डा. लालजी सिंह
कुलपति

Dr. Lalji Singh Ph.D., D.Sc. (Hon.)
FNA, FASc, FNASc, FNAAS, FTWAS
Padmashri
Bhatnagar Fellow (CSIR)
Former Director, CCMB, Hyderabad
Vice-Chancellor

DO/VC/1579   Date:- 12-02-2014

Madam,

I am very happy to put forward Banaras Hindu University's Re-accreditation Report (RAR) for consideration by the NAAC. The University has done an enormous exercise in bringing out this document, which I consider as the true reflection of University's excellence in academics and research in the past few years.

2.   You are aware that Banaras Hindu University is one of the oldest Universities of the country and possesses a rich heritage from the days of freedom struggle. **The University is completing 100th year of its establishment in the year 2016.** The holistic model of education, conceived and enriched by its illustrious founder, Mahamana Pandit Madan Mohan Malaviyaji, offers unmatched perspectives to young minds and facilitates the accomplishment of their creative talents.

3.   This document is not only an account of past achievements but also the vision of the University keeping in mind the challenges looming ahead in the higher education arena. The major challenge before us is that of providing equal opportunities for quality higher education to ever growing number of students for correcting sectoral and social imbalances prevailing in the country. The higher education system also faces a bigger challenge of competing with the foreign universities and the private educational institutions which are already making their presence felt with a strong back bone of ample resource and a huge potential for attracting the best of the minds.

4.   While presenting the RAR before you I am fully conscious of the fact that we have exceeded the time limits fixed by the Council for submission of this document. However, given the enormity of the University *vis-a-vis* dimensions of the re-accreditation report the time taken for the whole exercise was inevitable.

5.   We eagerly await for the visit of the peer team of NAAC with the hope that the outcome of the assessment shall propel the University to a world class Institution.
With warmest regards,

Yours sincerely,

L. Singh

(Lalji Singh)

Dr. (Mrs.) K. Rama,
Deputy Adviser,
NAAC,
Bangalore.

EXECUTIVE SUMMARY

Banaras Hindu University is the largest and the first truly residential university of India. The confluence of oriental and theological learning with liberal arts, science and engineering, ayurveda and modern systems of medicine and agriculture makes BHU a unique Capital of Knowledge - *'Sarva Vidya ki Rajdhani'* in the words of its eminent past faculty Dr. S.S. Bhatnagar, FRS - where East meets West. The students passing out of the portals of such a Capital of Knowledge not only possess professional skills but are also imbued with a deep sense of Indian-ness.

The holistic model of education, conceived and enriched by its illustrious founder, Mahamana Pandit Madan Mohan Malaviyaji, offers unmatched perspectives to young minds and facilitates the accomplishment of their creative talents. Its contribution in extending the frontiers of knowledge in critical areas and also in the regeneration of community values is well manifested throughout the world with its alumni occupying key positions in varied professional domains. Its alumni and faculty members have been leaders in the national movement, in nation building after independence and in establishing major industries/infrastructure in as diverse sectors as steel,coal,minerals,energy,railways and water reservoirs/dams etc. Its alumni have been Vice-president of India, Chairman and Vice-chairman of Rajyasabha, Chief Ministers of states, Union Cabinet ministers, Vice-chancellors, Chairman of ONGC, SAIL, Coal India, Railway Board, Atomic Energy Regulatory Board etc, Directors of Indian Institute of Science, Indian Institute of Technology, Indian Institutes of Management, Director General of CSIR, DAE, DRDO Laboratories, Secretaries of Governemnt departments etc. They have been recipients of Bharatratna, Padma Vibhushan, Padmabhushan and Padmashree, Fellowships of Royal Society of London, Fellowships of Indian Academies of Science, Engineering, Medicine, Agriculture, Music, Literature, Dance and Drama etc. Its faculty members have been honoured with prominent awards and recognitions of the country and abroad such as Bhatnagar award (6), Fellowships of Indian National Science Academy (27), Rashtrapati Samman for Sanskrit scholars (6), B.C.Roy award and Jawaharlal Nehru fellowship and almost all well known fellowships and awards in the field of scholarship and research. University has maintained its prime position in the teaching and research and has recently been recognized as the **University with Potential for Excellence** (UPE) by the University Grants Commission (UGC) and the best University of India by the India-Today magazine.

It is one of the handful of Indian Universities with undergraduate and postgraduate education and research all in one campus, and of these the only one with a universal spread of disciplines.

The University is located on the western bank of river Ganga in the holy city of Varanasi. The picturesque main campus of BHU is spread over 1300 acres of land with majestic buildings of great architectural delight. It enshrines within its precincts a phenomenal range of Faculties incorporating diverse disciplines of Science, Humanities, Social Sciences, Commerce, Law, Education, Visual Arts, Performing Arts, Sanskrit Vidya Dharma and Vigyan, Management, Medicine – Modern, Ayurveda & Dental Science, Engineering and Technology, Agriculture, Library Science, Journalism and a large number of Indian and Foreign Languages. The University comprises **3 Institutes** (Institute of Medical Sciences, Institute of Agricultural Sciences and Institute of Environment & Sustainable Development), **16 faculties, 131 Departments, a Mahila Maha Vidyalaya** (Women's College) and 5 **interdisciplinary Schools**. The erstwhile Institute of Technology has been upgraded to

Indian Institute of Technology. There are at present 18 departments which have received support under Special Assistance Programme (8 Centres of Advanced Studies and 10 Departments under DRS level), and 7 departments/ schools supported under FIST programme of DST.

It also has four colleges located in the city which are admitted to the privileges of BHU and three schools. In addition, the Rajiv Gandhi South Campus has been established in the year 2006 in a sprawling campus of 2600 acres located about 75 kms away from the main campus, in Barkachha, Mirzapur.

Research and Education

Research Priority Areas

The University has identified various research priority areas. It is expected that the respective faculties will direct their resources in these priority areas on a differentiated basis. There are special flagship areas with credible eminence such as : *Materials Science and Technology, Theoretical Condensed Matter Physics, Genetics and Biotechnology,Molecular Biology, Infectious Diseases, Environment & Ecology, Women Studies, Psychology, Conflict Resolution, Ayurveda, Indian Classical Music, Sanskrit and Dharm Vidya Vigyan.* These areas are to be nurtured to help them maintain international competitiveness. Some of the unique milestones of the University are:-

- BHU received **"University with Potential for Excellence"**status from UGC.
- BHU is the only University of India which has Indian Institute of Technology-I.I.T.(BHU) on its campus.
- Faculty of Veterinary Sciences has been approved by the Academic Council as well as the Executive Council to be established at R.G.S.C.
- Centre for Interdisciplinary Mathematical Sciences supported by DST.
- Centre for Genetic Disorders supported by DBT.
- Interdisciplinary School of Life Sciences supported by DBT.
- Establishment of Trauma Centre under PMSSY.
- Institute of Agricultural Sciences as Nodal Centre for Agricultural Innovation Partnership under USAID programme with several US Universities- Cornell, Georgia, Buffalo, UC Davis, Ohio, Tuskegee, Purdue and Illinois.
- Faculty of Dental Sciences.
- Strengthening & Development of Agricultural Education by ICAR, New Delhi.
- Experimental learning through the establishment of Bio-control lab, Tissue Culture lab, Fisheries and Hi-tech laboratories at Institute of Agricultural Sciences by ICAR.
- Sanction of Tandetron Accelerator facility to the Department of Physics.
- Strengthening of Space Science teaching and research in BHU by ISRO.
- Assistance for creation/seed infrastructure facilities at Institute of Agricultural Sciences, BHU by ICAR.
- Malaviya centre for Human Values and Ethics supported by Ministry of Culture.
- A unique Bhojpuri Adhyayan Kendra along with a Lok-Kala Sangrahalaya.

R & D Projects

The Vice-Chancellor has taken personal interest in encouraging the faculty members to generate additional resources for research activities through sponsored research projects. As a result of this initiative, there is a substantial change in the mindset and it is expected that more faculty members would have funding through sponsored research projects. The University has introduced several reforms in existing rules for smooth management of the research projects.

Industrial Collaborations

The improvements in the infrastructure of the University in general and the research laboratories in particular are expected to attract more industrial collaborations opening ways for additional funds. The University will provide all possible support for such collaborations.

Patenting and IPR

The University has already formed an IPR Cell to encourage the patenting culture. The University is already making provisions for meeting all the expenses related to filing of patents and it is proposed to enhance the budget of the IPR Cell further during XII-Plan.

Academic Reforms

Banaras Hindu University offers courses in the widest possible range of subjects. It is home to undergraduate, postgraduate and research programmes on the same campus, a unique feature for the Indian University System where most of the Universities are confined to postgraduate teaching and research only, leaving undergraduate teaching for colleges. Quality teaching at undergraduate and postgraduate levels requires a research environment. The Banaras Hindu University is unique in this respect also, as there is a strong tradition of research in practically all the disciplines. Capitalizing on these unique features, the University plans to embark upon a thorough restructuring of the existing degree programmes for making them more attractive and relevant to meet the challenges of the globalization. There is also a need for reviewing the existing admission and evaluation procedures.

Choice Based Credit System

The University has adopted semester system for all the degree courses and is presently following 'Choice Based Credit System' on a limited scale. it is planned to adopt a truly 'choice-based credit system (CBCS) and 'open sky' options allowing greater flexibility during the XII-Plan period. Thus for example, the students of fine arts can benefit tremendously by taking courses in computer graphics and ceramics. Similarly, engineering students can benefit from courses in Intellectual Property Rights, International Trade Law of the Faculty of Law. There are tremendous possibilities for such interdepartmental, inter-faculty interactions leading to a degree programme.

Entrance and Regular Examinations

University is utilizing internet facilities for the sale of forms, deposit of test fees issue of admit cards, conduct of tests, declaration of results and counseling of the eligible candidates for all entrance tests. The formalities of filling of forms, deposition of the examination fee and issuing admit cards are proposed to be done through the internet during the XII-Plan period.

Coordination with other Universities

The University believes that all the Central Universities should join hands in conducting a common entrance test for admissions to the various undergraduate, postgraduate and Ph.D.degree programmes, on the pattern of the Joint Entrance Examination conducted by the IITs. In due course of time, uniform credit-based evaluation system may be evolved enabling transfer of students with credit from one central university to another. The University proposes to take initiatives to form a joint forum of Central Universities to address such issues of common interest.

Internal –Quality assurance

Banaras Hindu University has been accredited by the National Assessment and Accreditation Council (NAAC) at 'A' level in the year 2006. The NAAC National Action Plan requires every accredited institution to establish an Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance measure. Accordingly, IQAC has been setup in the University with the Vice-Chancellor as its Chairman. The IQAC is the central point in implementation of the Quality Policy of the university and work for quality enhancement and sustenance. It has developed a system for conscious, consistent and catalytic improvement in the performance of the university. IQAC will develop a quality manual describing various benchmarks and the processes designed to achieve them. The manual would describe the QA system, the set of guidelines, codes of good practices and procedures to be implemented by the various units.

Based on the prescribed guidelines, each unit of the university would develop its own internal quality assurance mechanism. The mechanisms shall be coherent with the quality assurance framework and approved by the IQAC, to evaluate the quality of teaching programmes and courses, academic staff, teaching and learning experience, student assessment, internal moderation, support services, resources and facilities, and research and programme review processes.

The Future Vision

In the coming years University shall strive to further promote excellence in quality of teaching and research. The road map for the next five years has been drawn with focus on expansion of research facilities, strengthening of teaching laboratories, expansion of student amenities, strengthening of the S.S. Hospital and making the Trauma Centre functional. Some of the highlights of new initiatives are enumerated below:

1. Cafeteria-cum- Guest House Complex

The University has grown tremendously in size and reach. In order to ensure visibility on national and international platforms, it is essential to have world class infrastructure for exchange of ideas. Through this, multidisciplinary scientific interactions may take place among the students and between teacher and students. University is making all possible efforts to make our students capable of coping with emerging challenges in the era of global completion and rapidly changing higher education demands. Keeping this in sight, it is proposed to build a 12 storeyed **Cafeteria-cum- Guest House Complex** with an area of 1000 sq m per floor. The basement, ground and first floor of the building shall be used for parking facilities and three floors shall be allotted for Cafeteria. The cafeteria shall have a catering capacity of ~1000 persons per floor. Four floors shall be utilized for Guest House (200 rooms). The remaining two floors shall be used for other community activities.

2. International Hostel

In order to attract students and academicians from all corners of the world it is essential to provide them all facilities for a comfortable stay in the campus. The available infrastructure is not sufficient for accommodating increasing number of foreign students. It is therefore proposed to construct an **International Hostel** with 500 rooms for students. Each room shall have a kitchenette and attached bathroom facility. There will also be 40 suites for visiting foreign faculty (studio apartments). The hostel shall have a Launderette, Lounge, Committee room, Indoor sports and recreation facilities. Each room in the hostel shall be equipped with Internet facility.

3. Centralized Instruments Facility

The University plans to establish a centralized facility for housing major research equipment. The facility shall have state-of-the-art equipment for research in basic and applied sciences. This facility will have dedicated technical staff for operation and maintenance of equipment. The technical staff will also take care of sophisticated equipment in various departments/schools. By establishing this facility University desires to provide a centralized work space having state-of-the-art facilities and equipment. The Centralized Instrumentation Facility will be in addition to the existing central instrumentation laboratories in the departments and faculties and it will improve the scientific environment and bring about outputs of international standards.

4. Core Computational and ICT Facility

It is proposed to establish a core computational facility which shall cater to intensive computing, requirements of the faculty members, research scholars and other students. The facility shall have high performance computing facility for simulation, modelling and data analysis. It will also cater to the ICT requirements of the University. It is proposed to enhance the internet band-width capacity to 20 GB.

5. New Multi-storeyed Mega Hostel Blocks

University proposes to construct four **Multi-storeyed Mega Hostel Blocks** with 1000 rooms in each in order to increase hostel accommodation capacity to accommodate 60% students as against 45% at present. It is proposed to add 1000 single occupancy rooms Ph.D. scholars during the XII-Plan. Further, with the increase in number of girl students, it is proposed to earmark 1000 rooms for girl students. 2000 rooms shall be available for boys. These Hostel blocks shall provide accommodation to students of all the faculties. Every hostel is to be equipped with modern kitchen and launderette, in-door sports and recreational facilities and internet connectivity in every room.

6. Building for Languages Departments

It is proposed to construct a multi-storeyed building for housing the language departments at one place. It will reduce congestion in the old Arts Faculty building. It will also have a well-equipped Media lab with modern equipment and studio. The Media lab would be provided with a mobile Audio Visual Recording Van. It is proposed to set-up a language lab also in the same building.

7. Residential Quarters

 In order to attract and retain talented scholars as faculty members it is necessary to provide them with appropriate accommodation on the campus. Keeping in view the shrinking space and greenery it has been decided by the University to adopt the policy of vertical expansion in all its new buildings. In this spirit it is proposed to construct a multi-storeyed, walled-complex consisting of several blocks of residential accommodation of different categories.

This complex shall have 400 flats for teaching faculty and 250 flats for other employees and adequate parking space on the ground floor. The complex will be equipped with a central security system, recreational area and children's park.

8. Strengthening of Hospital Services

Sir Sunderlal hospital is the teaching and training hospital of Institute of Medical Sciences. It caters to a large population of eastern region and there has been substantial increase in the patients and clinical load during last few years. At present, this is the single tertiary care hospital in the region providing speciality and superspeciality services to nearly 20 crores population of the Eastern UP, Western Bihar, adjoining Madhya Pradesh, Chhattisgarh and Jharkhand states as well as neighboring county of Nepal. Most of these patients belong to poor socio economic status; therefore, providing healthcare at very low cost is a big challenge. It is proposed to strengthen the hospital infrastructure by providing additional man power and equipment. A Robotic Surgery Theatre with remote control option and Gamma Knife Unit for treating brain lesions (a non invasive technique) is also proposed for providing the students and faculty members and opportunity to acquire these skills to treat patients more effectively.

In the UPE scheme, BHU has been sanctioned money to establish a Stem Cell Research and Bone Marrow Transplant Facility at **Sir Sunder Lal Hospital.** University has now established a *Centre for Stem Cell and Bone Marrow Transplant* which will help cases of heart ailment, muscle injuries, spinal cord injuries, cancer treatment, and damaged liver regeneration. Under the *Pradhan Mantri Swasthya Suraksha Yojana (PMSSY)*, infrastructure has been established for a **Trauma Centre** having multidisciplinary departments of Orthopedics, Neurosurgery, Cardiology, Burn Unit, and many others. This will go a long way in saving lives of the unfortunate trauma victims in the region by an efficient and coordinated management. This centre should become functional as early as possible.

BHU also proposes to create a new Super-Specialty Hospital for furthering the capabilities of Sir Sunder Lal Hospital to serve the people of this region.

9. A GLP Compliant Animal House with Transgenic Gene Knockout Facility is proposed to be created for advanced research in life sciences.

10. BHU also aims to establish an innovative **Institute of Tribal and Genomic Medicine** in the Rajiv Gandhi South Campus (RGSC) of Banaras Hindu University. The establishment of the institute will not only give fillip to the research and development of quality traditional medicines existing in the tribal belt, but also in finding the molecular basis of these medicines for their global acceptability. This centre shall be established by garnering financial support of appropriate ministries/ departments.

11. The Rajiv Gandhi South Campus (RGSC) of Banaras Hindu University is all set to get a new look with the start of XII plan. Steps have already been started to establish a **Faculty of Veterinary Sciences** at RGSC. This faculty shall provide contemporary education & training to meet the changing needs of the veterinary & animal sciences for better animal health, production and processing. The faculty shall also provide referral & consultancy services and efficient extension services to the stake holders in all aspects of veterinary and animal science. It will produce competent, skilled, socially relevant professionals as the human resource for conducting basic & innovative research in veterinary & animal sciences. The faculty shall provide continuous education to livestock farmers by dissemination of technologies for animal health and production.

12. The University proposes to establish an **Institute of Translational Research** for application of knowledge of modern biology into clinical care. It will help in systematic collection and analysis of large amounts of clinical data, development of ways and means of personalized medicine, development of specific stem cell populations and genetic diagnosis carrier analysis, prenatal and predictive diagnosis and counselling.

13. Infectious diseases are one of the serious concerns in the region and taking a note of this BHU is proposing to establish a **"Biological Containment Level Four Facility"** at RGSC for research in such areas.

14. Diabetes, Coronary Artery Diseases, Cancer, Renal and Gastrointestinal Diseases are on the rise and their treatment is highly cost intensive. In order to provide medical facilities for these diseases at an affordable cost it is proposed to establish a **Superspeciality Hospital** on a Hub & Spoke Model wherein the central facilities like Radio diagnosis and Pathology, which are required by all specialities will form the hub and all superspecialities will form spokes around this hub. This hospital shall have Institute of Cardiac Sciences, Centre for Endocrine Disorders, Centre for Kidney Diseases and Transplant, Centre for Neurological Science & Mental Health, Centre for Gastro Intestinal and Hepatic Diseases and a Comprehensive Cancer Centre.

15. Nano and Micro fabrication Laboratory

The Nano Micro Fabrication lab would consist of three large areas indicated by their cleanliness level. The class 10,000 area will house chemical mechanical polishing, wafer thinning, packaging and assembly, and MBE. The class 1000 and 100 areas will house the rest of the processing capabilities, including metal deposition, lithography, oxidation, dielectric deposition, plasma processing, and wet-chemical processing. The major fabrication facilities include thin film deposition, plasma processing, optical and electron beam lithography, thermal processing, electroplating, wafer lapping, polishing, dicing, bonding and sawing, wire bonding, flip chip bonding, MBE growth, a 2-metal/2-poly CMOS line and a MEMS line. Characterization tools include optical and electron microscopy, X-Ray tomography, grazing angle diffraction and reflectivity, mass-spectroscopy, AFM, PFM, MFM, STM, stylus and optical profilometer, ellipsometer, low/high force scanning nano-indentation tribology, surface analysis tools, and high speed electronic and optical testing. These facilities would be open to the multitude of user community from a wide range of disciplines including materials, electronics, mechanical, chemical, and biomedical engineering as well as physics, chemistry, and biology. Its research will include: nanostructured ferroics and multiferroics, high k materials, MEMS, and Si electronics, SiC electronics and molecular electronics.

16. Convention Centre:

The University proposes to augment its infrastructure for hosting world-class events, whether they are conventions for 10,000 delegates, seminars for 1000 or meetings for just 250 persons. For this it has been planned to build a **Convention Centre** having state-of-the-art infrastructure, design, technology, telecommunications and AV equipment. The main hall of this centre will be a Pillar-free internal hall that can hold a 10,000-delegate plenary and can be portioned into 6 smaller halls for holding simultaneous sessions of smaller groups. The Convention Centre shall have a spacious pre-function lobby area for organizing exhibition, poster presentation and reception. It will also have 10 breakout rooms, 10 specialized seminar halls, 5 boardrooms and a VIP lounge. The design of this Convention Centre shall meet International standards of engineering and environment regulations. It will have sufficient

space for parking. It is proposed to create at least 50 suites for accommodating speakers and dignitaries. An in-house banqueting service shall be provided. The Convention centre shall be a unique facility for promoting academic interactions on a large scale.

17. Expansion of Bharat Kala Bhawan :

Bharat Kala Bhavan (BKB) is an art and archaeological museum. BKB museum of BHU is the unique one among Indian Universities having a collection of about 1.10 lacs and as per international norms a small part of this collection has been displayed in 13 galleries. Several students, research scholars and teachers from all over the country and abroad visit this museum for their higher education and research purposes. It is proposed to give this museum a new look and better infrastructure during XII-Plan. The University plans to open a Science Gallery for displaying scientific artefacts, old medical equipment and tools for exhibiting advancement in science during past decades. It is also proposed to create a seminar hall with modern facilities.

Profile of the University

1. Name and Address of the University :

Name:	BANARAS HINDU UNIVERSITY		
Address:			
City: VARANASI	Pin:221005	State :UTTAR PRADESH	
Website: **www.bhu.ac.in**			

2. For communication:

Details	Vice- Chancellor	Registrar	Coordinator IQAC
Name	**Dr. Lalji Singh**	**Prof. G.S.Yadav**	**Prof. H.C.S. Rathore**
Phone with STD Code (O)	(0542)2368938; 2307220; 6701645; 6701648	(0542)6701673	(0542)2361982
(R)	(0542)2368339; 2307209; 6703070; 2307200	(0542)2575638	(0542)2570084
Fax (O) **(R)**	(0542)2307222; 2368558 6701768	(0542)2369425	
Mobile		8004928263	9415336710
E-Mail	vc_bhu@sify.com vcbhu1@gmail.com	registrar@bhu.ac.in	hcsrathore@gmail.com

3. Status of the University:
   State University

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

√
√

4. Type of University:
   Unitary
   Affiliating

√

5. Source of funding:

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

6. a. Date of establishment of the university: **Act of Parliament (04.02.1916)**
   b. Prior to the establishment of the university, was it a/an **Not Applicable**
      i. PG Centre   Yes ☐   No ☐
      ii. Affiliated College   Yes ☐   No ☐
      iii. Constituent College   Yes ☐   No ☐
      iv. Autonomous College   Yes ☐   No ☐
      v. Any other (please specify)   ……xxxx……
   If yes, give the date of establishment ………xxxx…… (dd/mm/yyyy)

7. Date of recognition as a university by UGC or any other national agency:
   Not Applicable

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

* Enclose certificate of recognition.
# Enclose notification of MHRD and UGC for all courses / programmes / campus/campuses.
^ Enclose certificate of recognition by any other national agency/agencies, if any.

