



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BANASTHALI VIDYAPITH

P.O. BANASTHALI VIDYAPITH, DIST. TONK, RAJASTHAN

304022

www.banasthali.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Banasthali established in 1935, is the world's largest residential university for women, doing pioneer work in its field for more than eight decades. This year Banasthali has featured in the THE World University Rankings 2020. It is all the more heartening that Banasthali Vidyapith is the 2nd highest ranked women's university in the world!!!

The 'Banasthali story' has no parallel across the globe. It originated in only of its kind situation when a father lost his promising daughter before its hour and decided to train other girls the same way. Thus, Banasthali embarked upon its journey with only five students when the concept of education for the girl child virtually didn't exist. The founders went door-to-door to recruit students. There was no question of charging any fee and they also went door-to-door to collect donations to carry out their dream.

That small experiment has blossomed into world's largest fully residential women's university having 15000 students on its 850-acre campus situated amidst rural settings in Rajasthan and having a distinct educational ideology and offering a variety of programmes from nursery up to doctoral level across a wide spectrum of disciplines to prepare enlightened citizens with strong value-base.

The university believes that education is meant for developing an integrated and harmonious personality, in the context of synthesis of spiritual values and scientific achievements of the East and the West to nurture enlightened leaders in all walks of life with strong value base. To achieve this, Banasthali has evolved its highly innovative and effective educational ideology, *Panchmukhi Shiksha* (Five-fold education) comprising of physical, practical, aesthetic, intellectual and moral aspects.

Banasthali is extremely proud that it has many firsts attached to its name – first lady Speaker of Parliament, first lady Speaker of Rajasthan Assembly, first lady Governor of three different States, first woman marathon winner and, lately, the first woman fighter-jet pilot. Formal education is often criticized for churning unemployable graduates or for the fact that many super high achievers have been drop outs. Banasthali indeed has been nurturing women leaders in all walks of life for generations!

Vision

The university believes that education is meant for developing an integrated and harmonious personality, in the context of synthesis of spiritual values and scientific achievements of the East and the West to nurture enlightened leaders in all walks of life with strong value base. To achieve this, Banasthali has evolved its highly innovative and effective educational ideology, *Panchmukhi Shiksha* (Five-fold education) comprising of physical, practical, aesthetic, intellectual and, above all, moral aspects.

The architects of the Vidyapith believed that an educational programme should be distinct from the form of

education prevalent at that time which emphasized book learning to utter neglect of all other aspects of education. They also believed that a women's university must look at education from women's perspective and should not be a carbon copy of any other university where, by the way, only women are enrolled. Banasthali is truly a women's university in terms of its choices of the programmes, ethos of its campus and more generally the way it perceives education.

Banasthali Vidyapith has been conceptualized to materialize the ethos of nation-building and Indian Culture. Banasthali's whole architecture stands upon the twin foundation pillars of Nationalism and Indian Culture. Since its inception, Banasthali Vidyapith has had a clear perspective about its educational efforts and has possessed a vivid picture of the form and pattern of educational programme to be adopted.

Banasthali originated in only of its kind situation when a father lost his promising daughter before its hour and decided to train other girls the same way. Their desire to see the departed Shantabai in every girl made love, eternal love the fountain head of all the thinking and motivating force for all the actions. As a result, the Vision and Mission of the Vidyapith are completely embedded in the ethos of the campus so much so that every worker becomes naturally aligned to it and feels a strong zeal to serve as a torch bearer to take it forward.

Mission

The 'Banasthali story' has no parallel across the globe. It originated in only of its kind situation when a father lost his promising daughter before its hour and decided to train other girls the same way. Their mission was to see the versatile and enormous personality of departed Shantabai reflect in every girl. Thus, Banasthali embarked upon its journey way back in 1935 with only five students.

In times when the concept of education for the girl child virtually didn't exist, the first mission was to bring the girl child to education. The founders went door-to-door to recruit students. There was no question of charging any fee and they also went door-to-door to collect donations to carry out their dream.

