected in its academic and administrative governance. The effective leadership is reflected in various practices. The functioning of the University bodies is effective and efficient. The University has a performance appraisal system, promotional avenues and effective welfare measures for staff members. The University conducts internal and external financial audits. The IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes. The University takes several measures for the promotion of gender equity. The University has sufficient facilities for the waste management. It promotes an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. The sensitization programmes are carried out for constitutional obligations.