8. Has the university been recognized
   a. By UGC as a University with Potential for Excellence?
      Yes   √   No   ☐
      If yes, date of recognition: **15/05/2012**
   b. For its performance by any other governmental agency?
      Yes ☐   No √
      If yes, Name of the agency ……xxxxx… and
             date of recognition: ……xxxxx… (dd/mm/yyyy)

9. Does the university have off-campus centres?
   Yes ☐   No   √
   If yes, date of establishment : …xxxxx… (dd/mm/yyyy)
          date of recognition   : ……xxx……… (dd/mm/yyyy)

10. Does the university have off-shore campuses?
    Yes ☐   No   √
    If yes, date of establishment : ……xxx………… (dd/mm/yyyy)
           date of recognition   : ……xxx………… (dd/mm/yyyy)

11. Location of the campus and area:

		Location *	Campus area in acres	Built up area in sq. mts.
i.	**Main campus area**	Main Campus BHU -*Urban*	1361 Acres	54,63,450 sq.m
ii.	**Other campuses in the country**	South Campus RGSC-*Rural*	2600 Acres	1,08,05,490 sq.m
iii.	**Campuses abroad**	-	-	-

12. Provide information on the following: In case of multi-campus University, please provide campus-wise information.
    - Auditorium/seminar complex with infrastructural facilities √
    - Sports facilities
        * Playground √
        * swimming pool √
        * gymnasium √
        * Any other (please specify) **Badminton Court, Squash, Tennis and, Basket Ball Courts**
    - Hostel
        * Boys' hostel
            i. Number of hostels **48**
            ii. Number of inmates **10874**
            iii. Facilities: **Mess, Common Room and Sports room**
        * Girls' hostel
            i. Number of hostels **28**
            ii. Number of inmates **3620**
            iii. Facilities **Mess, Common Room and Sports room**
        * Working women's hostel
            i. Number of hostels **1**
            ii. Number of inmates **At present it is being used as Girls Hostel**
            iii. Facilities

    Residential facilities for faculty and non-teaching

Category	Number of Quarters
Teaching Staff	590
Non-Teaching Staff	729
Total	**1319**

   - **Cafeteria** Yes, there is a centrally located Cafeteria "Maitri Jalpaan Grih". Besides, the Institute of Medical Sciences, the Institute of Agricultural Sciences and the IIT (BHU) have

cafeteria within the institutes.

- **Health centre** The University Students Health Care Complex and the University Employees Health Care Complex extends clinical care and converge to all the students and employees twelve hours a day i.e. from 8 AM to 8 PM on all working days and holidays in line with the working schedule of the S.S. Hospital. Established in 1926 Sir Sundar Lal Hospital if the University has grown into a 927 bed hospital with all modern diagnostic, surgical and investigative amenities. It is the only tertiary care hospital in the North-Eastern U.P which caters to a large population of adjoining states as well. It is primarily a teaching and training hospital attached to the Institute of Medical Sciences, B.H.U

- **Facilities like banking, post office, book shops, etc**. There are two banks (State Bank of India and Bank of Baroda) which serve the student and staff with five branches spread in the campus. There are four branches of post office.
- **Transport facilities to cater to the needs of the students and staff** University runs Campus Buses for the students. There is a bus for Girl students only. A bus service is also available between the main campus and RGSC, Barkachha.

- **Facilities for persons with disabilities:** University has made provision of ramps in every new building constructed. The Central Library provides digital recordings to visually impaired students.

- **Animal house** University has submitted a proposal in its XII Plan proposal for a state-of-the-art Animal House. Presently, an Animal House is available in the Institute of Medical Science and the Faculty of Science

- **Incinerator for laboratories:** Yes, in the Faculty of Science
- **Power house:** Yes, in the Faculty of Science
- **Waste management facility:** University has a Sanitary and Support Services Unit which caters to the waste collection and disposal in the University

13. **Number of institutions affiliated to the university**-There are no colleges *affiliated* to the University. However, four colleges in the city of Varanasi have been admitted to the privileges of Banaras Hindu University. These colleges are
    - (i)   D.A.V. P.G. College
    - (ii)   Arya Mahila P.G. College
    - (iii)   Vasanta College for Women, Rajghat and
    - (iv)   Vasant Kanya Mahavidyalaya.

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

number of autonomous colleges under the jurisdiction of the University

Yes ☐   No √   Number   ☐

15. Furnish the following information:

Particulars	Number	Number of Students
a. University Departments Undergraduate Post graduate Research centres on the campus	There are 132 departments, 5 Interdisciplinary Schools (including the departments at IIT(BHU)	**28229**
b. Constituent colleges	One; Mahila Maha Vidyalaya (Women's College)	
c. Affiliated colleges	-	-
d. Colleges under 2(f)	-	-
e. Colleges under 2(f) and 12B	-	-
f. NAAC accredited colleges	-	-
g. Colleges with Potential for Excellence (UGC)	-	-
h. Autonomous colleges	-	-
i. Colleges with Postgraduate Departments	-	-
j. Colleges with Research Departments	-	-
k. University recognized Research Institutes/Centres	-	-

16. Does the university conform to the specification of Degrees as enlisted by the UGC? Yes √   No ☐
    If the university uses any other nomenclatures, please specify. **NO**

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

Programmes	Number
UG	18
PG	121
Integrated Masters	-
M.Phil.	02
Ph.D.	99
Integrated Ph.D.	01
Certificate	11
Diploma	31

Banaras Hindu University

Programmes	Number
PG Diploma	50
Any other (please specify)	--
Total	

List of the Programmes is enclosed at **Annexure 1**

18. Number of working days during the last academic year.

<div style="border:1px solid">287</div>

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

2009-10	2010-11	2011-12	2012-13
182	181	181	186

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

20. Does the university have a department of Teacher Education?
    Yes   √   No   ☐

    a. If yes, Year of establishment 1918 (as the Teacher's Training College)

    b. NCTE recognition details (if applicable)
       Notification No F-NRC/NCTE/F-7/5684
       Date: 09.09.2006

    c. Is the department opting for assessment and accreditation separately?
       Yes

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

    If yes, a. Year of establishment : 1972

    b. NCTE recognition details (if applicable)
    Notification No.: F-NRC/NCTE/F-7/5698
    Date: 09.09.2006

    c. Is the department opting for assessment and accreditation separately?
    Yes   √   No   ☐

22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered? **NOT APPLICABLE**
    Yes   ☐   No   ☐
    If yes, please enclose approval / recognition details issued by the statutory

body governing the programme.

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

24. Number of positions in the university

Positions	Teaching faculty			Non-teaching staff	Technical staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the UGC / University / State Government *Recruited Yet to recruit*	**129**	**313**	**775**	**4877**	**780**
Number of persons working on contract basis	-	-	**175**	**113**	**05**

25. Qualifications of the teaching staff

Details of Faculty – Highest Qualification	Professors	Associate Professors	Assistant Professors
Permanent faculty	**129**	**313**	**775**
D.Sc. / D.Litt.	**006**	**002**	**000**
Ph.D.	**123**	**299**	**690**
M.Phil.	**000**	**012**	**006**
PG	**000**	**000**	**079**

26. Emeritus, Adjunct and Visiting Professors.

Emeritus Professors	Adjunct Professors	Visiting Professors
21	**3**	**37**

27. Chairs instituted by the university:
There are 29 chairs instituted in the University by donors.

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

CATEGORY WISE STUDENTS ENROLMENT (AS ON 31-03-2013) IN UNIVERSITY DEPARTMENT

Course	General			SC			ST			OBC			PH			Total (2+3+4+5+6)
1	2			3			4			5			6			7
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	Total
U.G.	3959	2377	**6336**	1251	507	**1758**	478	229	**707**	2992	1162	**4154**	183	65	**248**	13203
P.G.	2467	1525	**3992**	752	323	**1075**	287	160	**447**	1475	838	**2313**	88	29	**117**	7944
5 years Integrated Course	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0
M.Phil	07	17	**24**	03	01	**04**	01	02	**03**	06	05	**11**	0	0	**0**	42
Ph.D	1950	1020	**2970**	530	167	**697**	115	33	**148**	715	276	**991**	50	06	**56**	4862
Dip./ Cert.	876/ 91	714/ 65	**1590/ 156**	143/ 27	71/ 08	**214/ 35**	55/ 11	31/ 03	**86/ 14**	367/ 49	191/ 24	**558/ 73**	17/ 0	05/ 0	**22/ 0**	2470/278
Total	**9478**	**5687**	**14019**	**2706**	**1077**	**3783**	**947**	**458**	**1405**	**5604**	**2496**	**8100**	**210**	**136**	**346**	**28799**

29. 'Unit cost' of education

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

(a) including the salary component = 57993/28799= **Rs. 2.01 lakh**

(b) excluding the salary component = 5856/28799= **Rs. 0.203 lakh**

30. Academic Staff College
    - Year of establishment **1987**
    - Number of programmes conducted (with duration)
        * UGC Orientation: 60 (four weeks duration)
        * UGC Refresher: 163 (three weeks duration)
        * University's own programmes 07

31. Does the university offer Distance Education Programmes (DEP)? **NO**

    If yes, indicate the number of programmes offered.
    Are they recognized by the Distance Education Council?

32. Does the university have a provision for external registration of students? **NO**

    If yes, how many students avail of this provision annually?

33. Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.
    Accreditation: Cycle 1   ☐   **Cycle 2 √**   Cycle 3 ☐   ☐
    Cycle 4
    Re-Assessment: ☐

34. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)
    Cycle 1: 21/05/2006 Accreditation outcome/Result 'A'Grade
    Copy of Certificate of Accreditation is enclosed **Annexure 2**

35. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university. **Not Applicable**

36. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).
    Date of establishment of IQAC   05/06/2007

37. Any other relevant data, the university would like to include (not exceeding one page). **No**

CRITERION I:
CURRICULAR ASPECTS

1.1   Curriculum Design and Development

The **Objectives of the University** are:

(i)   To promote the study of the Hindu Shastras and of Sanskrit literature generally as a means of preserving and popularizing for the benefit of the Hindus in particular and of the world at large in general, the best thought and culture of the Hindus and all that was good and great in the ancient civilization of India;

(ii)   To promote learning and research generally in Arts and Sciences in all branches;

(iii)   To advance and diffuse such scientific, technical and professional knowledge, combined with the necessary practical training as is best calculated to help in promoting indigenous industries and in developing the material resources of the country; and

(iv)   To promote the building up of character in youth by religion and ethics as an integral part of education

Historically, established in 1916, the Banaras Hindu University is the first Indian university established by an Indian with a long tern vision of development of independent India. Hence, in tune with its objectives, our founder Mahamana Pt. Madan Mohan Malviya ji set out the **vision and mission** of this Great University – which is reflected in the following two quotes:

" It is my earnest hope and prayer, that this center of life and light, which is coming into existence, will produce students who will not only be intellectually equal to the best of their fellow students in other parts of the World, but will also live a noble life, love their country and be loyal to the Supreme Ruler."

"A teaching university would but half perform it's function, if it does not seek to develop the heart power of it's scholars with the same solicitude with which it develops their brain power. Hence, this University has placed formation of character in youth as one of it's principal objects. It will seek not merely to turn out men as Engineers, Scientists, Doctors, Theologists, Merchants, but also as men of high character, probity and honour, whose conduct through life would show that they bear the hallmark of a great University."

Hence, ever since its establishment the curriculum development philosophy of the university had been to develop the character and personality of its students ornamented with best of the Indian values and virtues along with equipping their minds with best of the

contemporary scientific and technological advancements to make them comparable to the best minds in the west.

In order to develop Personalities loaded with Indian virtues, Malviya ji started a tradition of giving GITA PRAVACHAN himself, that legacy was maintained by Dr. Sarvapalli Radhakrishnan and continues till date, besides celebration of all Indian festivals and rituals.

On the academic front, the University offers a full spectrum of teaching programmes at **undergraduate** and **post graduate** levels. You name any course and it is taught at BHU – hence, the university is rightly referred to as CAPITAL OF KNOWLEDGE. The progrmmes ranging from: oriental Indian subjects like Veda, Jyotish, Dharmagama, Ayurveda, music and performing arts etc.; to all subjects of Arts and Humanities; to almost all subjects of Social Sciences; to all major Indian and Foreign Languages; to Education and Physical Education; to modern disciplines like Medicine, Surgery, Biotechnology, Bioinformatics, Biomedical, Biochemical, Computer Science and other subjects in Science, Agriculture, Management etc.; to almost all branches of Engineering (in now IIT-BHU) are offered in the university.

The University provides complete autonomy to the departments/faculties to revise or update existing curricula to incorporate latest knowledge development AND even introduce new courses in tune with employment market needs, as and when they want to do this. There is hardly any period of gestation and such revisions can be done each semester.

On an average regular curricula revision and up gradation takes place at the interval of every 2 years. The Board of Studies (BOS) of the concerned department consists of all the teaching staff holding substantive post in the department. There are two expert members in the Board of Studies from outside the University. The departmental and faculty level BOS consider the proposed revision of curricula and its recommendations are placed before the Academic Council of the University for approval, but in case of urgency the Vice Chancellor gives an administrative approval.

In majority of cases, model courses framed by the UGC or the regulatory bodies have been largely adapted with enrichment.

The course curricula are upgraded in the light of the subject developments and needs of the stakeholders with the objective to equip students with necessary skills and proficiency for the real life situations. The previous record of campus placement in Professional courses is impressive and speaks itself about the course content. In all the courses a major emphasis has been laid on inculcating the spirit of inquisitiveness and enquiry which in due course reflects in the quality of research and innovation.

1.2   Academic Flexibility

Being residential, the university teaches a full range of courses on the campus. More than 450 different courses and combinations thereof are offered (A Faculty-wise list of all the programmes taught on campus is enclosed at **Annexure –1**).

The university follows Semester System in all courses. With slight variations across different faculties, a student to earn an honours degree has to accumulate a specified number credits, which may include, for example: Core Credits, Core Honours Credits, Major Elective Credits, Languages Credits, Soft Skills Credits and Environmental Studies Credits. The following example of a B.A. (Hons.) Degree from Faculty of Arts, is presented for elaborating this point:

Core Courses: 72 Credits
Core (Honours): 24 Credits
Major Electives: 12 Credits
Languages: 18 Credits
Soft Skills: 06 Credits
Environmental Studies: 01 Credit
Total: 133 Credits

In this way, the student has full flexibility of choice for choosing the electives from a large number of electives offered across departments in the university to accumulate the required number of credits. In this way the university provides the possibility of earning **Choice Based Credits**. Here the language and soft skill courses are **add-on enrichments.**

While introducing the semester system in the university, all the existing curricula have been revamped by introduction of field training, extension activities project, industrial exposure, internship etc., as add-ons giving flexibility in choice in the nature and variety of the enrichments.

As regards **credit sharing/ transfer** in between Universities, the University has suggested to the MHRD/ UGC for initiating an effort at the Central level so that a common system is evolved amongst the Central Universities to start with. The experience of credit sharing within the faculties of the University could be used to further the aim of credit sharing/ transfer amongst Universities

The university attracts a large number of **foreign students** in selected branches of studies. The course curricula in these branches have been updated from time to time to suit the requirement of international students.

To facilitate these students the university has established an

International Cell for facilitating their admission process. This cell also looks after and facilitates the bilateral academic exchange programmes with foreign governments and educational institutions on mutually agreed terms. The University also provides residential facility for foreign national students.

University had introduced **Dual Degree programmes** in the Institute of Technology (now upgraded to IIT). Further, the Diploma and Certificate Courses offered by the University may be pursued with the main degree programs.

In addition to hundreds of regular course the university offers a number of market oriented professional courses in the self financing mode. A list of **Special Courses** is enclosed at **Annexure- 3**. The admission in these courses is done through all India entrance tests at par with other courses; however a student is required to pay some additional fee, as these courses are run on self-sustainable basis. The teacher qualification is similar to a regular teaching staff but the salary in case of contractual teacher is on fixed remuneration basis.

All the courses of the University follow Semester system except the Diploma and Certificate Program where annual system is *in vogue.*

University actively pursues the **policy of promoting inter- disciplinarity** in teaching and research. Some of the inter- disciplinary programmes are as under:

In the Faculty of Science, University has established Interdisciplinary School of Life Sciences (ISLS) where Departments of Zoology, Botany, Biotechnology, Molecular & Human Genetics and Bio Chemistry are participating.

Similarly a separate facility for R&D In the field of Nano science has been created, where the Department of Physics, Department of Metallurgical Engineering and Department of Medicine are participating.

In the field of Mathematical sciences, a separate Inter- disciplinary School of Mathematical Sciences has been established, where Department of Mathematics, Department of Statistics, Department of Physics, Department of Applied Mathematics and Department of Computer Science are taking up inter-disciplinary collaborating research.

Under the Centre for Genetic disorder (CGD), Department of Zoology and Institute of Medical Sciences (IMS), BHU are participating for inter-disciplinary research.

In the Faculty of Arts, Centre for Intercultural Studies has been established.

Last but not the least, a mega project of the University for facilitating inter-disciplinary research is the recent establishment of the Centre for Translation Studies.

In addition to the above inter-disciplinary schools, the university is offering following courses which are examples of inter-disciplinary collaboration to meet the emerging needs of the employment market:
- MBA Agribusiness Program
- One-Year part time Diploma in Microfinance & Entrepreneurship
- One-Year part time Diploma in Leisure & Hospital Management
- Six-Month part time Certificate program in Health Care Management
- Mahila Maha Vidyalaya has introduced inter disciplinary M.Sc. Bioinformatics programme under UGC TRIEA scheme which is running successfully since 2004.
- PG program in Manuscriptology
- PG Program in Tourism Management
- PG diploma in Health Communication
- PG Diploma in Sports Journalism

]1.3   Curriculum Enrichment

The university keeps curriculum enrichment at the top of any reform undertaken to achieve academic excellence. Curriculum enrichment is governed by following three principles:

- The faculty should be encouraged and facilitated to enrich their courses as frequently as need for incorporating new ideas/research based knowledge is felt by them.
- Timely launching of new courses/programmes to meet out the emerging societal/job market needs.
- Invite, accept and incorporate bright ideas from stakeholders.

Being a mega university, the up gradation and review of curriculum is a continuous process, as every semester there would be some departments coming up for revisions. Hence the BOS, Faculty Body and Academic Council meetings take place at least twice a year. On an average, 30 to 40% courses of the university would be updated or revised each year.

Similarly responding to societal and job market needs, the University has introduced following new courses during last four years:

Name of the Faculty	Programmes introduced
Faculty of Science	Programme on Space Physics and Biophysics at PG level and one year diploma in Genetic disorder.
Faculty of Management Studies	• One interdisciplinary program: (MBA Agribusiness);

	• Two diploma and one certificate Program in emerging areas
Sanskrit Vidya Dharm Vignan Sankaya (SVDV)	• UG diploma in Jyotish and Vastushatra; • Certificate Course in Veda and Karmakanda
Faculty of Commerce	• UG: B.Com(Hons.) Financial Market Management; • Master of Financial Management • Master of Financial Management (Risk & Insurance), • Master of Foreign Trade
Faculty of Arts	• PG Program in Manuscriptology • PG Program in Tourism management • PG diploma in Health Communication • PG Diploma in Sports Journalism
Faculty of Social Sciences	• M. Phil in Subaltern Studies • P.G. Diploma in Japanese Studies • PG Diploma in Gender and Women Studies • PG Diploma in Conflict Management & Development • M.A. in Conflict Management & Development • Certificate Course in Peace and Conflict Resolution • PG Diploma in Counseling and Psychotherapy • PG Diploma in Counseling, Guidance and Psychological intervention

In last four years almost eighty percent of the courses in different faculties underwent syllabus revision.

The University offers a possibility of undertaking **value-added courses**. The graduating students have the possibility of undertaking following part-time job oriented courses:

- Diploma in Microfinance & Entrepreneurship (one-year part-time program for graduating students of affiliated colleges)
- Diploma in Leisure & Hospital Management (one-year part-time program for graduating students of affiliated colleges)
- Certificate Program in Health Care Management (six-

month part-time programme for graduating students of affiliated colleges)
- MBA Agribusiness Program
- One-Year part time Diploma in Microfinance & Entrepreneurship
- One-Year part time Diploma in Leisure & Hospital Management
- Six-Month part time Certificate program in Health Care Management
- Mahila Maha Vidyalaya has introduced inter disciplinary M.Sc. Bioinformatics programme under UGC TRIEA scheme which is running successfully since 2004.
- PG program in Manuscriptology
- PG Program in Tourism Management
- PG diploma in Health Communication
- PG Diploma in Sports Journalism

Besides the above, there are several other options available for students such as foreign language courses, diploma programs in visual and fine arts besides pursuing a number of hobbies in hobby center.

University has introduced courses on soft skill development for undergraduate students in various faculties and they are very popular amongst students who have studies through Hindi medium.

1.4   Feedback System

The following **strategies are adopted for the revision** of the existing syllabi/programmes:

A. First the faculties of the department/centres are engaged in examining both the adequacies and inadequacies of the programmes in terms of social needs and global academic trends;

B. The views/suggestions of the students collected through both formal and informal procedure are taken into considerations;

C. The comparative study with the similar programmes of different universities are done;

D. The members of the faculty and the experts invited by the Board of Studies prepare and finalize the revised programme after rigorous discussion.

The university has recently developed a formal system of eliciting students' feedback on not only the quality of curriculum but also its transaction. After getting its formal approval from the Executive Council of the university it will be implemented with effect from the current session.

Although no formal system of eliciting feedback on curriculum from

national and international faculty is in place. However Faculties of the University organize National/International workshops, seminars and invited lectures which extend a lot of help in modification of teaching- learning programmes.

With regard to quality sustenance and quality enhancement measures, though different faculties adopt different strategies for effective development of the curricula. Some of the common measures include:
- o Frequent and closer interaction with the corporate world,
- o Inviting subject experts from outside the University in the meetings of the Board of studies,
- o Obtaining views and suggestions from Faculty engaged in teaching subjects form other Universities,
- o Internal seminar and Workshops

1.5   Best Practices in Curricular Aspects

The following can be considered as the best practices in curricular aspects that the university adopts:

- Decentralization, total freedom and autonomy to the faculty teaching the courses to devise and revise their courses as often as needed and there is hardly any gestation period for implementation of the revised course/programme.
- Possibility to students for selecting Choice Based Credits as per their interest and need.
- Wide range of optional, add-on and enrichment skill and job oriented courses to choose from.
- Encouragement to students for using 24X7 available Cyber library to not only enrich their learning experiences with the latest knowledge developments but also to challenge their teachers to compel them to frequently update their syllabi.
- Frequent interaction with corporate world and the well placed distinguished alumni to get suggestions for updating the courses.

CRITERION II
TEACHING-LEARNING AND EVALUATION

2.1   Student Enrolment and Profile

The admission to all the UG, PG and Research programmes is through an all India entrance test. The merit of the candidate in the entrance test is the only factor which is taken into account for admission, thus ensuring full transparency in the admission process.