Having brought the girl child to education over the first 25 years of its existence until early 60's, the mission turned to retaining them in higher education over the next 25 years. The Vidyapith having very successfully run the eight year comprehensive school education programme called 'Sanskrita' to nurture cultured girls, the Vidyapith during the next 25 years strengthened higher education and introduced several undergraduate and postgraduate programmes in Arts, Humanities and Sciences.

The Vidyapith was notified as an Institution Deemed to be University in 1983 and it was time to begin striving to prepare young women for leadership roles in the society. Banasthali opened up several new emerging areas to women so that they may get professional training and aspire for positions which until then belonged to them only in theory.

The University provides requisite professional training as well as ample opportunities for industrial interface and attains close to 100% placements in various technical fields. Banasthali graduates are known the world over for their leadership qualities and have become governors, corporate chief executives, international sportspersons, renowned artists and musicians, leading administrators, eminent educationists, social activists, and have by and large brought radical transformation in their families, organizations and surroundings.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Banasthali Vidyapith is a university for women with a difference which is world renowned. In what follows, we provide some of the universities major strengths which are very unique and largely exclusive to the institution:

1. The biggest strength of Banasthali Vidyapith is its highly innovative and effective educational ideology, *Panchmukhi Shiksha* (Five-fold education) comprising of physical, practical, aesthetic, intellectual and, above all, moral aspects, through which it is developing an integrated and harmonious personality of girls to nurture enlightened leaders in all walks of life with strong value-base for generations.
2. Banasthali is widely acclaimed as one of the finest institutions for value inculcation and character building. From the founding fathers to the current leadership there has been a strong tradition of maintaining and nurturing campus ethos.
3. The Vision and Mission are continuously articulated and embedded in the campus ethos so that every worker becomes naturally aligned to it and feels a strong zeal to serve as a torch bearer to take it forward.
4. Vidyapith initially provided free education and even today its fee structure is among the lowest. It manages rapid development through government and philanthropic support and is the finest case studies for 'Financing Higher Education'.
5. Banasthali's fully-residential 850-acre campus has QS 5-star rated state-of-the-art infrastructure and facilities offer numerous opportunities under one-roof.
6. Vidyapith's courses have world-class curriculum and suggested readings.
7. Teaching learning process is impeccably regular with high teaching/working days.
8. Vidyapith exhibits utmost transparency in academic, financial and administrative operations.
9. With 1000 Scopus indexed research papers to qualify for THE world rankings, record PhD enrollments, 135 projects worth 75 Crores, 22 patents and 45 startups the Vidyapith today is truly research and innovation driven university.
10. The 'Gandhian' founders moved to Banasthali for 'rural reconstruction'. Neighborhood community services are integral to its extension activities through NSS, Khadi production, FM community radio and KVK. Furthermore, water self reliance, waste management and other green practices are inbuilt in campus ethos.
11. Vidyapith has students from every state and UT exhibiting amazing diversity and helping in National integration.

Institutional Weakness

Every organization of its magnitude and existence is bound to have some weaknesses. Some facts relating to the university which by and large are its strength but also have some negative implications are given below:

1. The fully residential 850 acre campus of Banasthali Vidyapith is located at a remote rural setting in Rajasthan. Though the sprawling campus provides ideal ambiance for value inculcation, its remoteness at times deprive the students from exposure. In times of ubiquitous digital connectivity, lack of exposure is largely a perception issue. However, Banasthali's remoteness does limit opportunities for face to face exposure.
2. Banasthali's location, though ideal for its educational ideology, is sometimes perceived as a disadvantage particularly by those who are accustomed to life in major cities and as a result the

Vidyapith misses out on those students. The Vidyapith finds it difficult to attract international students and sometimes even potential faculty members feel less inclined to join for these reasons.

3. The remote location also adversely affects timely supply and maintenance of equipment and makes certain support services costly.
4. The Vidyapith being a fully residential university has to construct requisite hostels and staff accommodation before launching any new programme or planning any expansion. This makes the whole process capital intensive and rather time consuming.
5. With the government support towards maintenance completely withdrawn, the Vidyapith consumes almost its entire receipts towards recurring expenditure and as a result is unable to build corpus required for institutions of its size and magnitude.