University conducts entrance tests for all of its UG, PG, Diploma, Special Courses of Studies and Research Programmes. The entrance test is widely publicized in national dailies and on the University's web-site. The admission process form applying to admission counseling is completely on-line. An applicant is required to register himself on the admission portal with a valid email id. He is allotted a one-time password which has to be changed on first login. This eliminates the possibility of fake and bogus registration. The complete process of submission of application, payment of fee and generation of admit card is online which ensures transparency, precision and efficiency. An applicant can apply from the convenience of his home and pay requisite fee through a number of payment options. The admit card for the test is made available on the web-portal minimizing the risk of loss-in-transit. The entrance test is conducted at a large number of centers in major cities in all the four zones of the country.

At the time of the entrance test, the University allows the candidate to take the question booklet and a carbon-copy of the OMR sheet filled by him. The key-wise answers to the question booklet are published on the net inviting representations and appeal against the answers, if any. This ensures complete objectivity and transparency in the process.

There are no affiliated colleges, however the admission to the colleges admitted to the privileges of the University is through University's Entrance Tests as elaborated above. During the counseling the student either opts for the constituent college or she/he is compelled to choose them because of low merit index in the entrance test.

To get a correct picture of the **profile of the students**, the University collects all the vital statistics about the student through the application submitted for the entrance tests. The candidate has to enter basic data about his background (urban/rural), caste, sex, family detail, education of parents, annual household income, place of study (whether rural or urban) etc. These

basic inputs are analyzed and based on the outcome of the same the University prepares itself for attracting students form unrepresented strata.

The admission process is put to a rigorous introspection every year in order to eliminate inconsistencies and make it unambiguous and transparent.

SC/ST and OBC candidates are given **reservation in admissions** as per Government of India guidelines applicable from time to time. University has a separate Institute for Higher Educatiion of Women (and three colleges in the city of Varanasi admitted to the privileges of University which admit only girl students. Further, a girl candidate with sufficient score may opt for admission in the Faculty also. There is a horizontal reservation for persons with disabilities.

There are schemes of freeships and financial support for the candidates belonging to the economically weaker section. In various faculties few supernumerary seats have been earmarked for meritorious sports persons.

The table below presents the number of students, category and sex-wise, admitted in university departments in the last four academic years:

No. of Students admitted in University Departments in the last four Years								
Category	**2009-10**		**2010-11**		**2011-12**		**2012-13**	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
SC	1989	629	2427	776	2738	906	2267	946
ST	642	247	861	315	989	390	853	432
OBC	2423	977	4167	1577	5435	2110	5057	2302
General	8445	3719	8712	4120	8971	4404	7144	4556
Others	739	284	808	314	888	392	852	431
Total	**14238**	**5856**	**16975**	**7102**	**19021**	**8202**	**16173**	**8667**

2.2   Catering to Student Diversity

The university has a very **strong and highly structured induction programme** along with several other methodologies for catering to diverse needs of its students.

Immediately after the completion of the admission process, an induction orientation under the Chairmanship of the Vice Chancellor is done separately for all fresh students admitted in each faculty. The purpose of this half day orientation programme is to not only welcome the newly admitted students but also to make them aware of the ethos, traditions, rich cultural and historical heritage of the university, besides giving detailed information of facilities,

rule, code of conduct and expectations of the university. Some of the indicative topics covered under the program are as:

- Vision, mission and objectives of the University
- Vision of MahamnaPanditMadanMohanMalviyaji
- Historical background of BHU and the Faculty
- Landmark achievements and contribution of individual teachers
- Importance of Kulgeet
- All the infrastructure facilities available in the University and the Faculty
- Attendance criteria, Anti ragging rules and regulations, Campus placement opportunities
- Expectation from the students, their rights and responsibilities
- Maintenance of discipline in the Faculty and hostel complex

The seriousness and importance of this orientation programme can be gauged from the fact that the Vice Chancellor remains in the chair for the full duration of the programme and finally addresses the fresher's. In fact this programme is designed in such a way that at the end of the programme each student not only feels proud of becoming a student of BHU but is also motivated to become a worthy ambassador of the university when he passes out.

In addition to this induction orientation at the university level, each Faculty of the University also organizes induction program for fresher of various programs. The duration of the program varies from two days to one week. The purpose of these programs is to acquaint the newcomers about faculty, faculty members, requisite skill-set for becoming a responsive student and a good citizen, besides orienting them with details of various course structures and combinations thereof, available options and requirements. Experts from academia serve as resource person for these induction programs.
Based on the feedback of students, faculty keeps on updating the content, coverage and duration of the induction programme.

The diversity of student population in the courses of the university is enormous and as such no "one-size-fits-all" methodology is feasible for **catering the diverse needs**. In almost all the faculties the 'differential requirement of the student population' is inbuilt in course curriculum. The first year of the education is entirely devoted to cover the basics of the discipline, which is further developed into advance modules in second and subsequent years.

Further, during the induction program in the beginning of the session, the faculty members keep on paying maximum attention to individual students and their strengths and weaknesses. Individual care is being given to students wherever necessary.

The concept of student mentorship is in place in the University, wherein a faculty member serves as the mentor for about ten students. Every student is

free to contact his / her mentor for any problem he faces with regard to his / her study.

In order to further cater to student's diverse needs, almost all faculties offer add-on and Open Choice (Audit Courses) for enrichment of students. A few examples of such courses are: MBA & MBA-IB Programmes are running in the Faculty of Management Studies. Open choice courses are meant for adding further value to the student's academic profile. Audit courses under this category are the courses which a student may opt under open choice category. It shall be open to the students of the Faculty and also to the students from across the Faculty, University wide. No examination shall be conducted for Audit courses however these courses shall be mentioned in the grade sheet only when the student attends at least 80% classes in the course. Accordingly, these shall not be counted in the calculation of SGPA and CGPA.

In SVDV every 15th day of fortnight is fixed for *Pragyavardhini* (Sanskrit communicative skills).

In the Institute of Agricultural Sciences, remedial courses are offered at the PG and Ph D levels. There are 6 remedial courses of one credit each. All PG students and those Ph D students who have not offered these courses at PG level are required to offer these courses in 2 semesters. Time table of such courses are fixed at the Institute level so that there is no clash with the teaching schedules of different departments.

The soft skill and educational ethics course of the Faculty of Education is one of the most popular course in this category.

Meeting out the learning needs of the advanced learners is of paramount importance to achieve academic excellence. The Banaras Hindu University has developed a world class air-conditioned Cyber Library which is open 24X7. The students have an access to thousands of books and journals which the university subscribes for on-line access.
Further free Internet access to students is provided even in their hostel rooms to access this resource of on-line subscription.

 In this way not only the advanced learners but also other have the opportunity to enrich their learning at their own pace and comfort. Hundreds of Seminars and Conferences being organized in the Campus provide other great opportunity for advanced learners to present papers, have interaction with experts in different fields and make their presentations before them.

2.3   Teaching-Learning Process

The teaching – learning process of Banaras Hindu University is one of the most meticulously designed and religiously executed one. BHU takes pride in claiming that not a single working/teaching day in last 20 years has seen a disruption and the academic calendar has been religiously followed. In this section major highlights of the teaching-learning process are presented.

In the beginning of the academic year, planning sessions are organized, faculty meetings held and various academic committees are formed to prepare the academic calendar. The **Academic calendar of the University** spells out major faculty events, holidays, schedule of examinations, teaching days, dates of curricular and extracurricular activities, schedule of internal assignment and sessionals work etc.

All enrolled students are given a detailed prospectus which also give information about subject combinations, detailed syllabus, rules regarding admission, examination, discipline and code of conduct in the campus, academic calendar etc.

At the faculty level, various other teaching related activities are finalized after a chain of interactions and meeting between faculty members. Faculty members from different functional areas of the course have frequent interactions within and outside their respective areas regarding evaluation of students.

Course outlines and course schedules prior to the commencement of the academic session are provided to the students. The detailed course structures of different programs of the Faculty are readily available on the website. Besides, a hard copy of the same is also provided to each student at the beginning of the each semester. The Course outlines and course schedules along with reading materials (both in electronic copy as well as hard copy) are provided to the students. Lesson plans along with names of course instructors are also provided.

In the first lecture of each semester concerned teachers are required to provide the detailed course outlines of the concerned courses to each student.

Generally there are no challenges in completing the curriculum within the stipulated time frame and calendar. However in some Faculties (like the Faculty of Management Studies) odd semester usually have sufficient time to complete the curriculum but the even semesters have time constrain in completing the curriculum as these are relatively shorter and that too with lots of extra and co-curricular activities including the final and summer placements. To solve this problem the faculty had tried to equally distribute the academic session in two parts by slightly preopening the even semesters in the beginning of December instead of end of December or beginning of January from last three years. In special cases extra classes are taken to complete the curriculum.

The learning is made student centric by adopting variation in teaching methods suited to the learning abilities of the students. As lecture method is often dreary and generally without active participation of the student, teachers prefer the face to face interaction in which even average student actively participate and freely ask questions. A culture is imbibed among the students that the acquisition of knowledge and skills does not take place only during their affiliation with the faculty but it is a continuous learning process.

Students are encouraged to acquire knowledge during referencing in the library, surfing on internet and classroom instructions. This knowledge has to be organized from examination point of view and also from application point of view. Students are taught how to arrange and link the different aspects consistently, so as to convey the exact sense while appearing for theory and practical exams.

Although the lecture method has no substitute, yet the faculty members try their best to make use of other interactive modes and methods. **The teachers also use the various teaching-learning methods like:**

- Use of Audio visual facilities
- Multi-media power point presentations
- Compulsory assignments and seminar presentations
- Compulsory Contact Hours
- Computer assisted learning
- Role playing
- Case studies
- Group discussions and presentations
- Field based assignments

The university has a committed policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students. Every Faculty is provided sufficient budget allocation for this purpose.

Faculties of the University frequently invite corporate luminaries and top academicians from premier institutions to deliver guest lectures on various topics. Every faculty is provided sufficient budget allocation for such lectures. In the last academic session, a large number of distinguished guests visited various Faculties and delivered lectures in various programs including QIPs, and Year-long lecture series. A number of departments have evolved a culture of organizing lectures of examiners who come to give Ph.D. viva-voce examination to students.

Resource Persons/experts from India and abroad are also invited in the conduct of the course. Sponsored experts from USA and European Union visit different centers and departments every year (Eg. Fullbright, Shastri Indo-Canadian).

The university formally encourages blended learning by using e-learning resources. With the world class cyber library subscribing 24X7 access to thousands of online books and journals, the BHU is a unique example of such a blending in the country. Computer based learning is considered the integral part of courses because it is the dynamic and enriching method. Internet opens a wide horizon of opportunities for students, which helps not only in their course curriculum but also in their various other co-curricular activities including the most crucial dimension of their career, i.e., placement and training. For this purpose, every faculty has a full fledge computer lab in almost all the departments, all modern ICT tools and Wi-fi enabled campus and hostel. Teachers have converted majority of classrooms into smart classrooms with ICT tools so as to make learning more students' friendly.

Students are encouraged to extensively use e-resources (e-Books, e-Journals and Periodicals, Manuscripts etc.) with the Central library.

The concept of virtual class and laboratory is utilized in Institute of Medical Sciences. It is yet to catch pace and attention in other departments. However, Video conferencing facility is available in some of the Faculties and also as a central facility but still its use as a learning tool is very restricted. The library is having subscribed versions of on line data sources and several online research journals are available for students to enrich and update their knowledge level.

The University has taken significant steps to orient traditional classrooms into 24x7 learning places. Huge investment made in ensuring the availability of Cyber library (described above) is the best example extending classrooms into 24X7 learning. The extended library hours and interactions with teachers at odd hours help students in the learning process. Special interactive sessions are being organized out of regular class hours.

Further, the course curricula is being designed in such a way where students keep on learning various skills even during the holidays say in terms of Summer training, industrial tours and various seminars and conferences. Similarly, the personality development of students is not confined to classroom studies but a constant push in all the activities of the students to face the world is ensured.

The University ensures provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance

There is a system of Mentor-mentee, in which every faculty member is mentor to a small group of students. The students are free to contact and take help from their mentor regarding their study related problems.

In order to help students with **personal and psychological problems**, a permanent University Career Guidance and Counseling Cell has been established. Here highly professional service is offered by professors of the Psychology and Education department for four hours on each working day. On an average 4 to 5 students are counseled every day. Till date more than one thousand students have been benefitted by the services provided at this centre.

There is also a University Employment Information and Guidance Bureau where students can get counseling and help to find solutions of the professional as well as personal problems. This Bureau provides following services;
• 		Vocational Guidance and Career counseling
• 		Career Studies and occupational research
• 		Employment guidance
• 		Psychological testing and assistance

Student advisors at the faculty level and Hostel Wardens in the hostels mentor their respective hostel inmates. Some of the senior students are also asked to act as mentor to the juniors

Several innovative teaching approaches/methods/practices have been adopted / put to use by the faculty during the last four years. In the field of professional Courses the teaching pedagogy is having tremendous scope of innovation, for example, specially designed internship programs for students of MBA Agribusiness, Minor Projects and related presentations in the classes, Business games, Motivational sessions, visits to industrial locations, role playing, sessions related with movies having scope of management learning etc.

Further, the activities of Business Clinic in the Faculty of Management Studies help the students to deal with real life business situations and get hands on experience.

In addition to the above, almost all faculties use innovative methods in the form of assignments using audio visual means (using PPT, OHP), using animated CDs available in the latest text books etc. Field study and visit, hands on training, dissertation etc. have also been some of the approaches used for a better teaching-learning environment.

To create a culture of instilling and nurturing creativity and scientific temper among the learners, a number of activities listed below are organized:
• Organizing debates on current topics as-well-as organising science quiz, exhibition etc. Faculty of Science organizes popular lectures on national science day and other such occasions
• Annual Cultural Festival (Covering debates, Sports, Painting, Acting, Singing etc)
• Participation in NSS
• Some Departments have weekly debates on contemporary issues

Project work and Assignments are mandatory in almost 90% PG and UG courses offered by the university. Some unique and innovative project activities of the students are:

Summer Training, Dissertation Projects and Minor Projects are part of core course of the MBA, MBA IB and MBA-AB programs. The above projects are being done in Business/ Industrial houses in India and abroad. Faculty tie up with industrial houses to arrange for the project works every year. Faculty of Science has made student projects mandatory at PG level.

In the Faculty of Science Students are sent to complete their project work in organizations like ONGC, IMD, NGRI, IITM, IITs, SNBCBR, TIFR, PRL, NPL, IUCAA, SINP, VECC, NBRI, IICB, NCL, CDRI etc.

Faculty members are actively mentoring, monitoring and guiding the students in their field work projects.

The university has a well qualified pool of human resource to meet the requirements of the curriculum. There is hardly any significant shortfall to adversely affect the quality of teaching and learning. However, in case of any need, adjunct faculties from sister departments are drawn. At the undergraduate level sometimes Senior Research Fellows may be given four classes per week.

Every faculty has been enabled to prepare computer-aided teaching/ learning materials. For this all teacher have been provided with a Computer with internet connection. The University subscribes to a number of e-journal which can be accessed from University's intra-net. Most of the departments have classes with LCD projection. Video Conferencing facility is also available for conference presentations and conduct remote sessions for students either way. Computer training Workshops are organized for faculty by University Computer Centre at periodic intervals. Today, more than 95% faculty members are computer friendly and extensively use this medium for teaching and research.

The university has standardized a two-fold formal system for teacher evaluation: (i) submission of a self-appraisal report annually; and (ii) evaluation of teacher performance by the students. Standard questionnaire developed for these teacher assessment have been formally approved by the Executive Council of the university. The outcomes of this evaluation are yet to be scientifically analyzed.

2.4   Teacher Quality

Being a Central University all human resource is sanctioned by the UGC. University has been lucky to get the desired number of teaching positions in each plan period as per its need. However, to meet the changing requirement of the curriculum that may arise due to introduction of new or innovative courses, the UGC provides the flexibility to reassign existing positions as per need and the Vice Chancellors have been approving such reallocation.

At present the University has a very strong contingent of a highly qualified and well informed human resource (refer data in Table below):

Details of Faculty – Highest Qualification	Professors	Associate Professors	Assistant Professors
Permanent faculty	**129**	**313**	**775**
D.Sc. / D.Litt.	**006**	**002**	**000**
Ph.D.	**123**	**299**	**690**
M.Phil.	**000**	**012**	**006**
PG	**000**	**000**	**079**

The university is very particular to ensure diversity in its faculty recruitment. Further effort is also made to discourage inbreeding. The figures presented in the following table shall testify this:

Details of Faculty	Professors	Associate Professors	Assistant Professors
Permanent Faculty	**129**	**313**	**775**
Who are graduates of the same university	52	80	180
Who are graduates from other universities within the State	41	102	272
Who are graduates from universities from other States	22	105	253
Who are graduates from universities outside the country	14	26	70

Note: The department/school wise details of the faculty are available in the Evaluative Reports of the Department enclosed with this document.

The university ensures that only the best and highly qualified faculty is appointed for all programmes. Amongst the Indian universities, Banaras Hindu University is the first university to adopt the system of recruitment that is being followed in the IIT's. University recruitment is governed by the Statute and Ordinances and the appointment to all teaching programs, including new and emerging areas is governed by the same. The advertisement to faculty position is widely advertised and University has now adopted the policy of rolling advertisement in which an eligible person may apply any time after attaining the minimum eligibility requirements.

During last four years **Faculty has been appointed in emerging new areas** like Bioinformatics, Material Science and positions for Nanotechnology, Biotechnology and Comparative Media Studies have been advertised.

At present the University has a galaxy of Emeritus / Adjunct Faculty / Visiting Professors on its rolls (see table below).

Emeritus Professors	Adjunct Professors	Visiting Professors
21	**3**	**37**

The University has **a well defined policy to academically recharge and rejuvenate teachers** (*e.g.* providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.

University provides seed money to newly recruited and the amount of support ranges from Rs. 25000/- to Rs 1 lakh along with a personal computer, printer and necessary office equipment and furnitureto each. This support is aimed at equipping the faculty members with basic requirements for initiating pilot

research in their field of interest.

Faculty members are encouraged to attend various training programmes, courses, symposia and conferences etc. **As per the university policy each faculty can get two deputations (one for national and one for international seminar/conference) in a year.** They are provided with financial support towards travel and registration.

University also provides financial support for organizing national/international symposia and conferences from the General development Grant.

A large number of **faculty members have received awards / recognitions** for excellence in teaching at the state, national and international level during the last four years. The details of award and name of recipient is at **Annexure-4**

Similarly faculty is encouraged and supported to undergo **staff development programmes.** Table below presents the details of the faculty that underwent such programmes during the last four years:

Academic Staff Development Programmes	Number of faculty			
	2009-10	**2010-11**	**2011-12**	**2012-13**
Refresher courses	160	489	366	394
HRD programmes	-	-	-	-
Orientation programmes	363	131	169	180
Staff training conducted by the university	78	-	29	31
Staff training conducted by other institutions	-	58 (ISTM)	-	65 (ISTM)
Summer / Winter schools, workshops, etc.	-	-	-	25

Faculty of Banaras Hindu University is regularly invited as resource persons in Workshops/ seminars/conferences. Quantification of this information in terms of percentage is however not possible. A list of Seminar/Conference/Workshop etc.is at **Annexure-5**

The mobility of faculty to institutions of repute is considered very important for the professional and academic development to foster excellence. Hence the University not only supports but also facilitates the mobility of its faculty to foreign universities under various faculty exchange programs, fellowships and as visiting Professors. When deputed for such visits, the lien of the faculty with all benefits and salary as per rules is provided.

2.5   Evaluation Process and Reforms

Reforming examinations to ensure reliability, validity and objectivity with transparency has been on the top agenda of the university for last 10 years. **The University has a Standing Committee on Examination Reforms** which meets periodically to review the examination system in its minutest details. During the last ten years the examination system of the university has witnessed several changes for the betterment.

Today the university follows semester system with continuous and comprehensive internal assessment as an integral part its system for the formative and summative evaluation and certification of student's performance. In all the courses, the teacher teaching the course shall give the assignments, projects and tests regularly at fixed intervals as tools for FORMATIVE EVALUATIION. Even the end semester examination (SUMMATIVE EVALUATION) test paper is prepared by the teachers teaching that paper and the evaluation is done by the teacher itself. The BEAUTY of the whole system is that the student is shown the evaluated answers-sheets/assignments and that every student has a possibility to contest his/her assessment with the teacher or compare their performance with others.
The GRADING SYSTEM is followed for preparing the summative result card or the mark-sheet of the student.
Having presented this brief overview of the existing evaluation system, responses to specific questions are presented hereunder.

To ensure that all the stakeholders are aware of the evaluation processes, the complete syllabuses, including examination and evaluation details are available on the website of the University. It provides elements of evaluation system, credits, calculation of Grade Points, letter grade and promotion rules. The information about examination system and scheme of assessment during semester and at the end of semester is also detailed in the aforementioned document.
In addition to this, students are made familiar with all aspects of their courses including the evaluation process during the induction progammes organized by different faculties.

In addition to introduction of the semester system along with continuous and comprehensive evaluation (as reported above) and adherence of the Academic calendar of the Odd and Even semester, **some of the other noteworthy reforms in examinations are:-**
- Computerization of mark sheet printing, migration & provisional certificates, enrolment registers.
- Photographs are also captured and put in database at the time of enrolment.
- In house printing of tabulation registers, preparation of basic database of students.
- Efforts are being made to redesign and reduce the size of the

tabulation register.

≡ In-house printing of degree through software and in-house lamination of degrees started.

≡ The system of dispatch of degrees to those who could not present in convocation introduced without charging any additional amount.

≡ Proper upkeep of permanent record introduced.

≡ Issue of transcripts to student streamlined and applications through e-mail are entertained for processing.

≡ Initially ICR/OMR application form for UET/PET was introduced replacing the 3-4 pages usual application form. Subsequently for the year 2013 we have developed an admission portal and applications were invited online only with payment through gateway or challan.

≡ Copy of OMR answer sheet allowed to be taken by examinees and transparency introduced in UET/PET. Provisional key displayed and objections invited before finalizing the key.

≡ Interactive display of entrance results on BHU website from 2006 and through private website introduced.

≡ Timely declaration of results UET/PET and majority of regular examinations

After completion of the each semester examination, **one month's time is required for declaration of results**. Since, there is internal evaluation therefore the measure such as reminders for submission of awards is used. Initiation for collection of awards after evaluation is also taken up simultaneously. Generally results are published in the daily news papers as well as University website.

For transparency in the evaluation process answer scripts are shown to students after evaluation and before declaration of result. If a student is not satisfied with the marks awarded to him/her, he/she can contest and make a request for re-evaluation in the concerned department free of cost. Accordingly re-evaluation is done and then final results are prepared. These provisions have been included in the Ordinances governing the courses.

The Confidential section of the office of the Controller of Examinations is responsible for handling all confidential information/work related to examination.

University has an integrated platform for executing the following examination related tasks:

* Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.

* Examination process – Examination material management, logistics, etc.

∗ Post-examination process – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.

The university has introduced very significant reforms in its Ph.D. evaluation process. The Clause- XIII "Submission of thesis" and the Clause- XIV "Examination" are the two important Clauses of the Ph.D. ordinances of the University which deal with the evaluation process. A copy of the Ph.D. ordinance is placed at **Annexure- 6** .Some of the important aspect of the evaluation process include: (i) appointment of a panel of examiner including one examiner from abroad; (ii) fixed time-frame for evaluation of thesis; (iii) strict monitoring and adherence of schedule of evaluation; (iv) specific parameters of evaluation; (v) clear procedure of review and resubmission for evaluation of thesis; and (vi) ensuring un-ambiguity in the recommendations by examiners.

A major recent reform to tackle delay in the process of evaluation of Ph.D. thesis has been the amendment wherein now the power to appoint Ph.D. examiners has been delegated to the Deans.

After the introduction of the system of showing evaluated answer-books to the students and computerization of the examination process **grievances with reference to examinations** have reduced drastically. However, the Examination Coordination Board, Central Grievance Board and Examination Reforms Committees have been constituted for redressal of grievances with reference to examinations.

To stream line the operation at the office of the Controller of Examinations, the academic calendar is being adhered strictly and all activities related to examinations are completed within the duration prescribed in the calendar.

The tabulation Register is the main source of examination information since it is the document where marks of the students is recorded and stored. This office has given priority for automation in the office. At present more than sixty percent tasks in the Controller of Examinations Unit are performed by automation and steps have been taken for full-automation also.

The University Entrance tests (UET/PET/School Entrance tests) have been fully automated and in the year 2013 University has successfully implemented online registration, deposit of fee and generation of admit card through internet. It has not only speeded up the process but also lead to huge saving of resources.

2.6. Student Performance and Learning Outcomes

The graduate attributes of this University are reflected in the following words of the founder of this great University, Mahamana Pandit Madan Mohan Malviya ji.

"It (the University) will seek not merely to turn out men as engineers, scientists, doctors, merchants, theologians but also as men of high character, probity and honor, whose conduct through life will show that they bear the hall-mark of a great University"

The graduate attributes include but are not limited to mere acquisition of knowledge but go beyond this. The vision of Mahamana lays down the fundamental objectives of teaching and learning in this University. The University not only imparts technical knowledge that has traditionally formed the core of most University courses but also the qualities that prepare graduates as agents for social good and active tool of nation building. Induction of human qualities, skills and understanding of national ethos among its graduates are the cherished goals of the University.

All the UG and PG courses of the university have clearly stated learning outcomes. Hence, all students and faculty members are clearly aware of the Learning Objectives which are clearly defined in the course curriculum. The Faculty follows suitable pedagogy as described in above sections. The impact is monitored through continuous and end semester evaluation process**.**

The university's teaching, learning and assessment strategies are well structured to facilitate the achievement of the intended learning outcomes. Suitable pedagogy, continuous and end semester evaluation followed by formal and informal feedback are some of the strategies adopted by faculty. The course contents of all academic programmes are regularly updated. The modifications are made from time to time to incorporate the latest developments so as to help students prepare for national tests like NET, GATE etc. In the semester system, a compulsory component of internal assessment based on sessionals, tests, assignments, seminars, etc. has been introduced.

In order to overcome the barriers to learning, the faculty individually analyzes the data on student learning outcomes. The first information about learning outcomes comes from the performance in sessionals and mid-semester examination. The University is also planning to introduce Student-Feedback on learning outcomes, course content, quality of teachers etc. The feedback on various components of teaching and evaluation is taken informally from the students to improve the quality of teaching-learning processes. The feedback so obtained is analyzed at the departmental level and findings implemented to improve teaching-learning process.

With regard to enhancing student learning, the details of innovation and use of technology in teaching and learning process has been already explained in various sections and accordingly, it is well evident that faculty is working hard to provide state-of-art facilities to its students. In nut shell, faculty already incorporated new technology as Audio Visual facility in the classes, Video conferencing facility for enabling remote conferencing, guest lecture etc. Increased use of internet and e-Contents in the learning through

availability of online databases and e-Journals etc. in the cyber library.

2.7.   Best Practices in Teaching, Learning and Evaluation

Following may be considered as best practices in the area of teaching, Learning and Evaluation:

- Student centric learning through extensive use of ICT.
- Blending learning with e-resources through 24X7 available free access to Cyber Library.
- Concretization and Enrichment of learning experiences through mandatory assignments, seminar presentations, field and project work in more than 90% courses.
- Fostering the culture of knowledge acquisition through wider self exposure to latest knowledge through the library and on-line subscribed books and journals.
- Ensuring continuous updating of teacher competencies through a strong policy of support and teacher deputation.
- Ensuring total transparency and objectivity in both formative and summative evaluation through a policy of showing evaluated answer-books to the students.
- Automation of the examination cell to ensure timely declaration of results to keep the academic calendar on schedule.

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CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1   Promotion of Research

The university has **a three tier mechanism to monitor the quality of research** and address issues related to research. Subject to the general superintendence of the Academic Council, the following Committees deal with all matters connected with the Ph.D. programme of the University in accordance with the ordinances:

> a) The **Research Degree Committee of the University (RDCU)** at the university level is the apex body chaired by the Vice Chancellor. This body not only passes the grace to award Ph.D. degree but also addresses all major issues referred to it by the Departmental Research Committees. It lays down quality policies and monitors the quality of research.
>
> b) The Departmental/School/Centre Research Committee (DRC/SRC/CRC) at the concerned level is the main committee responsible for the rigorous implementation of the Ph.D. Ordinance of the university. At the departmental level it operates to ensure and monitor quality of research in totality. It permits enrolment, assigns supervisors, approves the topic of research, approves synopsis and thereafter six monthly progress reports of the scholar, takes pre-submission seminar, permits submission of the thesis, approves panel of examiners etc. In fact this committee is the main body for quality assurance in research.
>
> c) The Research Programme Committee (RPC) is formed separately for each research scholar at the departmental level. This three member committee is immediately available to the scholar for research related personalized help, guidance and discussion of issues related to his/her research work.

The composition of these committees is given separately at **Annexure-7**

The Banaras Hindu University is rated at the top amongst Indian universities in terms of highest number of research publications, highest average impact factor and highest citation and H-index. This has become possible due its **proactive mechanisms adopted to facilitate the smooth implementation of**

research schemes/projects. They are:-

* advancing funds for sanctioned projects
* providing seed money
* simplification of procedures related to sanctions / purchases to be made by the investigators
* autonomy to the principal investigator/coordinator for utilizing overhead charges
* timely release of grants
* timely auditing
* submission of utilization certificate to the funding authorities

A copy of the Revised Project Guidelines, duly approved by the Executive Council of the University is attached as **Annexure- 8** which gives a detail account of mechanisms adopted by the university to facilitate the smooth implementation of research schemes/projects.

BHU has become top ranking researching university with highest average impact factor publications because of a strong policy and support for **promoting interdisciplinary research**.

In order to promote inter-disciplinary research, the Ordinances governing registration of Ph.D. Scholars have been made more flexible. In order to promote research on topics of contemporary relevance, enrolment of scholars from research institutions, industry and government are being encouraged. More and more prestigious non-degree awarding research institutions are being made part of university's scheme of identifying them as Centre of Research, as provided in the Ph.D. Ordinances.

Further, University has adopted an incentive-based approach for promotion of interdisciplinary research. The details are given in the Revised Project Guidelines. Besides, University has created nuclei for interdisciplinary research in the form of various Interdisciplinary Centers of Studies.

A number of workshops/ conference/ symposia/ Brain storming session are organized at different Departments of the university to promote a research culture on campus.

The university has a **well laid out policy to facilitate researchers of eminence to visit the campus as adjunct professors**. University has adopted the provision for appointment of External Adjunct faculty. He is appointed for a period of three years and he has to ensure his availability for a period of at least one month per year.

An external adjunct faculty is provided free Boarding and Lodging and an honorarium of Rs. 10,000/- per month.

In addition to the above, appointment of an Adjunct faculty (internal) is made for a period of 3 years. There will be a Parent department and a Host department where interactions shall take place. An internal adjunct faculty is not paid any honorarium and the maximum time spent by him/her in the host

department is flexible. An Adjunct Faculty is member of the Departmental council/board of studies of the Host department and he also guides Ph.D. Scholars.

A significant **percentage of the total budget is earmarked for research.** The data in table gives details of heads of expenditure, financial allocation and actual utilization.

Expenditure Head	Actual Expenditure (in lakhs)		B.E. for 2013-14 approved by F.C. (in lakhs)
	2011-12	2012-13	
Consumables and Laboratories	277.38	239.14	458.10
Books & Journals	**522.62**	**481.89**	**770.00**

The aforesaid budget heads reveal the specific allocation under maintenance grant. The percentage for these items is 13% of total maintenance budget (non-establishment).

It is also important to note that total funds received from external funding agencies under Project Fund of the University is utilized for research activities on 100% basis.

The non recurring component (Books & Journal/ Equipment) under Plan Grants are utilized primarily for research related activities.

University does not award Post-Doctoral Fellowship/Research Associateships from its own resources. However, University encourages scholars to apply for such schemes to outside funding agencies with a commitment to provide necessary infrastructure and other facilities.

During the last four years a total of 32 teachers of the University (approximately 1.5%) had availed Sabbatical Leave for pursuit of research and book-writing. A teacher is required to submit the output of work during Sabbatical Leave.

The University organizes hundreds of national and international conferences each year.

3.2   Resource Mobilization for Research

The Banaras Hindu University is perhaps the only University in the country that financially supports **research projects of all Ph.D. students**. The

University pays from its own resources a monthly scholarship of Rs. 8000/= plus annual contingency of Rs. 10000/= to all its Ph.D. scholars, who fail to get scholarships from any other source.

The **university encourages its faculty to file for patents** and for this purpose the University has established a Patent Cell which facilitates filing of patents and other related issues. This cell has helped to file the following patents recently:

LIST OF TITLE FOR WHICH PATENTS HAVE BEEN FILED BY THE UNIVERSITY

Sl. No.	Name of Teacher/Department	Title of Patent
1	Prof. D. Dash, Deptt. of Biochemistry, IMS	Novel Anti-Platelet and Anti-Thrombotic properties of Nano Silver with potential therapeutic applications.
2	Dr. Neela Srivastava, MMV	Phenomenon of Humidity controlled regaining of mobile ionic charge carriers in Starch based Electrolyte.
3	Prof. Shyam Sunder, Deptt. of Medicine, IMS	1) Diagnosis of Indian visceral leishmaniasis (VL) by nucleic acid detection using PCR. 2) Identification and characterization of L.Donovani Specific antigen.
4	Prof. Yamini Bhushan Tripathi, Deptt. of Medicinal Chemistry, IMS	A novel poly-herbal preparation for the prevention of atheroscelerosis and hyper lipidemia.
5	Dr. Rajeev Prakash, Coordinator, School of Material Science & Technology, IT	1) Invention of Asteraceae and Papavereae Plants extracts as efficient corrosion inhibitors. 2) Calcium ion-sensor comprising ionophore/carrier ion-free polyindole-Camphor sulphonic acid composite.
6	Prof. N.K. Dubey, Deptt. of Botany, Faculty of Science	A chemically standardized composition containing plant assential oils efficacious as anti-fungal, aflatoxin suppresser, insecticidal and anti oxidant.
7	Prof. Vakil Singh, Deptt. of Metallurgical Engg., IT	Patent on Effect of Surface Nanocrystallization on Osseointegration of Cp-Titanium.
8	Prof. Dhananjai Pandey, School of Materials Science & Technology, IT	1) Reactive Compatibilization of Polycarbonate and Poly (Methyl Methacrylate) with novel catalysts ($SnCl_2.2H_2O$, $\{[CH_3(CH_2)_3CH(C_2H_5) COO]_3 Sn(CH_2)_3 CH_3\}$ and $\{[CH_3(CH_2)_3CH)C_2H_5)COO]_2Sn\}$: Evidence for Homogeneous blend formation 2) Miscible Polycarbonate – Polyacrylate

9	Prof. Gopal Nath, Deptt. of Microbiology, IMS	Novel Pseudomonas aeruginosa bacteriophages and their usage in septicaemia.
10	Shri Sudip Paul, Senior Research Fellow, School of Biomedical Engg., IT	Patent of new innovation on Hearing aid alongwith Wirelessdoor-bell vibrator system and Electronic Torch light facility
11	Dr. B.S. Chaurasia, Guest Faculty and Ph.D. Research Scholar, Deptt. of Electronics Engineering, IT	1) A Novel Architecture for Pressure Sensor. 2) A Novel Architecture for Very Sensitive Pressure Sensor.
12	Dr. R.N. Rai, Associate Professor, Deptt. of Chemistry, Faculty of Science	Synthesis of Promising Novel Binary Organic White Light Emitting Material.

The faculty is actively engaged in Funded Research. At present **Research Projects worth more than 27 Crore** are going on in different departments. The table below presents the details of ongoing research projects of faculty:

	Year wise	Number	Name of the Project	Name of the Funding agency	Total grant received
A. University awarded Projects					
Minor Projects	-	-	-	-	-
Major projects	-	-	-	-	-
B. Other agencies-National and			(specify)		
Minor Projects	-	-	-	-	-
Major Projects	2012-2013	212	Detail of running projects enclosed at **Annexure-09**	UGC,DST, DBT, ONGC, ICMR, ICSSR, CSIR, CST, UPCAR, DAE, MINISTRY OF DEFENCE	27,05,32,903.58

In addition to the above project funding, **at present the university has many projects sponsored by the industry / corporate houses and other international agencies.** The details such as the name of the project, funding agency and grants received are presented here under:-

Banaras Hindu University

Department	Project Entitled	Funding Agency	Sanctioned Amount
Entomology & Agricultural Zoology	Monitoring toxicity of Spinosa against xylostella L. in major cole crop growing	M/s Dow Agro Sciences Pvt. Ltd., Mumbai	2,30,000.00
Soil Science & Agri. Chemistry, IAS	Evaluation of the Efficiency of Siapton 10L Potato	Isagro (Asia) Pvt. Ltd.	1,00,100.00
Community Medicine	Maternal Anemia Reduction Programme A2Z (USAID)	USAID	4,13,063.00
Pharmaceutics	Adaptogenic activity of standardized extract	Dr. Willmar Schwabe GmbH & Co. KG	11,65,720.00
Dermatology	Local-9ADVL Pigment Res, Grant for one epidemiological Srndy and quality of life in	IADVL-L'OREAL	2,00,000.00
Soil Science Agri/Chemistry	Project. Entitled "Evaluation of New Tomnro"(lyear)	Zuari Rotem Speciality Fertilizers Ltd.	2,00,000.00
Pharmaceutics	Project entitled, "Design Synthesis and In Anticancer ....Analogs"	Disto Pharmaceuticals	6,54,500.00
General Medicine	Hemophilia treatment Centre from Baxter India Pvt. Ltd.	Baxter Ind. Pvt. Ltd.	21,00,000.00
Geology	Project entitled, "Mediterranean outflow....... last 3 m.y.	NC for Antarctic & Res.	8,17,420.00
Mycology & Plant Pathology	Bio-efficacy ....of Rice.	Dhanuka Agritech	2,00,000.00
Mycology & Plant Pathology	Data generation for registration of fungicide	Dhanuka Agritech	2,20,000.00
Sociology	Project proposal "Socio Economic------------ --Chhatrasal"	M/s Sasan Power Limited	4,68,930.00
School of Materials Sciences & Technology	Asian Paints	Asian Paints Limited	5,00,000.00
School of Materials sciences & Technology	-	Nalco India Limited	4,15,000.00
Endocrinology, IMS	MoU Reg. for Clinical Trial	Kerala Ayurveda Ltd.	2,48,000.00
Endocrinology, IMS	Clinical Trial Agreement (CTA)	Novo Nordisk India Pvt. Ltd.	1,92,600.00

At present 18 departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.). The quantum of assistance received by these departments along with other details is presented here under:-

Sl. No.	Name of the Deptt./School	Level	Name of the thrust areas	Period of Programme
1	Management Studies	DRS-I	Entrepreneurship Development	2007-2012
2	Materials Science	DRS-I	Phase Transformation in Novel Materials; Functional Materials; Nanostructured Material.	2007-2012
3	Mathematics	DRS-II	Analysis and its applications	2007-2012
4	Biotechnology	DRS-II	Cellular and Molecular Immunology; Applied and Molecular Microbiology;	2007-2012
5	Physics	CAS-	Physics of material including	2008-2013

		IV	condensed matter theory	
6	Geography	DRS-I	Geo-hydrology, Land and water Resources; Population and settlement studies	2009-2014
7	Statistics	DRS-I	Stochastic Modelling Inferences for Finite Populations	2009-2014
8	Pharmaceutics	DRS-I	Novel drug delivery system	2009-2014
9	Civil Engg.	DRS-II	Earthquake Resistant 4 storey confined Brick Masonry Aptt. Type Building Design and construction	2009-2014
10	Geology	CAS-I	Palaeontology, Stratigraphy and Palaeocanegraphy; Basin Studies and Energy resources; Petrology and Tectonics.	2009-2014
11	Chemistry	CAS-I	Structural Chemistry and Functional Materials	2009-2014
12	Applied Mathematics	DRS-I	Mathematical Modelling, Non-Linear Dynamics	2010-2015
13	AIHC & Arch.	CAS-I	Archaeology : Further Field Research and Ancient Indian Literatures & Tradition; Scientific Archaeological Study, History of Indian Science and Technology; Numismatic Studies in new Perspectives; Epigraphy and Palaeography; Ancient Indian Thought; Historiography.	2011-2016
14	Chemical Engg	CAS-III	Catalysis and reaction Engineering; Waste Management; Transfer Processes.	2011-2016
15	Electronics Engg.	CAS-IV	Microelectronics Engineering; Microwave Engineering; Digital Techniques & Communications.	2011-2016
16	Zoology	CAS-V	Biochemistry; Cytogenetic; Ecophysiology; Reproduction Biology and Endocrinology;	2011-2016
17	Psychology	DRS-I	Cognitive Psychology; Health Psychology.	2011-2012
18	Botany	CAS-V	Ecology; Algology; Mycology &Plant Pathology.	2011-2016

The details of
a. research projects completed and grants received during the last four years (funded by National/International agencies), and
b. Inter-institutional collaborative projects and grants received (all India and International collaboration)

are presented here under:-

Year	No. of Projects awarded by the UGC	No. of Projects awarded by other agencies	Funds approved
2007-08	72	197	40,13,85,780.00
2008-09	112	304	81,54,60,318.00
2009-10	145	321	96,46,63,964.00
2010-11	151	350	1,07,31,65,230.00
2011-12	131	329	1,14,03,90,785.75

During this period, a number of Research Collaborations were initiated with International Bodies / Institutions. Notable among these are (i) System wide Livestock Programme (SLP) funded by CIMMYT/ILRI, (ii) USAID supported BHU / IRRI/ Rice Wheat Consortium Collaboration on adaptation and adoption on RCITs in Rice – Wheat System of IGP. (iii) ADB funded BHU / IRRI/Rice Wheat Consortium Collaboration.

Additionally, 05 international Research Projects were granted during last four years with a total receipt of fund Rs.31,07,354/-.

3.3 Research Facilities

The **university has been continuously augmenting infrastructure for facilitating research** in the campus. Some notable recent efforts in this direction are:
- Huge investment done to get dedicated power line from UPPCL for ensuring 24X7 uninterrupted power supply to facilitate research.
- Huge investment in laying fiber optic network for ensuring uninterrupted internet access in all departments and hostels to facilitate research.
- Establishment of a world class Cyber Library with on-line subscription of almost all leading journals in all fields of study.
- Establishment of a world class animal house.
- Establishment of a central instrumentation facility.

- Purchase of latest scientific instruments worth several crores.

In addition to these the **Central Library and department libraries** are constantly equipped with latest arrivals. The increased hours accessibility to the Central Library with more than 1.5 million books and a number of journals, magazines, fortnights, weeklies and news papers in different languages ensure full support to research.

The Computer Lab and ICT facilities: University is providing ICT facilities through the Computer Centre. The internet facility is available in all the departments and hostels. The Cyber Library is providing the much needed e-learning space to the university community. It has come up as an important landmark in the teaching-learning and research field of the University.

In order to maintain the instruments used for scientific research, the University has established a **University Science Instrumentation Centre (USIC) Level-II**. It is a non vacation academic department as well as a Central facility of the University established by UGC in 1980. USIC has been providing services related to:

- o Repair/Maintenance of the electrical/electronic/mechanical/ analytical instruments/equipment.
- o Design/fabrication of the instruments used in departments/ units/ research labs
- o Project work of Research scholars of the University

The **University provides residential facilities** (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international).

The university has several centres of national and international recognition/repute. They are:

- Center of Food Science and Technology
- Centre of Environmental Science and Technology,
- Centre for Genetic Disorder
- DST-Centre for Interdisciplinary Mathematical science
- Centre for Nepal Studies
- Centre for Women Studies and Development
- Malviya Centre for Peace Research
- Centre for Integrated Rural Development
- Centre for Social Exclusion and Inclusive Policy
- Centre for Brain Research
- Hydrogen Energy Centre
- Nanoscience & Technology Centre

All these Centers and the departments in the University attract researchers from India and abroad. Activities include, besides research,: Consultation with faculty members, participating/offering courses, participation in

seminars/conferences and exchange of research ideas.

3.4 Research Publications and Awards

The university publishes several research journals. They are:

Faculty	Name of the Journal
Faculty of Management Studies	BHU Management Review - A Journal of Contemporary Management Research ISSN No. 2231 0142.
Faculty of Science	(i) Journal of Scientific Research and (ii) (ii) *Vigyan Ganga*.
Sanskrit Vidya Dharm Vignan Sankaya	Sanskrit Vidhya ISSN no .0975-8349
Faculty of Arts	*Apurva* (published by the Faculty) **List of Journals being published by Departments in Faculty of Arts.** • *Bharati* (Ancient Indian History & Culture) • *Journal of Numismatics* (Ancient Indian History & Culture) • *Society of India* (Ancient Indian History & Culture) • *Varuna* (Journalism & Mass Communication) • *Gramavarta* (Journalism & Mass Communication) • *Parisar* (Journalism & Mass Communication) • *Sahitya* (Bengali) • *Bhashachintan* (Linguistics) • *Kashika* (Hindi) • *Charaivati* (French) • *Anveshiki* (Philosophy & Religion) • *Progress of Library and Information Science* (Library & Information Science) • *Research and Criticism* (English) • *Sanskritasaudamani* (Sanskrit)
Faculty of Law	*Banaras Law Journal ISSN-0522-0815*
Faculty of Education	*National Journal of Education* (biannual)

University Magazine in Hindi	*Pragati* *ISSN-2321-2934*

Details of publication by the faculty:

Year	Number of Publication
2008	**782**
2009	**881**
2010	**931**
2011	**1068**
2012	**1000**
2013	**753**
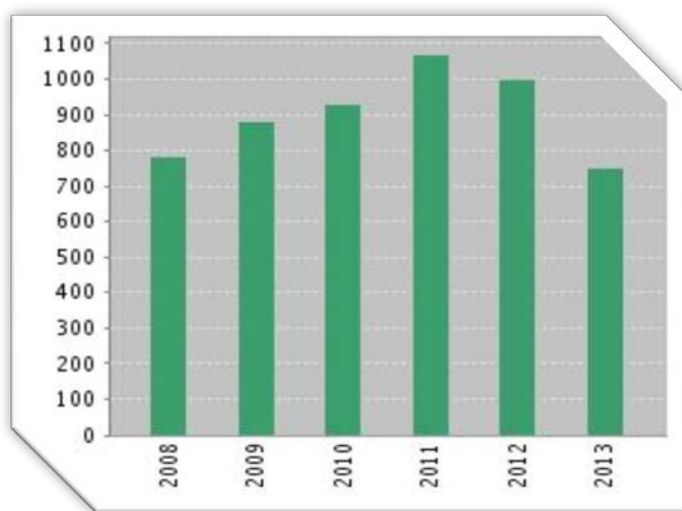
NUMBER OF PUBLICATIONS
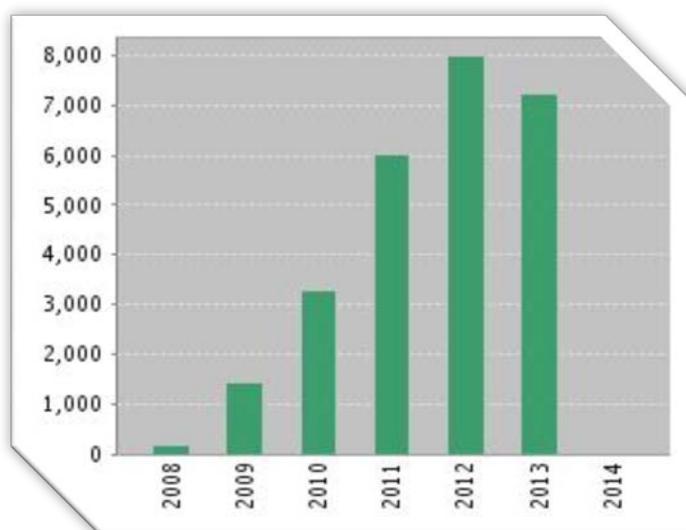
CITATIONS

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Category-wise Distribution of Publications (2008-2013)

Category	Number
Articles	4836
Review	209
Book Chapter	10
Book Review	10
Proceeding papers	95
Letters	99
Corrections	23
News Item	06
Biographical Items	03
Meeting abstracts	141
Editorial Item	88

(Source: Web of Knowledge)

The details of publication by the faculty are enclosed at Annexure-10
The details of faculty serving on the editorial boards of national and international journals are enclosed at Annexure-11
The faculty of the university have been awarded for their contribution in the area of research and academics. The details of research awards and recognitions received by the faculty are enclosed at Annexure-4.

University strongly and categorically denounces plagiarism. University has been making every effort to discourage malpractices and plagiarism in research. The Ph.D ordinance of the University has the following clause for dealing with cases of plagiarism:

XVI. UNFAIR MEANS AND PLAGIARISM
XVI.1 In case a Ph. D. candidate is found adopting or suspected of adopting unfair means or lifting of other's work and inserting it in his/her work without proper acknowledgement, credit and reference, such penal action shall be taken by the University as may be necessary to uphold the sanctity and the integrity of the examination system/research work, and the credibility of the University.
XVI.2 The University Standing Committee appointed by the Academic Council for this purpose shall take *suo-moto* cognizance of all such cases. Such cases may also be reported by any person to the Standing Committee or the Head of the Department/Coordinator of the School/Dean of the faculty/Vice-Chancellor who will forward the matter to the Standing Committee for its consideration and recommendation.

So far no case of plagiarism has been established in the University.

Promotion of Interdisciplinary Research: University promotes interdisciplinary research and centers like Interdisciplinary School of Life Sciences (ISLS), Centre for Genetic Disorders (CGD), Nano Science & Technology, Hydrogen Energy Centre and Interdisciplinary Centre for Mathematical Sciences (CIMS) have been established in the Faculty of Science. Below are given the list of participating departments in these interdisciplinary centres:

ISLS:	Department of Biochemistry/ Botany/ Molecular & Human Genetics/ Zoology/ School of Biotechnology
CGD:	Department of Zoology/ Medicine
CIMS:	Department of Applied Mathematics/ Computer Science/ Mathematics/Physics/Statistics
Nano Science &	Department of Physics/ Metallurgical Engineering/
Technology:	Medicine
Hydrogen Energy Centre:	Department of Botany/ Chemistry/ Physics/ Chemical Engineering

3.5 **Consultancy** The University has a **Unified Consultancy Rule** approved by the Executive Council of the University. A copy of the same is enclosed at **Annexure-12**

The **University Industry Partnership Cell (IIPC)** operates from the Faculty of Management Studies. The functions/activities of the cell are as under:

- To diagnose and assess the problems being faced by the organizations in different functional areas and design appropriate methods/ approaches to address those specific problems of the organizations.

- To assess the training needs of organizations in different functional areas and accordingly design suitable training programs to inculcate the latest concepts and techniques in the relevant field of management.
- To enable the Executives and other employees apply the knowledge and skill gained during training programs to real-life problems in their organizations.
- To facilitate exchange of Faculty between institution and organizations, i.e., getting professionals from industry as visiting faculty for short or long periods and deputation of faculty to industry to gain industrial experience and/or work on projects in industry.
- To encourage and facilitate collaborative research involving faculty members, research scholars, students and industry professionals.
- To develop real-life cases based on the insights gained from industry, which would be beneficial for the students and the Faculty members.

The university publicizes its expertise for Consultancy Services through:
- Website
- Brochures
- Seminar/conferences/training programs

The Faculty members are encouraged to do consultancy work. The Unified Consultancy rules of the University provide flexibility and freedom in undertaking Consultancy work by Faculty members.

Most of the consultancy work is being done by the Engineering faculty. The departments of Civil Engg., Mining Engg. and Chemical Engg. are the pioneers in consultancy work. In addition, the Medical Faculty also brings revenue to the university through their consultancy services provided in the evening clinics. The teachers of the Psychology, Education and Faculty of Science are also involved in some sort of consultancy work.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

A number of social outreach programmes and deliberations take place on a regular basis in which students and faculty participate. The following are some of the activities:
- The faculty members and students are involved in social activities such as the NSS, NCC , Yoga classes, religious discourse at Malaviya Bhawan;
- Students of Social Work engage in action research, grass root development activities;
- Course on environment education sensitize students about environment
- Annual and periodic sports meet

- Cultural programmes such as *Abhikalpan* and *Spandan*
- Some faculty members are involved in various activities in collaboration with NGO and other academic agencies.
- One of the Centers in the Faculty of Social Sciences works closely with various civil society organizations to elicit, and analyze data on various types of conflict both intra-state and inter-state and trajectories of conflict resolutions drawing on various disciplines of social sciences. It explores and highlights the potentials of cultural and, in particular religious diversity as a resource for peace rather than a barrier. It has organized field work on sensitive issues such as neighborhood studies, Saraswati Puja, Muhalla in Varanasi, pollution on the Ghats of River Ganga.

Banaras Hindu University is fully aware of its social obligations and it constantly strives for providing the best of its services to the neighboring regions. Some of the important activities are as under:

1. **Health:** A team of 6-8 doctors from Sir Sundarlal Hospital, BHU visits and holds camp in the village of nearby Jaunpur district every alternate Sunday. In these camps thousands of rural patients from neighboring districts come and get free medical advice.
2. **Agriculture:** Kisan Melas are organized in villages which good quality seeds developed and produced in BHU are distributed. It has increased productivity.
3. *Ashraya:* BHU has gainfully utilized the basement in SS Hospital. This basement remained flooded with rain/ground water for a very long time. However, the University Works Department pumped out the water and reinforced the walls with water resistant material. Now this space is being used for providing resting place (*Ashraya*) to attendants of poor patients.
4. In the Rajiv Gandhi South Campus a voluntary scheme of teaching of poor children is going on. In this scheme children of tribal region of *Mirzapur* district are benefited.

The National Service Scheme has become an important tool in sensitizing students and ensuring their direct participation in various social activities in and around the campus. NSS has more than 8000 students on its roll. Out of which approximately 3000 students participated in various programmes. Some of the major activities of NSS were:
- Adoption of 23 villages/Slums
- Orientation of NSS volunteers
- Organizing public meetings in villages and slums and creating awareness about social ills like dowry, child marriage, casteism, untouchability, alcoholism and drug addiction.
- More than 1000 trees were planted in adjoining localities.

The Faculty facilitates students to organize activities like Blood Donation Camps, *Vastrasamman* (Joy of Giving Week), Blanket distribution to poor patients, educating local people on issues relating to health, sanitation and education of girl child.

The University's temple, hospital etc. also provide space for social interaction and university-neighborhood network.

Under National Service Scheme, some local surveys also have been made regarding health situation of villagers, role of education in their life etc. Volunteers also distributed old clothes to poor villagers in the neighborhood.

The University promotes active participation of the students and the faculty in extension activities of NSS, NCC, YRC and other NGOs. In addition, the University has established **Extra Mural Activities Centre** to promote such extension activities. The involvement of the faculty and the students is on regular basis and they participate as volunteers as well as supervisors.

Further, the university addresses the issue and concern of empowering the under-privileged through:

a) Research (historical, action research, survey, trend analysis, current topics, scheme evaluation,
b) Extension awareness and training on constitutional rights and ways to harness it.
c) Participating methods creating linkage of different stake holders, Govt. society- intellectual- beneficiary.

Here are few examples:
Action research projects undertaken by Centre of Women's Studies, Malviya Centre for Peace Research, and The Centre of Social Exclusion and Inclusive Policy have performed combined research study with awareness raising workshops in the field in which the local social activists and village leaders participate. In many instances, students of the Department of Economics in the course of their field work, educated the rural poor and the unemployed about different formalities relating to MNREGA, helping them to fight for their right, or in setting up of SHGs and promoting growth of micro-finance, rural marketing, health, and environmental economics.

Special programmes are being run for meeting needs of students from the under-privileged sections of the society. For example, special classes for preparing for competitive exams such as NET and Civil Services.

Mechanism to track the students' involvement: Majority of the extension activities described above form part of courses or otherwise certificates of participation are issued. For this proper attendance and

participation ids kept mandatory. In some cases, where extension is part of the syllabus, proper assessment of performance and outcomes is done.

The extension activities organized by the university complement students' academic learning experience by creating social awareness as well developing empathy, values, attitude etc for the overall development of the student community.

Extension activities also inculcate and reinforce a sense of social responsibility and idea of social/gender justice. These provide opportunity to sensitize students about social needs and issues such as environment conservation.

Involvement of the community in University's outreach activities:
A large number of faculty members have delivered popular lectures/talks on radio and TV for the benefit of society. They have been bringing awareness about environmental issues of national importance like, Water Resources Management, National River Linking Project, Ozone Layer Depletion, Global Warming, Green House Effect, Acid Rain, Solid Waste Management, Rainwater Harvesting etc. for the benefit of the society.

The auxiliary units of the Institute of Agricultural sciences namely Campus Agriculture Farm ,RGSC Barkachha Farm, Dairy Farm & *Goshala*, and Horticulturist unit, are facilitating excellent training to the farmers and also providing quality seeds, saplings, organic manures to the farming community of the region.

The Institute is equally concerned with the welfare of farmers of this region; a strong linkage has been established between the scientists of this Institute and local farmers. *Kisan Ghosthis,* Farmers' Fair and Training programmes,

3.7   Collaboration

University has wide range of linkages for collaboration work at International, National and Regional level. Zilla Panchayat, State and Central Govt. Agencies, local bodies, Central Laboratories, Industries, NGOs and Institutes from India and abroad are involved in this significant activity of academic importance.

Collaboration with international agencies such as UNICEF, USIEF Fulbright Nehru programmes, USAID, and University of Wisconsin's Study Abroad Programme have resulted in both faculty exchange as well as opened new vistas of teaching and research initiatives.

The collaborations with external agencies and institutions have helped the University community in following ways:

* **Curriculum development**
  The Experience, interaction and feedback from such research and extension activities helps in identifying the new emerging and job oriented areas which are included in the curricula. Expertise and peer suggestions of corporate houses also help in curriculum development. Collaboration facilitates exposure, interaction and enrichment. The recent introduction of choice based credit system and provision of credit transfer (in practice in one of the Centres of the Faculty) are necessary prerequisites for international exchange programmes. Some specific examples of fruitful collaboration includes the course in Conflict Management and Development offered by MCPR in collaboration with UN University for Peace, Costa Rica, and the practice of Fulbright scholars through the United States-India Educational Foundation (USIEF) for teaching/offering courses. A master degree course (M.Ed. in Inclusive Education) is being mooted out in collaboration with Texas Tech University, USA and faculty of Education.

* **Internship**
  The Students go for internship in various industries/ organizations to get hands on experience and realize the real-time situations. Students of MBA have linkage with Banks, MNCs, CII, etc. Under this, Faculty members have taught courses in noted international educational institutions such as Wellesley College, SUNY, and Karlstad University, as well as in national ones and have benefitted greatly in terms of teaching and research.

* **On-the-job training**
  During such internship, students get on the job training with modern equipment and ICT enabled hardware/software. Such students are able to compete nationally as well as globally in getting placements.

* **Faculty exchange and development**
  The Linkages with reputed Institutes, NGO's and Govt. Agencies help in arranging faculty exchange and academic development. Faculty from Institute and Industry is involved in teaching, soft skills development and research collaboration. It has improved the quality of work and its applications.

* **Research**
  Such linkages promote front-line research activities in the Departments of the University. The members of the faculty and the students are able to have access to modern sophisticated equipment and advanced data bases for literature survey for acquisition of precise and accurate data. Such collaborative research also helps in periodic calibration of our scientific equipments and also in developing new academic contacts.

* **Publication**
  The linkages lead to hybridization of concepts and cross breeding of the researchers. There are a number of publications

of the faculty with co-authorship from foreign Universities/Laboratories

∗ **Consultancy**

The linkages help to develop national and international competency and expertise in our students and members of the faculty. The Universty encourages consultancy work by the faculty and suitable guidelines have been prepared to provide lucrative incentives for sharing the revenues from the Consultancy work.

∗ **Extension**

The linkages with the National and International Laboratories and the University Departments lead to the development of new technologies and innovative programmes. Such technologies are passed on to the society and stakeholders through publications in University News Letter and University Research Journals and print media and through direct outreach programmes.

∗ **Student placement**

The University-Industry linkages enable the Industry to fathom the depth of knowledge of students of this University. The students also get trained with hands on experience in relevant industries due to internship during their project work/field work. This helps in better understanding the industries. Many industries/organizations hold campus interviews to recruit the gifted students who prove to be their asset at a later stage. The University has established a Placement Cell and a Cell for promotion of linkages between the University and the industries in order to cater to the needs of the stakeholders and better placement of our students.

∗ Any other (please specify)

MoUs with institutions of national/international importance/other universities

University has signed a number of MoUs with National and International Institutions. These MoUs have resulted in bringing funds in the form of specific projects and also sharing of intellectual capital. These MoUs have facilitated exchange of faculty, organizing special lectures and enhancement of research.

University's interactions with the industry have resulted in the establishment / creation of following facilties:

- Savitri Devi Dalmia Vigyan Bhawan was constructed in 2007 by the money donated by Ms Usha Mittal (an alumna of MMV)of Mittal Group of Industries which strengthened the infrastructure facilities for research and teaching.
- In SirSundarlal Hospital Private partnership has resulted in establishment of patient care facilities such as 24 hour medicine shop, 64-slice CT Scan and 24 hour dialysis facility.

3.8 BEST PRACTICES IN THE AREA OF RESEARCH, CONSULTANCY AND EXTENSION

- Initial grant to all the faculty members who join the university to equip it with basic requirements to pursue research.
- Delegation of all project fund related financial powers to Principal Investigators.
- Advancing money to all sanctioned research projects to avoid delay and facilitate smooth research.
- Every project funding includes 10% of the total grant for the university as overhead charges, the university does not take it and gives this money to the PIs to augment their research infrastructure.
- The three tier mechanism to monitor the quality of research and address issues related to research.
- Providing a fellowship of Rs. 8000/- to all Ph.D. students who fail to get any other fellowship.
- Providing total autonomy with clear-cut policies to faculties / departments to go for collaborations or consultancy.
- Permitting a fair share of revenue earned through consultancy to be retained by the individual bringing that revenue through consultancy.
- Ensuring structured participation of all students in some sort of extension activity.

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CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1   Physical Facilities

- The University gets major funding for creation and up-gradation of physical infrastructure from UGC under General Development Grant of Plan. The requirements of the University are assessed at Faculty level and these are subsequently included in the University's Plan proposal. UGC also provides maintenance grant in annual budget for upkeep and minor maintenance activities.

- Besides UGC, the physical infrastructure including buildings, equipment and Books & journal are created/ procured from assistance of other funding agencies like DBT /DST also which provide this support for creation of special Centers and/or interdisciplinary teaching-research facilities. Some buildings, particularly few Hostels have been constructed with the support of ICAR, Ministry of Women and Child Development, Ministry of Social Justice and Empowerment and the Ministry of Tribal affairs.

Emphasis is given on optimal utilization of available infrastructure. A number of steps are taken for this-

1. Breaking the class into smaller sections to improve the effectiveness of teaching.
2. **Professional Courses** & **Additional Programmes** are run when class rooms are free.
3. Organizing Department/Faculty level lectures, seminars & workshops when rooms are free.
4. Encouraging students to organize different academic activities in their free/off time.

These efforts keep the infrastructure occupied and fully used.

A few recent initiatives for creation and enhancement of infrastructure in order to promote a good teaching-learning environmentare enumerated below:

1.   University had embarked upon a major exercise of construction of new buildings for departments, Lecture theatre Complexes, Hostels, Laboratories and up-gradation of Electricity and water supply during XI plan period. This exercise was necessary in order to accommodate

increased number of teachers and students after implementation of OBC reservation as per Central Educational Institution (Reservation in Admissions) Act-2006.

2. Under the non-recurring grant received from the UGC for expansion of infrastructure to accommodate OBC reservation, additional hostel capacity to the tune of nearly 5000 students has been created.

3. Under the XI Plan block grant received from the UGC, additional residential capacity for the faculty has been created to attract and retain them.

4. The University, in the past 4 years, has taken up major renovation effort of the old buildings under the one-time support from the UGC. Most of the renovation work under the said grant is already over. Necessary broadening of roads and other repair works are also going in full swing from other funding support.

5. Significant investment has gone into augmentation of power supply infrastructure. With the overhaul of existing sub-stations and erection of new sub-stations and 132 KV Sub-station on the BHU Campus, power situation has significantly improved.

6. The current bandwidth availability in the University is around 100 mbps. With the increase of students due to OBC intake, it is planned to further augment it.

Conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services:

The University takes utmost care in ensuring adequate research facilities for the faculty members.

o All faculty members are provided with Desk-top Computers. In some Faculties the faculty members have also been equipped with Laptops.

o 24X7 Internet facility is available in the Campus.

o The Central Library has the latest available literature and subscribed data bases for advanced research facility.

o The University provides financial assistance for attending and international and national conferences.

o University facilitates for taking up consultancy facilities and carryout research projects.

o Assistance in publication and organizing conferences, workshops, etc. is also provided by the University,

o Besides, the Faculty members across all Departments and Centers have been provided with-

1. Small chambers with office furniture.
2. Desktops/Laptop with internet connections.
3. Printers
4. Room heaters
5. Coolers.
6. Telephone Connections
7. Intercom Connections

The University has assured uninterrupted power supply. In case of temporary power failure, most of the Faculty has generator/inverter back-up.

The university has provided all departments with facilities like office room, common room and separate rest rooms for women students and staff.

All the new buildings have a provision of ramps. In all the new buildings under construction, which are three storey or more, provision of lift is also incorporated as well.

Residential Facilities for the students: Banaras Hindu University is a residential University and therefore tremendous effort goes into ensuring adequate hostel facility for boys and girls
The details of hostels are given hereunder:

Hostel Type	Number of Hostels	Intake Capacity	No. of Students residing
Boys	41	8109	10637
Girls	21	2812	3368
International Hostels	4	189	181

The entire hostels have a big hall/mess hall which is used for various purposes.

- A part of the mess/multipurpose hall is used for recreation, for example. Indoor games like TT, carom etc.can be played here and organizing academic activities (like lectures, extempore speech competition etc.).
- All the hostels have TV room in which a color LCD TV set is installed with cable TV/DTH.
- Gymnasium/yoga centre are available as a centralized facility at the University level.
  * **Broadband connectivity / wi-fi facility in hostels**.
    Hostels have the web connectivity provided by the Computer Centre. Cabling has been done in all the rooms. In addition, some hostels have small computer lab where computers with internet connections have been kept for the benefit of those students who do not have their own computers.

Medical facilities for students, teaching and non-teaching staff

The University Students Health Care Complex and the University Employees Health Care Complex extends clinical care and converge to all the students and employees twelve hours a day i.e. from 8 AM to 8 PM on all working days and holidays in line with the working schedule of the S.S. Hospital. Established in 1926 Sir Sundar Lal Hospital of the University has grown into a 927 bed hospital with all modern diagnostic, surgical and investigative amenities. It is the only tertiary care hospital in the North-Eastern U.P which caters to a large population of adjoining states as well. It is primarily a teaching and

training hospital attached to the Institute of Medical Sciences, B.H.U, the services of this hospital are available free of cost to all students and employees without any discrimination.

Facilities for sports and cultural events/ activities.

The university has an outstanding sports infrastructure. First, there is a strong administrative mechanism, the **Sports Board** with having senior teachers in it along with a strong contingent of officials like Director, Dy. Directors, several Assistant Directors and several Coaches (One for each game). Then comes the following infrastructure:

- o Our campus is having sufficient play grounds and the sports facilities to cater the needs of students and promote students' interests in sports and games. There is a dedicated Sports board, Indore Stadium, Several play grounds, stadiums, Badminton courts, squash courts, tennis courts, volleyball courts, basket ball courts, Amphitheater, swimming pool, mountaineering, Gymkhanas, flying club Hobby Center, Performing Arts, Visual Arts, Regional Center of ICCR and cultural events organized in the University.

- o The Athletic Association conducts tournaments every year in various events and recognizes the talent of the students by awarding those medals and trophies. Based on the performance at the faculty level, teams are selected to represent in Inter faculty tournaments and finally in Zonal and All India Inter Zonal tournaments representing our university.

- o Students are motivated for participation in sports and cultural events by hosting/state/national level sports competition for which they are provided with the desired special facilities. Participation in Zonal and National Youth Festival organized every year under the aegis of Association of Indian Universities can be mentioned here.

- o Intra- faculty sports tournaments are organized for various games and sports like volleyball, basketball, football, cricket, tennis etc. and the faculty level winners are encouraged and promoted to participate in university level tournaments.

- o For students who are interested in or have special skills in cultural activities Faculty level events are organized and then the faculty team is selected which participate in the inter-faculty events. Besides sports and cultural activities are organized at the hostel level also.

It may be noted that each year the university becomes the host to organize a number of inter-university zonal or national games. The University has the reputation of being zonal champion in several games.

Now the University has taken up the exercise of revamping the Sports infrastructure of the University by creating **Sports Complexes**. The Sports Complexes shall provide all the amenities for the selected games at one place.

4.2 Library as a Learning Resource.

Advisory Committee of the Library

The University has a Library Advisory Committee with the following composition:

Chairman:	The Vice Chancellor
Member:	All the Directors of the Institutes, the Deans of the Faculties, The Registrar and the Finance officer
Secretary	University Librarian

Physical Infrastructure

Total area of the library (in Sq. Mts.)	**6781.7 sq. Mts.**
Total seating capacity	**670**
Working hours (on working days, on holidays, before examination, during examination, during vacation)-	**Week Days- 9.00AM-9.00PM Sundays & Holidays- 10.00AM-9.00PM**
Layout of the Library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e- resources).	**Yes, all these available including Cyber Library**
Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently abled users and mode of access to collection.	**Yes**
Digital New Arrival Service Digital Information Reference Service. OPAC	**Yes**

Library holdings:

Print (books, journals, back volumes and theses**.**	**110241 (Print books, back volumes and thesis.) 530 (Print Journals), 131285 (Back Volumes of Journals.)**
Average number of books added during the last three years	**11260**

Non Print (Microfiche, AV)	**Audio Visual CD for Visually Impaired Students**
Electronic(e-books, e-journals)	**41738 (e-books), Approx.10000(e-journals)**
Special collections (e.g. text books, reference books, standards, patents)	**Special Collection Developed**
Book banks	**Yes**

Tools to provide access to the collection

OPAC	**Yes**
Electronic Resource Management package for e-journals	**Yes**
Federated searching tools to search articles in multiple databases	**Yes**
Library Website	**Yes**
In- house/ remote access to e-publications	**In- House and Campus**

ICT in the Library

Library automation	**Yes**
Total number of computers for general access	**215**
Total numbers of printers for general access	**6**
Internal bandwidth speed	**1GB**
Institutional Repository	**Yes, BHU Knowledge Centre**
Content Management system for e-learning	**Yes ,at present for Agriculture**
Participation in resource sharing networks/ consortia (like INFLIBNET)	**Yes**

Statistical data about the Library

Average numbers of walk-ins (per month)	**Main Library- 20, 000 Cyber Library- 30,000**
Average numbers of books issued/returned (per month)	**11490/10800**
Ratio of library books to student enrolled	**UG=2, PG=4, Res.=6 Students enrolled = 15200**
Average numbers of books added during the last four years	**11000**
Average numbers of login to OPAC	**20,000**

Average numbers of login to e-resources	**20,000**
Average numbers of e-resources downloaded/ printed	**5,000**
Number of (Information Technology) literacy training organized	**User Orientation in Library every day, under Information Literacy Programme**

Specialized services provided by the library

Manuscripts	**7227 Manuscripts are available in Sanskrit , Urdu, Arabic, Persian, Bhoti, Newari and Modi Scripts. The National Mission for Manuscripts has recognized Central Library BHU as Manuscripts Conservation Centre and it started functioning from 6th Feb. 2006. The services provided by the section are as follows:** 1. **Rare Document Consultation Facilities** 2. **Scanned Document Delivery Service** 3. **Online Access of Rare Document** 4. **Catalogue of Ayurveda & Persian Manuscripts** 5. **Reprography Service.**
Reference	**Yes**
Reprography/ Scanning	**Yes**
Inter- Library Loan Service	**Yes**
Information Deployment and Notification	**Document Delivery Centre**
OPACS	**Yes**
Internet Access	**Yes**
Downloads	**Yes**
Printouts	**Yes**
Reading list / Bibliography Compilation	**Yes**
In-house/ remote access to e-resources	**Yes**
User Orientation	**Yes**
Assistance in searching Databases	**Yes**
INFLIBNET/IUC facilities	**Yes**

Annual Library budget and the amount spent for purchasing new books and journals.

Total Library Budget	**Rs. 5,49,66000/-**
Print Version of Online Books & Journal	**Rs. 4,98,93,300/-**
Books	**Rs. 50,72,700/-**

Library as a 'happening place' in the campus

Recently Cyber Library Study Centre was created which is well equipped with computer system (215 in no.) with the capacity of 215 students where the students can access e- journal, e-book etc. The Cyber library opens round the clock. At the same time periodical section of the library was also renovated and air conditioned where around 100 students can sit for study. The Centralized Air conditioning of the Central Library is under process. Library also conducts User Training Programme in the beginning of the session where the students are informed about the Library Holdings, OPAC, how to reach e-books & E- Journals. From 3rd March to 30th may (three months) 75000 student used Cyber Library.

Feedback System

- Suggestion Box has been kept for Users.
- On the basis of suggestion senior officers of the Library analyses the feedback and take decision.
- 24x7 (Ask Librarian) librarian.bhu@gmail.com

Infrastructural development of the library in the last four years

1. Creation of Cyber Library with 215 Computer Systems.
2. Formation of boundary wall of Central Library.
3. Library Automation.
4. Networking with Wi-fi of Central Library.
5. New Periodical (Air Conditioned) hall.
6. BHU Knowledge Centre.
7. Competitive Exam Resource Centre
8. National Workshop on Preventive Conservation of Manuscripts dated   21st October to 25th October, 2010.
9. National Seminar on "Print to E- Resources & Opportunities" dated 15-16 April, 2011.
10. Online Resources: User Education Programme & Book Exhibition on the occasion of 150th birth anniversary of Gurudev Rabindra Nath Tagore & Pandit Madan Mohan Malviya ji on 24 September 2011.
11. International Workshop on" strengthening the Academic Library to enhance Agriculture" dated 15-16 December,2011.

12. National Seminar on Access to E-Resources under N-List of UGC- INFLIBNET dated 6th January, 2012.
13. Book exhibition & inauguration of Digital Library on the occasion of 150th birth anniversary of Mahamana Pt. Madan Mohan Malviya ji dated 21st December 2012. Annual Day Celebration of Central Library on 4th Jan 2013.
14. Author Workshop on dated 24th February, 2013.
15. Inaugural function of Cyber Library Study Centre on 3rd March 2013.
16. Book Exhibition organized on the occasion of International Mahila Diwas on 8th March, 2013.
17. Inaugural function of Air Conditioned Periodical Study Hall on dated 12th March, 2013.

4.3 IT Infrastructure: -

University has a comprehensive IT policy covering IT Service Management, Information Security, Network Security, Risk Management, Software Asset Management, Open Source Resources and Green Computing.

University's computing facilities

• **Number of systems with individual configurations:** 116 No. of Desktop PCs. ICT resources including computing and Internet facilities are extended to the research scholars, students, teachers and other members of the university as centralized resource managed by the Computer Centre of the university. The center also extends its infrastructure for conducting the laboratory classes of MCA Students of the Department of Computer Science, Faculty of Science, BHU.)

• **Dedicated Computing facilities:** Red Hat Scientific Computing Packages —A robust platform for scientific users.
• **WiFi Facility:** Campus wide WiFi facility is under consideration of the University. It has not yet been implemented due to risks in network security, insufficient bandwidth, and inadequate capacity of the old network switches and equipment. However, it has come to our knowledge that many departments/offices/units of the university have implemented the WiFi systems for their faculties, students and staff in their own capacity in parallel to the existing structured networks of the University.

• **LAN Facility:** 110 km Optical Fiber Network with 10Gbps backbone LAN facility has been implemented for extending the Internet and Intranet facilities to various departments/offices/hostels/units of the university.

- **Proprietary Software:** Redhat Enterprise Linux and CISCO Multi stage —IOS

- **Number of Nodes/Computers with Internet facility:** Approximately 40,000

- **Any Other:** There are 04 high end HP servers, 04 high end IBM Servers, 02 high end Dell Servers, and 02 high end SUN Computing servers. The Optical Fiber LAN is equipped with a high end Cisco 65013 Core Network switch, 13 high end Network Distribution switches and 172 Cisco 2950 Access switch. The Centre is also equipped with one EMC^2 Storage Area Network (SAN) for Data Storage. The Computer Centre has 2x6OKVA High end Emerson make UPS Systems with 4 numbers of 40 TR A.C. Plants along with high end three phase motors for cooling server and network core area. Four Internet leased lines of 1Gbps (NKN), 155Mbps (Reliance), 850Mbps (BSNL) and 250 Mbps (BSNL) are currently in use to provide Internet connections to the entire University community. We also conduct various University level Tests, Training courses to staff etc. Computer Center also provides training to more than 75 engineering students of various engineering colleges of the country every year through summer internship program.

Future institutional plans and strategies for deploying and upgrading the IT infrastructure

University plans:
- ➢ To upgrade Internet leased lines upto 5Gbps
- ➢ To enhance current 10Gbps Network to 40Gbps
- ➢ To introduce Wi-Max as pilot project
- ➢ To introduce High Performance Computing Facilities
- ➢ To upgrade existing Computer Desktop/Server hardware
- ➢ To upgrade Network switches
- ➢ To upgrade Computer LABS
- ➢ To upgrade A.C.Plants
- ➢ To upgrade various System Software and associated third party Software including application Software

Access to on-line teaching and learning resources
A separate cyber Library under the supervision of the Central Library has been created by the university to facilitate the knowledge, information and other learning related e-resources to the students of the university. However, the Computer Centre provides Internet facility to the Research Scholars, teachers, students and other members of the university to access various e-resources of the university.

New technologies deployed by the university
Video conferencing, availability of on-line journals, e-learning over the Internet, Computing services, e-mail services etc., are being provided

by the respective Departments through the Intranet and Internet networks of the university which is managed by the Computer Center.

IT facilities/ ICT-enabled classrooms/learning spaces

Computers with Internet, E-mail and Computing facilities have been provided to the individual Teachers for accessing e-resources required for effective teaching and quality research.

As mentioned earlier, a large number of classrooms across departments are having fixed multi-media projectors with internet access. Since every teacher is having computer it becomes possible for them to prepare power point presentations and use them for teaching in their classes. In fact a large number of teachers are IT friendly and use ICT for enhancing their teaching.

Facilities for computer aided teaching-learning Materials

➢ The Academic Staff College of the University from time to time conducts Orientation Courses relating to ICT in order to educate/train new entrants on computer-aided teaching techniques (including accessing the resources and their use).

➢ The Computer Centre of the University from time to time conducts tailor made courses for the teachers of the university relating to the same.

➢ The Faculty on its part sends request to the Computer Centre for the organization of such training modules and encourages inter-department/centre interaction so that the teachers who are well versed in the same can educate their colleagues.

➢ e-contents, Presentations, documentaries, audio-visual contents etc. are used for increasing awareness of the faculty in computer aided teaching –learning methodologies.

Maintenance of Computers

New Systems generally are under the warranty period for one/three years. After the warranty period, Annual Maintenance Contract (AMC) is given to the vendors for maintaining the systems.

National Network Connectivity

The University has the National Network Connectivity. We are utilizing this connectivity to host our Web Servers, mail Servers and for Video Conferencing. The National Knowledge Network (NKN) is also used to provide the Internet services to the university community.

Use of web resources such as Wikipedia, dictionary and other education enhancing resources

The University avails the above mentioned web resources. Since, they are available free of cost, users can use the resources as per their own requirements.

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

Budget Heads	Amount (as per BE 13-14)
Maintenance of Computer & Consumable of Central Office and Departments	1200000
AMC for Computers etc.	450000 450000
Annual Maintenance Grant for Computer Science	193000
Maintenance of Computer & Consumables of Statistics Department	58500
Miscellaneous Expenses of Computer Centre	15150000

From closed university information network to open environment
The pedagogy is designed to take the management education beyond the class room through increased use ICT. The processes are increasingly transforming to open environment

4.4   Maintenance of Campus Facilities

Maintenance of buildings, class-rooms and laboratories
The University has an Estates Office which is primarily responsible for maintaining the records of the property and allotment of accommodation.

The University has a very big campus and for maintenance of physical infrastructure there is a separate Works Department and Electric and Water Supply Services Unit in the University. This department has been entrusted with the work of repair and maintenance of the existing University buildings, roads, drainage and sewerage, storm water drains, boundary wall of the campus and repair of furniture of various academic departments and hostels. Besides, cleanliness and beautification of the campus is looked after by the Sanitary Support Services and Horticulturist Unit respectively. These support units maintain the physical ambience in the University.

The Horticulturist Unit of the University has undertaken massive plantation programme with face-lifting of major crossings and avenues.

Maintenance of the infrastructure facilities, services and equipment
As elaborated above the University Works Department, Electric and Water Supply Services take care of regular maintenance of infrastructure facilities and services. These units have been declared as Essential Service Sectors of the University and work round the

clock for regular preventive and corrective maintenance activities. These units are under the control of a Superintending Engineer with administrative machinery consisting of Executive Engineers, Junior Engineers and other staff.

University has a University Science Instrumentation Centre (USIC) Level-II which carries out following activities:
- Repair and maintenance of the electrical/electronic/mechanical/ analytical instruments/equipment
- Design /fabrication of the instruments used in research labs.
- Project work of research scholars of the University

The University prefers to opt for Annual Maintenance Contract (AMC) for maintenance of costly and sophisticated laboratory and research equipment and heavy machinery like lifts etc.

4.5 Best Practices in the area of Infrastructure and learning Resources
- In order to sustain top ranking position in the country and fetch a place in top 200 universities of the world, the entire university community is sensitized to keep the entire campus and its infrastructure in top form.
- Investment only in developing world class facilities and infrastructure.
- Ensuring proper up-keep through dedicated units and AMCs.
- Investment only in environmental friendly technologies like increasing use of solar power.
- Empowering Horticulturist's unit with good investment in Campus Greenery.
- World-class library support.
- Ensuring uninterrupted internet and power supply.
- Adoption of practices for the optimum utilization of ICT and other teaching –learning resources.

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CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1   Student Mentoring and Support

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

Yes, each Faculty member is mentor to a group of 4-5 students. The students are free to contact their mentor regarding their study related problems. Besides, there is provision for conducting 'Tutorial' classes to address the specific and/or unique academic needs of the students.

Apart from this, academic guidance and support is also provided by the concerned teachers on one-to-one basis through personal interaction as and when required.

In order to develop the creative writing and oratory skills all the departments require students to present a written report on the topics assigned for each course of study and give a brief oral presentation on the same.

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

As noted above each Faculty member is mentor to a group of 4-5 students. The students are free to contact their mentor regarding their study related problems

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

Soft skills such as communication skills, leadership skills, personality development etc. have been taken up as components of central training facility under the aegis of the Office of the Dean of Students. Regular training progammes on said subjects have been conceptualized and planned for the students centrally. In addition, the Faculty of Arts has made registration of soft skill courses mandatory for its UG students. A compulsory English language and computer application course has been made compulsory in the Faculty of Sanskrit Vidya Dharma Vigyan. Language courses have been included as a compulsory component in the UG programmes run by the Faculties of Arts and Social Sciences.

At the University level there is a **University Employment Information & Guidance Bureau and a Career Guidance Cell** to

provide support to students in choosing their career and prepare them for the same.

As part of the programs, the Faculty of Management regularly conducts personality development sessions and career counseling. The Faculty also set up a Psycho-Spiritual Counseling Cell. One week induction program for fresher of MBA, MBA IB, MBA AB program students.   The topics covered include:

- o   Communication Skills
- o   Personality Development
- o   GD/Interview Techniques
- o   Soft Skill Development
- o   Accounting for Non-Accounting People
- o   Cross Cultural Training
- o   Organizational Skills & Team Building

Besides the above in every semester, one-week especially designed Internship programs are being organized for MBA Agribusiness students at main Campus.

In the Faculty of Social Sciences, there is a "Guidance, Counseling and Psychotherapy Centre" that provides career as well as personal counseling and offers specific psychological help and interventions to promote mental health and well-being of the students. Soft skill and personality development workshops are also organized from time to time.

5.1.4   Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?
No, the university does not provide such assistance; however a student may approach the Dean of Students for help in this regard, if required. It will not be out of place to mention that Banaras Hindu University is the most economical centre of higher education in India.

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

The course wise prospectus has been made available online which a student may access through intranet/internet portals.
Specify the type and number of university scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG/PG/M.Phil/Ph.D./Diploma/others (please specify).

Sl. No.	Name of the Scholarship (UG/PG)	2009-10	2010-11	2011-12	2012-13
1.	Indira Gandhi P.G. Scholarship for single girl child	10	10	10	10

No.	Name of the Scholarship				
2.	UGC-P.G. Scholarship for Professional Course for SC/ST	09	15	00	00
3.	Government of India Scholarship for Ten Top SC/ ST students for Institute of Technology BHU.	10 50	20 30	20 30	20 30
4.	National Talent Search Scheme/NCERT Scholarship.				
5.	SC/ ST/ OBC/ Gen. / Minority Scholarship from the states (U.P.)	2700	2285	4562	7284*
6.	SC/ST/ OBC Scholarship from other states	600	400	450	450
7.	M.Tech. Students & Duel Degree scholarships	1260	1260	1260	1260
8.	B.Tech. Students Scholarships	211	318	318	318
9.	Sanskrit Vidya Dharma Vijnan Sankay scholarship to Sanskrit and Acharya	91	91	91	94
10.	Studentship to M.Sc. Previous and Final year students under Scheme No.827 of UGC Scheme	25	29	37	29
Total-		4966	**4458**	**6778**	**9495**
	Name of the Scholarship (M.Phil/Ph.D.)	**2009-10**	**2010-11**	**2011-12**	**2012-13**
11.	UGC Research fellowship under XII Plan	1952	1417	1373	1454
12.	UGC NET JRF in Science and Humanities & Social Sciences	291	463	600	897
13.	CSIR - JRFs/SRFs	243	211	326	249
14.	Senior Research Fellowship for Institute of Technology	67	67	67	67
15.	JRF Post M.Sc. Research Fellowships in Institute of Technology	14	14	14	14
16.	CAS/ SAP merged Junior Research Fellowship	18	18	18	18
17.	Ayurveda Junior Research Fellowship in I.M.S.	13	13	13	13
18.	Junior and Senior Research Fellowships in Centre of Experimental Medicine and Surgery Research Laboratory in IMS	15	15	15	15
19.	Rajiv Gandhi National Fellowship	192	206	241	279
20.	UGC Research Fellowship in Science for Meritorious students under IX Plan RFSMS Scheme to the identified SAP	57	74	70	95
21.	Research Fellowship in the Centre for the Study of Nepal	04	04	04	04
22.	DBT - JRF	11	12	16	11
23.	Govt. of India scholarship under Bureau of Police Research & Dev., Ministry of Home affairs	06	01	01	01
24.	Maulana Azad National Fellowship	00	12	12	15
25.	ICAR-SRF/JRF (P.G.)	12	54	62	67

* The amount of scholarship is transferred in the accounts of the students directly by the different offices of the state government

No.	Name				
26.	ICMR Fellowship	30	38	50	40
27.	ICPR Fellowship	26	19	17	17
28.	ICHR Fellowship	29	19	21	21
29.	MHA-BPR&D/ISRO's/INSPIRE/ NACO/MNRE	00	14	29	50
Total-		**2980**	**2671**	**2949**	**3327**
	Name of the Scholarship (Others)	**2009-10**	**2010-11**	**2011-12**	**2012-13**

30. UGC-Dr. D.S. Kothari (Post Doctoral Fellowship	07	13	22	31
31. UGC-PDF for Women	00	00	13	13
32. UGC- Post Doctoral Fellowship for SC/ST	02	02	02	02
33. CSIR Research Associateship	13	12	10	08
34. AICTE National Doctoral Fellowship	10	10	10	10
35. ICSSR Fellowship	08	11	17	25
Total-	**40**	**48**	**74**	**89**

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

	2009-10	2010-11	2011-12	2012-13
U.G. + P.G.	28%	2 r%	28%	45%
M.Phil + Ph.D.	71%	56%	64%	68%

5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?
Yes the University has an International Center. This center helps the foreign students in choosing appropriate programme and logistic matters. Presently foreign students from 60 countries are studying in the University.

5.1.9 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?
No, the university does not provide such assistance; however a student may approach the Dean of Students for help in this regard, if required. It will not be out of place to mention that Banaras Hindu University is the most economical centre of higher education in India.

5.1.10 What types of support services are available for
* overseas students
* physically challenged / differently-abled students
* SC/ST, OBC and economically weaker sections
* students participating in various competitions/conferences in India and abroad
* health centre, health insurance etc.
* skill development (spoken English, computer literacy, etc.)
* performance enhancement for slow learners
* exposure of students to other institutions of higher learning/ corporates/business houses, etc.
* publication of student magazines

* *overseas students*
For overseas students there is a Cell at University level that provides all the support to foreign students. Well-furnished accommodation is also provided to them at the International Hostel of the University. Part-time courses on Indian and foreign languages are also offered to them. Apart from this, all

the facilities and services available to Indian students are also available to overseas students such as free health care, games and sports facilities, counseling services etc.

* *physically challenged / differently-abled students*
Ramps have been constructed to facilitate trouble-free movement. Recorded study material is provided in the Central Library to visually-challenged students. Such students have also been provided free meal facility. Physically challenged students are being provided mess subsidy.

Physically challenged (including visually handicapped) students are provided additional time of half an hour in University Examinations. In entrance tests of the University age relaxation of five years and a relaxation of 5% in qualifying mark is provided.

* *SC/ST, OBC and economically weaker sections*
For SC, ST, OBC and minority group special remedial coaching is provided. There is also provision for scholarship and other financial assistance to support the students of the said group. A special cell (SC/ST/OBC Cell) is functional under the charge of the Dy. Registrar as Liaison officer.

SC/ST observers are invited in admission and hostel allotment committees. The SC /ST cell maintains a complaint register where all the complaints received from SC/ST students are recorded and thereafter sent to concerned units for necessary action.

* *students participating in various competitions/conferences in India and abroad*
Students are encouraged to participate in various competitions/conferences. They are provided financial assistance and assistance for other needs for participation in competitions. University provides partial financial assistance to students participating in conferences.

* *Health centre, health insurance etc.*
University is having a fully equipped Health Center exclusively for Students of the Faculty. All major facilities are available in the students' health center.

* *Skill development (spoken English, computer literacy, etc.)*
  Special courses are available for development of soft skills.
* *performance enhancement for slow learners*
Mentor system is adopted by the faculty to identify the students who are in need of special assistance with regard to study related matters. For those who are slow learners, the Faculty conducts counseling sessions, meditation, Yoga and other

supporting programs. Additional classes and extended library hours are available for such students.

∗ *Exposure of students to other institutions of higher learning/ corporate /business houses, etc.*
Eight-week summer training is an integral part of course curriculum in the Faculty of Management Studies in which students are supposed to work in a business/industrial organization on a problem oriented project. Business Clinic is set up in the Faculty to enable the students to have hands on experience on tackling complex business situations

As part of the Dissertation Project also students work closely with business/industrial organizations. There are minor projects in which students work with organizations.

As part of the course curriculum, industrial visits are held on a regular basis.

∗ *publication of student magazines*
Students' wall magazines are published in some departments.

5.1.11 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defense Services, NET/SET and any other competitive examinations? If yes, what is the outcome? University provides remedial coaching to SC/ST/OBC Students for preparation for NET/SLET and entry into services.

Coaching for entry into services

Year	SCs	STs	OBCs(Non-creamy layer)	Minorities	Total
2011-12	32	11	97	01	141

Coaching for preparation to NET/SLET

Year	SCs	STs	OBCs(Non-creamy layer)	Minorities	Total
2011-12	152	56	351	20	579

5.1.12 Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as
∗ additional academic support and academic flexibility in examinations
∗ special dietary requirements, sports uniform and materials
∗ any other (please specify)
Outstanding sportsperson are given weightage in admission to the various courses in the University.
The need for dietary requirement, uniform and other materials are met by the University.

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

The Placement Coordination Cell is a facilitation cell for the students of the University and prospective employers to find their respective targets. Students of most of the professional programmes of the University viz., Engineering graduates from IT, Medical graduates from IMS, Graduates from Institute of Agricultural Sciences, MBA students from the Faculty of Management Studies are getting placed in the Campus recruitments. Several other programmes like MPMIR, Tourism Management, Journalism Courses, MFC, students from visual and performing arts are also in great demand.

The Placement Coordination Cell, Banaras Hindu University aspires to make the University the first choice of the prospective employers, as regards refined manpower, whenever they think about new venture, new induction or expansion.

- The cell had conducted a Training Program for SC/ST, OBC (non-creamy layer), Disability, Minority unemployed Graduate /Post Graduate Students of the University by Tata Consultancy Services in February 2013. It had also initiated organizing Personality Development Programs and Career Guidance Sessions in different departments of the University.
- A Workshop was organized on "Emerging Dimensions of the Global Economy and the Career Prospects of Young Professionals" on 5 February 2013. The Chief Resource Person was Dr. B.R. Singh, (Former Group Director & Advisor, HR, Ispat Steel), Chairman, Strategic Management Consultants, Mumbai.
- World Educational Congress Global Awards 2012 has awarded the Best Placement Officer award for Banaras Hindu University

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

Year	Number of companies visited	Number of students selected
2011-12	07	133
2012-13	09	103

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

The Alumni Cell, BHU was first constituted in February 2006 with the objective of taking up all those activities which will further cement Alumni- Alma Mater interactions.

Some of the initiatives of the cell are as follows:

(i)   Organization of Alumni Meets in India and abroad

The Alumni Cell has established a tradition of Annual Meets by organizing four meets continuously in the University.

Alumni Meets were organized for the first time abroad in coordination with Alumni Cell in 2007 at New Jersey, Chicago, New York and Washington.

(ii) Publication of works connected with Mahamana ji

The Cell has published a selection of Mahamana's writings entitled *"Mahamana Ke Vichar Ek Chayan"* during the IBAM 2007. In addition at the time of IBAM 2007 the "History of the Banaras Hindu University" and during IBAM 2009 the biography of Mahamana entitled "*Pt. Madan Mohan Malaviya Ka Jivan Charit*" was published with the help of the Press, Publication and Publicity Cell, BHU.

The Alumni Cell with the help of BHU Library has digitalized a number of publications including the 70th and 75th birth anniversary of Mahamana commemoration volumes, issues of *Sanatan Dharma* as well as the dissenting note of Malaviya Ji to the Indian Industrial Commission. These have been placed on the Alumni Cell website for consultation by our alumni and researchers.

Two C.D.s consisting of the photographs of Mahamana and Bhajans as well as Kulgeet were prepared with the cooperation of Bharat Kala Bhawan and Faculty of Performing Arts for wide circulation among our alumni.

(iii) National and International Seminars

So far the Alumni Cell has organized Three International, Two National and one Regional Seminar along with the Alumni Meets. The recently concluded International Seminar on "Mahamana's Vision of Nation Building" has been jointly organized by Alumni Cell & IIT (BHU).

(iv) Preparation and updating of Alumni database

We now have a database of more than 14,000 alumni. This is continuously being updated as more and more alumni are contacting us.

(v) Publication of BHU Alumni Newsletter

This biannual, bilingual newsletter is envisaged as a link with all our alumni and well wishers. It contains news about our alumni associations in India and abroad, university level Meets, news about alumni activities in the departments, achievements of our alumni, significant landmark news of the university etc '

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

University has a Students' Grievances Committee having representative of the Students' Council in it. The Students' grievance Committee meets every fortnight and considers the grievances of students. It entertains written and signed complaints and petitions of students in respect of matters directly affecting them individually or as a group. It enquires into the grievances and makes recommendations and report to the Academic Council and the executive Council for redressal or suitable action. It may also recommend appropriate action against complainant if allegations made in the document are found to be baseless.

Recently the University has constituted Faculty level and Department level Students Grievances Committee in every Faculty and Department. In the Faculty level Committee three students of the Faculty are members in the Committee. Similarly the department level Grievance Committee has two students' representative from the department.

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

The Centre for Women's Studies and Development (CWSD) conduct programmes on gender sensitization and gender specific issues. The CWSD brings out a bilingual news letter *'Nari Darpan'*.The Centre has made remarkable progress in generating material on gender sensitization and creating awareness. It ha sb now prepared a *Prashna Pustika* in Hindi, 32 Project Reports, about 48proceedings of different Orientation Course, Refresher Course and National Seminars.

The University has a Complaints Committee to consider complaints of sexual harassment of women at work place. The committee has eleven members including an outside representative from a NGO.

The University has also constituted a Women's Grievance Cell. The Women Grievance Cell has been provided a Mobile number. This number can be used as helpline number by the women employees and students to lodge their grievances. Upon receipt of the grievance, the Cell will take all necessary measures to provide immediate relief to aggrieved women, conduct a preliminary inquiry of the incident and suggest appropriate punitive and corrective measures to be taken by the University. The Cell shall *suo moto* take cognizance of any activity that contains a potential threat to the safety, security and dignity of women and take/recommend measures to mitigate and overcome the threat.

The Cell shall also suggest measures to improve the safety and security measures in the University especially with respect to women employees and students.

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

University has an Anti-ragging Committee chaired by the Vice-chancellor. There is a Monitoring Cell on Ragging and a Ragging Prevention Squad in the University. The University has prominently displayed anti-ragging helpline numbers at many places.

In the year 2011-12 seventeen cases were reported. After preliminary investigation by Anti Ragging Squad (ARS) only four cases were found related to ragging and accordingly appropriate action was recommended.

In the year 2012-13 twelve cases were investigated by ARS and only three cases were found to be related to ragging,. The guilty students were expelled from the Hostel and prevented from taking part in activities of the Institute/department

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

University takes necessary steps for betterment of the students through feedbacks taken from Parents, faculty members, students, Guest speakers, organizations where students do their summer training and dissertation projects.

5.1.20   How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

University has a University Sports Board which coordinates different Sports activities among units of the University. It selects and coaches sports persons in different games and sends teams for participation. University provides facilities to women students in 14 sport events.

5.2 Student Progression

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

CATEGORY WISE STUDENTS ENROLMENT (AS ON 31-03-2013) IN UNIVERSITY DEPARTMENT

Course	General			SC			ST			OBC			PH			Total (2+3+4+5+6)
1	2			3			4			5			6			7
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	Total
U.G.	3959	2377	6336	1251	507	1758	478	229	707	2992	1162	4154	183	65	248	13203
P.G.	2467	1525	3992	752	323	1075	287	160	447	1475	838	2313	88	29	117	7944
5 years Integrated Course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
M.Phil	07	17	24	03	01	04	01	02	03	06	05	11	0	0	0	42
Ph.D	1950	1020	2970	530	167	697	115	33	148	715	276	991	50	06	56	4862
Dip./ Cert.	876/ 91	714/ 65	1590/ 156	143/ 27	71/ 08	214/ 35	55/ 11	31/ 03	86/ 14	367/ 49	191/ 24	558/ 73	17/ 0	05/ 0	22/ 0	2470/278
Total	**9478**	**5687**	**14019**	**2706**	**1077**	**3783**	**947**	**458**	**1405**	**5604**	**2496**	**8100**	**210**	**136**	**346**	**28799**

5.2.2   What is the programme-wise completion rate during the time span stipulated by the university?
         All the teaching programmes are completed within the prescribed time-schedule and there is no extension of session in any course.

5.2.3   What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.?
         The University does not maintain record of students appearing /qualifying in NET/GATE/CAT/GRE etc. In most of the cases students attempt these examinations after completion of their Post Graduate courses and at present there is no mechanism to get information on these aspects.

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

5.3   Student Participation and Activities

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

         A. University has a University Sports Board which coordinates sports activities in the University. It selects and coaches sports persons in different games and sends teams for participation in inter-University Tournaments organized by AIU. Following games/sports are associated with University Sports Board
             1. Archery (Men)
             2. Athletics (Men & Women)
             3. Badminton (Men & Women)
             4. Basketball (Men & Women)
             5. Boxing (Men)
             6. Chess (M & W)
             7. Cricket (Men)
             8. Football (Men)
             9. Gymnastics & Malkhambh, (Men & Women)
             10. Handball (Men & Women)
             11. Hockey (Men)
             12. Kabaddi (Men & Women)
             13. Kho-Kho (Men & Women)
             14. Power Lifting (Men & Women) & Wt. Lifting & Best Physique (Men)
             15. Rowing (Men & Women)
             16. Squash Racket (Men)
             17. Swimming (Men & Women)
             18. Table-Tennis (Men & Women)
             19. Tennis (Men & Women)
             20. Volleyball (Men & Women)
             21. Wrestling (Men)

         University has an Amphitheater Ground, Gymnasium, Badminton Hall, Indoor Stadium and Swimming Pool.

B. University organizes a mega cultural event *"Spandan"* every year. It is an Inter-Faculty Youth Festival in which teams from all the Faculties, Institutes, *Mahila MahaVidyalaya*, Rajiv Gandhi South Campus and Colleges admitted to the privileges of the University participate. Besides Institutes of the University organize cultural events on the occasion of their respective Institute Day.

C. Extracurricular activities like Inter-Faculty essay Competition, Inter-Faculty Debate Competition, National Debate Competition, Inter University National Youth festival etc were organized by the Dean of Students.

D. University runs a hobby centre under the supervision of the Dean of Students where training in Photography, electronics, Air conditioning & refrigeration and video editing is imparted.

E. University has a Mountaineering Centre affiliated to the Indian Mountaineering Foundation, New Delhi. It organizes primary and Advanced courses in Mountaineering and Martial Arts course for self defense.

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

The University participates in Zonal/ National Youth Festivals organized jointly by the Ministry of Youth Affairs and Association of Indian Universities, Delhi every year. The details of achievements of students in co-curricular and extracurricular activities at Zonal and National levels during the last four years is furnished below:

Music and Fine Art Events

Year	Period	Zonal/National Youth Festival	Positions Achieved	Remarks
2009-10	02-06 Feb. 2010	National. Youth Festival held at Maharshi Dayanand University, Rohtak	I -1 II - 5 III -5 IV-3	Total 14
	23-27 Sept. 2010	Zonal Youth Festival held at Kalyani University, W.B.	I — 6 II —4 III — 3	Total 13
2010-11	18-22 January 2011	National Youth Festival held at Sri Venkateswara Univ. Tirupati	I — 1 II —3 III — 1 IV-2	Total 7
	16-20 Dec. 2011	Zonal Youth Festival held at Tejpur University, Assam	I —4 II — 4	Total 8
2011-12	22-26 Jan. 2012	National Youth Festival held at Nagpur University	II— 2 III - 2	Total 6

2012-13			IV-2	
	07-11 Dec. 2012	Zonal Youth Festival held at Ranchi University, Ranchi	I — 3 II —4 111-3	Total 10
	09-13 Feb. 2013	National Youth Festival held at Kalyani University, W.B.	11-2 III —4 IV-1	Total 7

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?
No. The University has not conducted any special drive for promoting heritage consciousness; however the students are sensitized about our vast cultural, spiritual, scientific and historical heritage through various activities of Bharat Kala Bhavan and National Service Scheme (NSS) program.

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.
In Mahila Maha Vidyalaya Wall magazine in Science and Arts is available where latest information, advancement and other items are displayed by students and faculty members. A college College magazine 'Jyoti' is published every year. Articles in different languages (Hindi, English, Sanskrit, Bangla and Urdu) are included.

The Faculty of management Studies is having its own news letter *Kshitij* which is released bi-annually. Besides, there are other initiatives from the students' side to release wall magazines in hostels and departments periodically.

5.3.5   Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.
The University has a Student Council. Its structure, method of constitution, activities and funding details are at Annexure-13

5.3.6   Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.
At present there are student representatives in following bodies.
1. Hostel Committee
2. Training and Placement Cell
3. Library Committee
4. Cultural Committee
5. Faculty level Students' Grievance Committee
6. Department level Students' Grievance Committee
7. Students Grievance committee

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CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.2   Institutional Vision and Leadership

The Banaras Hindu University was conceived as the first Indian University by an Indian as a residential University, keeping in view it's objective of complete character development and thorough mentoring of students to turn out Patriots and Nation Builders. The vision and mission of this university was spelled out by its Founder Mahamana Pt. Madan Mohan Malviya ji and the university till date is progressively carrying forward the mandate set forth by him.

The founder's vision:

" It is my earnest hope and prayer, that this center of life and light, which is coming into existence, will produce students who will not only be intellectually equal to the best of their fellow students in other parts of the World, but will also live a noble life, love their country and be loyal to the Supreme Ruler."

The Mission:
"A teaching university would but half perform it's function, if it does not seek to develop the heart power of it's scholars with the same solicitude with which it develops their brain power. Hence, this University has placed formation of character in youth as one of it's principal objects. It will seek not merely to turn out men as Engineers, Scientists, Doctors, Theologists, Merchants, but also as men of high character, probity and honour, whose conduct through life would show that they bear the hallmark of a great University."

The mission   statement   of the University defines it's   distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition, value orientations and its vision for the future.

In order to address the needs of the society, the university enshrines within its precincts, a phenomenal range of teaching disciplines incorporating almost all conceivable subjects of Science, Engineering & Technology, Humanities,

Social Sciences, Commerce, Law, Education, Visual Arts, Performing Arts, Sanskrit Vidya Dharm Vigyan, Agriculture, Library Science, Journalism and a large number of Indian and Foreign Languages. As an outcome of these studies, the university has contributed to social and national development by producing an army of stalwarts who occupied positions like Vice President of India, judges of Supreme Court and High Courts, Chairman and Vice Chairman of Rajya Sabha, Chief Ministers, Union Cabinet Ministers, Several Vice Chancellors, Chairman of ONGC, SAIL, Coal India, Railway Board, Atomic Energy Regulatory Board etc., Founder Directors of the first Five IITs and several later Directors, Directors of IISc., IIMs, Director General of CSIR, DAE, DRDO, ICAR, Several Secretaries of Government Departments, Fellows of Royal Society-London, Indian Academies of Science, Engineering, Medicine, Agriculture, Literature, Dance, Dharma etc., besides Recipients of BHARAT RATNA, Padma Vibhushan, Padmabhushan and Padmashree.

This tradition is a continuing tradition; some of our recent students are heading organizations like Google. Each year thousands of our students a getting highly paid placements and qualifying national level competitions to become judges, IAS, PCS etc. besides joining Scientific laboratories as Scientists. All this is happening because the university addressing well the students' learning needs and simultaneously the contemporary social needs.

Our students are reaching top positions in whatever organization they work reflects the value orientation, character and personality development training they have acquired in this university, thereby becoming a true hallmark of it.

The Role of Leadership If the University is continuing to successfully carry forward its vision and mission then it entirely due to the fact that **the University has been lucky to be blessed by visionary leadership of very stalwart scholars** who have fully identified them with the university and has given their 100% to achieve its vision and mission. The involvement of Vice Chancellors as leaders along with their teams in ensuring the organization's management system development, implementation and continuous improvement has been outstanding in the entire life of this university.

The Leadership, besides laying out future roadmaps of development and doing perspective planning to be innovative, has been contributing to move all men and machinery of the university for contributing theirs bit for improvement by:

- Leadership is involved in coordination and interaction with the students, faculty and staff with the objective to ensure smooth functioning and bringing excellence within the system.
- Involved in motivating and encouraging the Faculty to give the best and to build a team spirit among the faculty members in every department of the University.
- Active interaction with external world to keep the system vibrant.
- Regular consultation with the Faculty members through various statutory bodies to give right direction in setting the pace for the future.

While interacting with the stakeholders, the leadership essentially plays the role of facilitator to ensure win-win situation to all the stakeholders in the long run. The interactions primarily take place by way of formal gatherings as well as informal interaction on all available platforms.

The leadership leaves no occasion to reinforcing a culture of excellence. It is a constant endeavor of the leadership to be responsive to the change in the best possible manner. Efforts are also made to harness tacit and explicit knowledge from various resources and upgrade the knowledge of faculty members through quality improvement programs and faculty development programs. Faculty members are motivated and encouraged to pursue vigorously their interest areas of research and obtain projects funded by national and international agencies.

The leadership leaves no stone unturned to tap funding from external agencies/ministries for area- specific and purpose-specific programmes. It is due to this quality of leadership that investment of approximately 1000 Crore Rupees in infrastructure development during last five year has been fruitfully made in the university.

In fact *The leadership* is always proactive in identifying organizational needs and in taking appropriate steps to fulfill these requirements.

The University has been lucky because *its top leadership positions have never remained vacant*. At present the position of Registrar is vacant and its charge has been given to a senior Faculty member of the University. Effort is on to get it filled soon.

The university always ensures that all positions in its various statutory bodies are filled and meetings conducted regularly.

The university ensures **culture of participative management** at all levels of its operations from top decision making to the bottom level of execution. *This is ensured through various Statuary Provisions as committees are prescribed for decision making at all levels in the Banaras Hindu University Calender.* Not only this, the university has developed a culture of democratic and *dialogic* functioning, as it is considered an essential ingredient towards ensuring the success of adoption of any new and innovative idea/practice. There is high degree of involvement of teachers as well as students in all academic and administrative ventures in the faculties, beginning from faculty management and development, maintaining regularity of classes, to organizing seminars/ conferences/ symposia, courses etc. There is an attempt to foster teamwork rising above the hegemonic blocks and hierarchical structures, thereby adopting a policy of non-differentiation. All important decisions are discussed and deliberated in different committees of the university and if required experts from outside are also invited. As far as possible every effort is

made to ensure equitable participation of all stakeholders in the decision making process.

We also are making conscious efforts to enter a state of 'dialogue', by promoting and welcoming the spirit of questioning and argument (both from the teachers and students), which we believe is an essential prerequisite to a truly participative culture.

With regard to the academic and administrative *leadership to be provided by the university to its constituent colleges,* the University provides full autonomy in administrative and financial matters to them. However, to provide them leadership in their academic activities the University has adopted a two-pronged approach towards them. One of these is to involve them at various levels of academic functioning within the Faculty Departments, for example, involving them in curriculum design and revision, preparing new course structures, organizing lectures/seminars/conferences/symposia/ workshops, setting examination papers etc. The other one is to provide guidance and mentoring to them by helping them frame syllabi, providing course guidelines, etc.

The university is highly ***proactive in grooming leadership*** at various levels. Two strategies are adopted for this: (i) Faculty and staff members are given opportunities to undertake higher levels of responsibility in their domain of work; and (ii) The University ensures continuous in-service training in leadership through deputing or in-house organization of such programmes. *The university believes:*

- That leadership enhances institutional functioning; hence the university consciously undertakes serious human resource development exercises for the teaching and non-teaching staff as well as the students, thereby charging them with leadership skills.

- That leadership is necessary to translate theory into practice. We believe that the task of the universities is not merely to produce, reproduce, manage and disseminate knowledge, but to act as nurseries of leadership, whereby the knowledge generated may be used to induce social change as well as inform the process of policy-making.
- That leadership is one trait from which many others follow, for example, sense of responsibility, sharing, teamwork, and cohesion, the urge to set or create role models; and therefore grooming in leadership is imperative to form, and retain the moral character of any society.

- Being abodes of education, the responsibility of building the character of society, and of grooming the students into true and responsible citizenship, lies with the universities.

- We also realize our unique place in providing ***grooming in global leadership.*** To be able to groom our fraternity into global leadership, we have been taking concrete steps like reforms of

curriculum, teaching practices as well as taking initiatives like increasing the linguistic proficiency of the students, lessons in personality development and effective presentation skills etc.

The university has evolved *a knowledge management strategy* to set the ball rolling in the direction of fast paced globalization. The University considers that management of knowledge becomes important not only from the point of view of institutional success, but also seen with the perspective of the nation's standing in the international socio-political milieu, in which the universities have a key role to play. The university realizes its unique place in informing and directing the process of knowledge management, as well as to set role model for others while adopting suitable methods for knowledge management. The University has planned the following strategic interventions for this:

- To develop a *knowledge portfolio*. This is based on the realization that the contemporary times are now faced with the emergence of the *knowledge economy*, where there are "competing markets for knowledge production as well as consumption", sometimes even hegemonizing the entire process of creation and dissemination of knowledge.
- Another important factor is to facilitate *knowledge exchange.* This has been informally going on, with the numerous invited lectures by and interactions with eminent national and international scholars and visiting professors, several conferences/seminars/symposia as well as workshops organized regularly.
- Fostering interdisciplinary research not only within the departments of a faculty but also actively engaging into interaction with other faculties and institutes within the university.
- C*reating* and *sustaining* the space for creative engagement and also using this creativity plus leadership skills to *lead the society into a kind of reflective engagement.*

The *following values are well reflected in the functioning of the university*:
  ∗ Contributing to national development
  ∗ Fostering global competencies among students
  ∗ Inculcating a sound value system among students
  ∗ Promoting use of technology
  ∗ Quest for excellence

  ∗ ***Contributing to national development***
     The goal of National Development is one of the foundational goals of the University, as envisaged by its revered founder. We realize our unique place in offering insights and leadership in this direction. The Social Sciences offer an understanding of the history, society, politics and economy of the "nation" (also the process of nation-making, definition of *what is and what should be 'development' etc.)*, in a way no other discipline does. We

try to encourage our fraternity towards the reflective engagement of *what is and what should be 'development'*, where our knowledge may be used for the development of the nation. Also, a sense of responsibility, and a feeling of patriotism are inculcated among the students through the entire teaching learning process AND the university is providing to the nation highly skilled manpower endowed with these values to render services in all sectors of the society.

* *Fostering global competencies among students*
  To make the students globally competitive, the curricula are designed and revised in accordance with the emerging global trends. The university continuously enriches its knowledge portfolio. Faculty members make special efforts to orient the students towards the global trends, besides making efforts towards enhancing linguistic proficiency, helping them develop presentation skills, aiding personality development. This is coupled with efforts at promoting the skill to use technology optimally for example, providing them with internet access to journal archives, and then also training them into their optimal use for research.

  Faculty endeavors to expose its students and teachers to national and international academic & professional events to ensure that they remain abreast with the international developments. The issue is also addressed though course meticulously designed curriculum and pedagogy.

* *Inculcating a sound value system among students*

  This is again one of the foundational goals of the University, and taken very seriously by our faculty and is reflected in the overall environment of the university. The teachers practice than preach values. However, while there is an informal orientation and encouragement to the students within and out-side the classroom teaching, the students are also encouraged to formally undertake workshops of Value Education conducted intermittently by the Malviya Centre for Value Education at the university level. Students are encouraged to attend regular Yoga classes and participate in the activities of Psycho-spiritual cell of the Faculty. The issue is also addressed though meticulously designed curriculum and pedagogy.

* *Promoting use of technology*

  This is done through use of ICTs, besides giving the students special sessions for internet research, use of power-point for effective presentations etc.

* *Quest for excellence*

Faculty is in constant pursuit of quest for excellence which is reflected in quality placement of students and research output of the Faculty. University has maintained its position among top Central Universities of India. The areas of excellence in the University are as under:

- *Areas of visible excellence*

  - Advance materials and processes
  - Cell and molecular biology
  - Environment and sustainability
  - Indian heritage
- *Areas of potential excellence*

  - Neuroscience and human behaviour
  - Genetics and breeding
  - Nano-technology
  - Ayurveda (Herbal and Non-herbal medicine)
  - Classical Music

- *Emerging areas of excellence*
  - Energy
  - Cognitive Sciences
  - Water resource management
  - Peace, inter-faith, and inter-cultural studies

6.2   Strategy Development and Deployment

The university has developed a perspective plan for it holistic development to not only sustain its top position in the country but also acquire a place in the world ranking of the universities. The university has following declared policy statements:

- University Quality Policy*
- University Administrative Policy*
- University Environment Policy*

  *Copies of these policies attached at **Annexure14**

The aspects that are considered in the development of policies and strategies are-

- To achieve academic excellence through quality of teaching and research.
- To contribute to the creation of knowledge, besides its gathering, and dissemination.
- To encourage interdisciplinary teaching and research.
- To foster a 'culture of dialogue'.
- To act as a nursery for leadership, thereby contributing to nation-building.
- To provide an interface between theory and practice.
- To produce students with integrity, character, and values;

- To produce a globally competent workforce (both teachers and students).
- To undertake regular capacity building exercises for the aforementioned goal, and also to impart technological knowhow to the students to make them globally competent.
- To understand and address local needs, and strive towards community development as one of the goals.

The perspective plans with regard to the following aspects are laid out in the light of the governing principles as listed there-under:

* **Teaching and learning**
  - To make teaching more interactive and dialogic.
  - To use new and innovative methods like ICT, also focus on experiential learning.
  - To understand *teaching* as also a process of learning subject to constant review and reform.
  - To promote interdisciplinary teaching through cafeteria approach, credit based system etc.
  - To monitor the quality of teaching.

* **Research and development**
  - To ensure full autonomy in R&D activities
  - To ensure smooth funding and support for all sanctioned projects
  - To promote interdisciplinary research
  - To foster networking, as well as knowledge exchange
  - To create a knowledge portfolio
  - To monitor the quality of research through committees

* **Community engagement**
  - To ensure that community engagement religiously becomes integral part of courses for all students.
  - To undertake community work as one of the goals.
  - To promote all kinds of extension activities for the aforementioned.
  - To act as an interface between research and its practical application.

* **Human resource planning and development**
  - To undertake capacity building exercises and training programs regularly, also for enhancing the technological skills.
  - To undertake motivational workshops.

* **Industry interaction**
  - To develop a *knowledge portfolio* to help fostering industry interaction.
  - To harness maximum industry support and collaboration for R&D.

* **Internationalisation**
  - To promote international exchanges, both faculty and student exchanges.
  - To promote collaborative study programmes.
  - To promote collaborative research.

- To develop a strong international alumni network and get its optimum involvement in the development of the university.

The *internal organizational structure and decision making processes* of the university are described hereunder:

The *internal organizational structure:* The President of India is the Visitor of the University. The Executive Council is the executive body of the University. Management and administration of the revenue and property of the University and the conduct of all administrative affairs of the University are under the purview of the Executive Council. The Academic Council of the University is the principal academic body of the University and responsible for organization of study and research in the University and Colleges. The authorities of the University include the Court, the Executive Council, the Academic Council, the Finance Committee, and the Faculties. The Officers of the University include the Chancellor, the Vice-Chancellor, the Rector, the Directors, the Registrar, the Finance Officer, the Deans of Faculties, the Dean of Students, the Controller of Examinations, the Medical Superintendent, the Librarian, the Chief Proctor, and the Principal,*Mahila Mahavidyalay*. The functioning of the University is managed by these statutory authorities and officers.

The decision making processes The Decisions are taken in accordance with the provisions of BHU Act & Statutes, Ordinances, Rules & Regulations, Financial Code, Administrative procedures, Office Procedure Manual, Fundamental Rules & Supplementary Rules, General Financial Rules, CCS (Conduct) Rules, 1964, CCS(CCA) Rules, 1965, CCS(Pension) Rules, 1972 and other directives received from MHRD/UGC. Policy matters are decided at the level of Vice-Chancellor/Executive Council/Academic Council/Finance Committee of the University.

> The Vice-Chancellor is the principal executive and academic officer of the University and exercises general supervision and control over the affairs of the University and gives effect to the decisions of the authorities.

> The University has adopted a decentralized administrative structure, thereby enabling Institutes/ Faculties/Departments/ Centers / Schools to take decisions in conformity with the rules of the University and within the delegated power.

The university has a *formal policy to ensure quality* (refer Quality Policy at Annexure15)The Banaras Hindu University (BHU) is committed to provide quality higher education to different sections of the society as envisaged by its founder and the great visionary *Mahamana Pandit Madan Mohan Malaviya ji*.

The University, through this quality policy, envisages developing a quality assurance frame work that clearly spells out principles, guidelines, and procedures for implementing institutional quality assurance system. It outlines the institutional guidelines of the quality assurance and a structure for organising and managing quality in the university.

The university encourages its academic departments to function independently

and autonomously and ensures accountability. *Decentralization*, *Autonomy and Accountability* are the guiding principles that have resulted in the development and growth of this MEGA UNIVERSITY. The University has adopted a decentralized administrative structure, thereby enabling Institutes/ Faculties/Departments/ Centers / Schools to take decisions in conformity with the rules of the University and within the delegated power. The BHU CALENDER prescribes rules and regulation and accountability is ensured through them.

During the last four years 283 cases were filed against the University while the University filed 11 cases. In case of teaching and non-teaching staff the critical issues were related to promotion and service matters. Some of the cases were related to disciplinary issues also. In case of court cases filed by the students mostly related to admission and examination related matters. So far, University has won 117 cases and lost 13 of them.

University has constituted separate *Grievance Committees* for Teachers, Non-teaching staff and Students. These grievance committees attend to written and signed complaints, enquire into them and submit recommendations for consideration of authorities. University has also constituted Faculty level and Department Level Student grievance committees having students' representatives in it. University has issued directives to all the teaching departments/units for ensuring compliance of the UGC (Grievance Redressal) Regulations, 2012.

The process of taking formal student feedbacks will be introduced soon, however, there has always been an informal process going on at the level of the student-teacher interaction. Some of the teachers have been taking formal feedbacks also, while others have been informally engaged in the process. The institutional response to these informal feedbacks shows up in revision of curriculum, reforms in teaching practices and pedagogy.

6.3   Faculty Empowerment Strategies

The *professional development* of teaching and non-teaching staff is a continuous and on-going process in the university. The Teaching staff is encouraged to attend national/international programs, workshops, seminar and symposia. University provides financial support to the faculty members for meeting travel and registration costs for such programmes. In addition, the Academic Staff College of the University conducts various programmes for teachers.

The non-teaching staffs are deputed to Institute of Secretarial Training and Management (ISTM) to attend programs on office procedures, rules and regulation and RTI Act. The Academic Staff College also conducts Professional Training Program for Section Officers and Sr. assistants. University has arranged Computer training for non-teaching staff in collaboration with NIIT.

In the year 2010 and 2012 University organized two days workshop on RTI-Act which was attended by CPIOs and Appellate Authority from teaching and non-teaching departments.

The *annual appraisal system* for non teaching staff through Annual Confidential Report (ACR) is in place. The ACRs are an important tool in annual performance assessment of non-teaching employees. ACRs are a mandatory requirement for promotion.

At present there is no Annual Performance Appraisal system for the teachers of the University. The teachers are required to submit Annual Performance Appraisal Report after completion of probation period and the report is essential in processing their confirmation to the post. However, a self appraisal system with inbuilt mechanism to ensure accountability of teachers is being worked out for teachers also.

The welfare schemes: University's care for its employees is reflected in all activities. Some of the specific welfare schemes for the teaching and non-teaching employees are as under:
- Health Care through two Health centers and Sir Sundarlal Hospital
- Provision of treatment of diseases at higher centers in Metro cities
- Health scheme for pensioners
- Group Insurance scheme
- Immediate withdrawal facility from Provident Fund
- Loans given for Purchase of House, vehicles and personal computers.
- Provision of supernumerary seats in UG/PG courses for the wards of employees
- Central school in the main campus and two Higher Secondary schools in the city where employee wards get priority admission
- University club and Non-teaching staff club
- Temporary accommodation for marriage and other functions at subsidized rates

These schemes are available for all the employees and their benefits are shared by everyone.

The University takes adequate *measures for attracting and retaining eminent faculty*. The complete process of advertisement and submission of application is online. All the vacant teaching posts of permanent nature, plan posts and the temporary posts likely to continue, carrying pay scales of Rs.15600-39100 and above are advertised by the University in the form of a composite rolling advertisement on its website. The composite rolling advertisement remains alive all the time and is updated every time when a new vacancy is created or when the earlier advertised positions are filled up by selection. The prospective applicants, therefore, **can apply anytime of the year**, but the applications will be processed after the cutoff dates indicated beforehand on the website. **There is no application fee**.

The eligibility of an application is determined in accordance with the 'UGC Regulations on minimum qualifications for appointment of teachers and other academic staff in universities and colleges and measures for the maintenance of standards in higher education, 2010'.

In order to attract and retain talented scholars as faculty members it is necessary to provide them with appropriate accommodation on the campus. Keeping in view the shrinking space and greenery it has been decided by the University to adopt the policy of vertical expansion in all its new buildings. In this spirit it is proposed to construct a multi-storeyed, walled- complex consisting of several blocks of residential accommodation of different categories.

University gives a Start-up Grant for newly recruited teachers. The quantum of this grant at present is around Rs.50,000/- in Arts, Social sciences and Humanities departments and Rs.1,00,000/- in Science & Technology departments. It is proposed to strengthen this programme during the XII-Plan.

The University plans to establish a centralized facility for housing major research equipment. The facility shall have state-of-the-art equipment for research in basic and applied sciences.

It is proposed to establish a core computational facility which shall cater to intensive computing, requirements of the faculty members, research scholars and other students. The facility shall have high performance computing facility for simulation, modelling and data analysis. It will also cater to the ICT requirements of the University.

Gender sensitization and equal opportunity is practiced in all aspects of university functioning.

The Academic Staff College and the Centre for Women's Studies and Development (CWSD) conduct programmes on gender sensitization and gender specific issues. The CWSD brings out a bilingual news letter '*Nari Darpan'*.The Centre has made remarkable progress in generating material on gender sensitization and creating awareness. It has by now prepared a *Prashna Pustika* in Hindi, 32 Project Reports, about 48 proceedings of different Orientation Course, Refresher Course and National Seminars.

The impact of the *University's Academic Staff College* Programmes in enhancing the competencies of the university faculty has been very significant. UGC-Academic Staff College, BHU organizes in-service training programme for the faculty members regularly as per UGC guidelines. These courses helped the teachers in acquainting newer developments, innovations and enrich their understanding in their respective fields. It also helped in providing direction and guidance to participants to become an effective and successful teacher.

6.4   Financial Management and Resource Mobilization

In order *to monitor the effective and efficient use of financial resources*, the University has an Account Rule and Purchase Procedure Manual which lays down the general principles of financial management. University also follows General Financial Rule of Govt. of India. The Finance division is headed by the Finance Officer, who is a full time salaried officer appointed by the Executive Council. The Finance officer is accountable to the Executive Council through the Vice-chancellor. The Finance Officer exercises general supervision over the funds of the University and advises as regards its financial policy and performs such other financial functions as may be assigned to him by the Executive Council. Further the Finance Committee of the University considers the Annual Budget proposal, Annual Accounts and Balance sheet of the University and other financial matters. The recommendations of the Finance Committee are placed before the Executive Council of the University.

The office of the Finance Officer has a number of units/Sections under the control of Deputy Registrars/Assistant Registrars who carry out the day-to - day work of the Finance Section.

The university has a mechanism for *internal and external audit*. There is an Internal Audit office and the Govt. Auditors from A.G. (UP) Allahabad come every year for external audit.

The accounts of the University are audited regularly by the Government Auditors from AG (UP), Allahabad. There have been no major audit objections.

The audited income and expenditure statement of academic and administrative activities of the last four years. **Annexure 15**

 Resource Mobilization: Though the university does not function with a profit motive
- o   University has made efforts to increase its internal receipts by enhancement of fee in UG/PG courses.
- o   University has generated returns from the funds kept in current account by flexi deposit scheme.
- o   The license fee of residential quarters has been revised.

University has a *Corpus/Capital Fund*. It has following components:

Permanent Reserve	**Rs.5,118,339.71**
Donations for Special Objects (Above Rs.10,000)	Rs.3,584,204.09
Balance of Income and Expenditure	Surplus/deficit as per Income & expenditure account and Miscellaneous adjustments

6.5 Internal Quality Assurance System

The Academic Council is the primary and supreme body for reviewing the teaching learning processes. It has charge of the organization of study and research in the University and the Colleges, the courses of study and the examination of students and the conferment of ordinary and honorary degrees.

The university has established a central *Internal Quality Assurance Cell* (IQAC) besides IQACs at the Faculty/Institute level with purpose of contributing to institutionalizing quality assurance strategies and processes.

The notion of quality underpinning the framework adopted by the university is of "fitness for purpose" i.e., the institution and its components and activities have "quality" if they conform to the purpose for which they were designed. The Quality Policy applies to all Institutes, Faculties, Colleges, Departments/Schools and academic, administrative and support staff at the university through:

(i) Internal quality assurance mechanism - continuous
(ii) External quality assurance mechanisms - periodic

The university has evolved quality management framework for all Institutes, Faculties, Colleges, Departments and Schools by establishing Departmental Quality Cells at the department level and Internal Quality Assurance Coordination Cell (IQACC) at the Faculty level.

Internal quality assurance

IQAC is involved in describing various benchmarks and the processes designed to achieve them. It would describe the QA system, the set of guidelines, codes of good practices and procedures to be implemented by the various units.

Based on the prescribed guidelines/ benchmarks, each unit of the university would develop its own internal quality assurance mechanism. The mechanisms shall be coherent with the quality assurance framework set forth by the IQAC, to evaluate the quality of teaching programmes and courses, academic staff, teaching and learning experience, student assessment, internal moderation, support services, resources and facilities, and research and programme review processes.

External quality assurance

In order to ensure that high quality standard is maintained in the university, periodic assessment of quality shall be arranged by such external agencies, as NAAC or any other agency suggested by the Government of India from time to time.

The university IQAC has external members on its committee. The external members are eminent persons having vast knowledge and expertise in their subject area. Their active participation in the IQAC meetings leads to productive discussion and fruitful suggestions for improvement in quality processes.

The *periodic review* of administrative and academic units is need based. The review process of academic units is initiated at the departmental level through Policy Planning Committees (PPC) and Departmental Council. The recommendations are considered at the Faculty level PPC and final recommendations are placed before the Academic Council of the University for Consideration and laying down uniform policy keeping in view the overall perspective at the University level. Such reviews are carried out for revision of academic calendar, course curricula, examination related issues, introduction of new courses of studies, revision in fee, establishment of new centers for research and teaching, up gradation of status of units to that of department, Faculty to that of Institute etc.

The review of administrative units is also need based and restructuring of units have been done for achieving greater efficiency and effectiveness.

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CRITERIA VII

INNOVATIONS AND BEST PRACTICES

7.1   Environment Consciousness

The university has a declared "POLICY ON ENVIRONMENT AND SUSTAINABLE DEVLOPMENT" which emphasizes University's commitment towards a clean and green environment. University, in this document, has identified ten priority areas such as energy, water, waste management, transport and sustainable resource acquisition.

Although the university is highly infested with greenery, yet the policy is to plant thousands of trees every year. No tree can be cut. The old trees dying naturally of falling down due to natural calamity are replaced as a policy. The sustained practice of this policy has resulted in a lush green campus – which is almost carbon neutral.

In every new building of the university water harvesting system has been put in place. In the Rajiv Gandhi South Campus (RGSC), Barkachha check dams have been constructed to store rain water. University has undertaken massive plantation drive in its main campus as well as at RGSC.

In the area of power, the university is now gradually attempting exploit solar energy. Gradually the hostels are being provided with solar water heaters. Malviya Bhawan has been put on Solar Energy.

7.2   Innovations

Recruitment process

The traditional recruitment system based on rigid procedures and strict time-limits was proving ineffective and not giving satisfactory results. The University, in order to *attract and retain eminent faculty* revamped the recruitment process. Now, the complete process of advertisement and submission of application is online. All the vacant teaching posts of permanent nature, plan posts and the temporary posts likely to continue, carrying pay scales of Rs.15600-39100 and above are advertised by the University in the form of a **composite rolling advertisement on its website**. The composite rolling advertisement remains alive all the time and is updated every time when a new vacancy is created or when the earlier advertised positions are filled up by selection. The prospective applicants, therefore, **can apply anytime of the year**, but the applications will be processed after the cutoff dates indicated beforehand on the website. **There is no application fee**.

Examination Reforms

Reforming examinations to ensure reliability, validity and objectivity with transparency has been on the top agenda of the university for last 10 years. **The University has a Standing Committee on Examination Reforms** which meets periodically to review the examination system in its minutest details.

Today the university follows semester system with continuous and comprehensive internal assessment as an integral part its system for the formative and summative evaluation and certification of student's performance. In all the courses, the teacher teaching the course shall give the assignments, projects and tests regularly at fixed intervals as tools for FORMATIVE EVALUATIION. Even the end semester examination (SUMMATIVE EVALUATION) test paper is prepared by the teachers teaching that paper and the evaluation is done by the teacher itself. The BEAUTY of the whole system is that the student is shown the evaluated answers-sheets/assignments and that every student has a possibility to contest his/her assessment with the teacher or compare their performance with others.

To ensure that all the stakeholders are aware of the evaluation processes, the complete syllabuses, including examination and evaluation details are available on the website of the University. It provides elements of evaluation system, credits, calculation of Grade Points, letter grade and promotion rules.

After completion of the each semester examination, **one month's time   is required for declaration of results**. Since, there is internal evaluation therefore the measure such as reminders for submission of awards is used. Initiation for collection of awards after evaluation is also taken up simultaneously. Generally results are published in the daily news papers as well as University website.

For transparency in the evaluation process answer scripts are shown to students after evaluation and before declaration of result. If a student is not satisfied with the marks awarded to him/her, he/she can contest and make a request for re-evaluation in the concerned department free of cost.

The university has introduced very significant reforms in its Ph.D. evaluation process. The Clause- XIII "Submission of thesis" and the Clause-XIV "Examination" are the two important Clauses of the Ph.D. ordinances of the University which deal with the evaluation process. Some of the important aspect of the evaluation process include: (i) appointment of a panel of examiner including one examiner from abroad; (ii) fixed time-frame for evaluation of thesis; (iii) strict monitoring and adherence of schedule of evaluation; (iv) specific parameters of evaluation; (v) clear procedure of review and resubmission for evaluation of thesis; and (vi) ensuring un-ambiguity in the recommendations by examiners.

A major recent reform to tackle delay in the process of evaluation of Ph.D. thesis has been the amendment wherein now the power to appoint Ph.D.

examiners has been delegated to the Deans.

7.3   Best Practices

As desired, below are described two best practices that the university has introduced very recently:

Best Practices – ONE

1.   **Title of the Practice**
           Showing End Semester Examination Evaluated Answer-books to Students
2.   **Objectives of the Practice**
           Following are the objectives of this practice:
           1. To ensure proper evaluation of each answer-book by the examiners.
           2. To bring transparency and objectivity in Evaluation
           3. To reduce burden of re-evaluation and save time to start the next semester
3.   **The Context**
           There were three major considerations in implementing this innovation: (i) the established notion (well substantiated by research on examination reforms) that examiners tend to causally evaluate essay type answers and there is a tendency to give average marks. Often the hand-writing becomes a major factor in getting good marks; (ii) as a consequence of defective evaluation each semester there were hundreds of applications for re-evaluation of the evaluated answer-books, thus causing lot of burden on controller of examination office and also taking away precious time of the semester; and (iii) the introduction of semester system demanded saving of time to not only start the next semester in time but also provide sufficient time to the controller's office for the preparations for the next semester examination.
4.   **The Practice**
           Every teacher has to finish the evaluation work within seven days after the date of examination. Having finished the evaluation work the teacher notifies that answer-books have been evaluated and those students who wish to examine their evaluated answer-books or compare their evaluation with others may do so within the given time frame and get satisfied with the evaluation result.

           Having received this notice any student can see his or other students' answer-books, if not satisfied she/he may put forth argument before the teacher for revision of marks. At this point either the teacher convinces the student of the student is able to compel the teacher to change his/her marks. In case the teacher does not agree and the student still has grievance he has the option of making an appeal in writing to the Head/Dean. In such a case the answer-book is referred to a grievance committee whose decision is final.

5.   **Evidence of Success**

This practice has been highly successful in terms of the following targets set and anticipated by the university:

1. The Controller of Examination Office has been totally relieved of the burden of getting thousands of answer-books re-evaluated each semester.
2. Time and energy thus saved by the Controller of Examination Office is utilized to declare semester results in time, thereby enabling the commencement of the next semester as scheduled in the academic calendar of the university.
3. Definitely the quality of evaluation has improved as teachers have to evaluate the answer-books very carefully.
4. Students' satisfaction with their results has increased.

6.   Problems Encountered and Resources Required

No additional resources were required to successfully implement this practice. However, two small problems were encountered at the start of this practice: (i) a few teachers were reluctant to show the evaluated answer-books but they had to yield before the students, demand as majority of teachers had shown the evaluated answer-books; (ii) some teachers have developed a tendency to give liberal marks but this is fading out due to their exposure.

7.   Notes

The practice of showing evaluated answer-books to the students is a matter of resolve and commitment on the part of the teachers. It certainly requires extra effort in evaluating students' performance. But the advantages that this practice offer are enormous and takes care of many of the shortcomings of the essay type examination system. In fact it should be adopted by all universities which are having semester system as it ensures saving of lot of time to keep the semester in schedule and order.

Best Practices – TWO

1. **Title of the Practice**
   Change in Recruitment Process for Teaching positions
2. **Objectives of the Practice**
   Following are the objectives of this practice:
   1. To bring it in line with the system followed in IITs, IISERs and IISc .
   2. To attract and retain excellent faculty
   3. To introduce a transparent, objective and web-based portal for inviting application and other related processes.
3. **The Context**
   There were following considerations, over the existing system, in bringing about this change:
   (i) Introduction of Rolling Advertisement with two cut-off dates in an year
   (ii) Online mode of submission of application forms and uploads of certificates etc. Applicants may update their qualifications and other academic achievements etc by logging-in in the portal using their login ID and password and updating their application till their application is finally decided upon. However, such update shall be taken into account in the current round of short-listing.
   (iii) The requirement of application fee has been done away with.
   (iv) Short-listing of Applications to be done at the level of Department/ School/ Centre/ Unit by the Faculty Affairs Committee-Level I and finally at the level of Institute/Faculty by the Faculty Affairs Committee-Level II. For this purpose all the uploaded applications will be automatically transferred to the concerned Unit/Centre/School/Department, with a copy to the Recruitment and Assessment Cell (RAC) for record.

4. **The Practice**
   The first rolling advertisement of the University for Teaching Positions was put on the website in the month of March 2013. The response of candidates was overwhelming. The whole exercise was a great success. At present the meetings of Faculty Affairs Committee at Department/Faculty level are going on for short-listing of candidates.

5. **Evidence of Success**

   This practice has been highly successful in terms of the following targets set and anticipated by the university:
   i. The University has successfully launched an exclusive web portal for recruitment process.
   ii. Candidates have shown an enthusiastic response to the online mode of applying.

iii. Candidates are regularly updating their application using the web-portal.

iv. The recruitment process has started with meetings of Faculty Affairs Committee being convened in departments and faculties.

v. Referee reports are being obtained through system generated e-mails and the responses of referees are being incorporated in the evaluation process.

vi. It is expected to achieve the desired objectives with the start of interview in coming months.

6.   Problems Encountered and Resources Required

The whole operation was put to action by outsourcing it to an IT firm. Some technical snags were encountered in the initial execution of the web-portal however with the expertise of the professionals of the firm and strong commitment and resolve of University officials these hurdles were successfully overcome. The strict internal monitoring by University officers has not led to any problem till now.

Declaration by the Head of the Institution

      I certify that that the data included in this re-accreditation Report (RAR) are true to the best of my knowledge.

This RAR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this RAR during the peer team visit.

L. Singh

Signature of the Head of the institution
with seal:

कुलपति / Vice.- Chancellor
काशी हिन्दू विश्वविद्यालय / Banaras Hindu University
वाराणसी – 221 005 / Varanasi - 221 005
भारत / India

Place: Varanasi
Date: 12-02-2014