Institutional Opportunity

Bringing girls to education to and nurturing them for leadership roles, the Vidyapith feels it has enormous opportunities ahead:

1. Women's education is a global priority and the Vidyapith intends to now take its time tested ideology to the world and invite students from every corner of the globe.
2. The Vidyapith is growing in popularity by leaps and bounds as the world recognizes merit of women's education and the rankings and ratings of the university continue to improve.
3. Banasthali is in the process of setting up a state-of-the-art 'Centre for Artificial Intelligence' which is expected to be only of its kind research and academic facility in the country.
4. In view of the needs and expectations of the society, the Vidyapith could further venture into architecture, allied healthcare etc in the time to come.
5. While the Vidyapith has recently commenced programmes in emerging areas such as journalism, law and social work, it could aim to jump to the next quality orbit.
6. The Vidyapith could venture into e-learning in a big way by entering into collaboration for content creation and delivery.
7. The Vidyapith has drawn ambitious plans to leverage renewable energy for its subsequent developments and plan to setup a solar power plant.
8. The Vidyapith also plans to augment the capacity of its STP for optimal utilization.
9. The Vidyapith has initiated organic farming as part of its many green initiatives to serve twin objectives of community service and provide quality food to students.
10. Having established Atal Incubation Centre and already having 45 startups, the Vidyapith intends to promote women entrepreneurship in a very big way.
11. With its highly innovative and effective five-fold education model, the Vidyapith has the potential to present before the whole world a fresh perspective of ensuring holistic development.

Institutional Challenge

The 'Banasthali story' has no parallel across the globe. All through its journey, the Vidyapith faced seemingly insurmountable challenges but managed to overcome them all. In what follows we enumerate some of the major challenges the institution has no choice but to face:

1. The formal education is more than 1000 year old whereas participation of women began only 100 years back. Therefore there is a strong need to look at education from women's perspective which the Vidyapith believes is its prime responsibility. However, one perpetual challenge it faces is that segments of society and at times policy makers do not appreciate this distinction very well.
2. Despite its enormous social and economic value, women's education rarely attracts special consideration. For example, there is no explicit mention of any provision for women's universities in the New Education Policy.
3. It appears that the Vidyapith is forever destined to face financial hardships. Vidyapith embarked upon its journey when the concept of education for the girl child virtually didn't exist. The founders went door-to-door to recruit students and then again went door-to-door to collect small charities to run the institution. In recent times, the government funding has completely died down and to sustain Vidyapith's comprehensive education at a modest cost is indeed an enormous challenge.
4. Banasthali focuses on inculcating Indian culture and exposing students to the strengths of the Indian way of life. However, in the media and otherwise the winds are blowing otherwise creating needless conflict in the minds of the students and making the task of the institution that much more daunting.
5. Vidyapith's location is mostly a huge advantage. However, its remoteness does limit opportunities for face to face exposure. It also adversely affects faculty retention and efforts of the Vidyapith towards internationalization.
6. Vidyapith's campus is situated in Rajasthan and it has to plan its expansion very carefully due to scarcity of water and energy. Furthermore, due to extreme heat, Banasthali is unable to hold MDP or any such programme in summer months when the university is otherwise closed.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since its inception, Banasthali Vidyapith has focused on innovative curriculum through the unique philosophy of 'Five-Fold Education' comprising of physical, aesthetic, practical, moral and intellectual education which aims to create multidimensional and integrated personalities. The university curriculum is designed with a set of foundation, vocational and core courses which not only develops necessary skills to achieve a rewarding career but also nurtures enlightened citizens with strong character and value-base.

The university provides autonomy to the departments for updation of existing curricula and introduction of new courses and expects the curriculum and suggested reading material comparable to the very best universities in the world. Feedback from other stakeholders including students, alumni, parents are also considered in the process of curricula updation. Vidyapith has always moved ahead of time in introducing emerging areas of

knowledge such as Aviation, Computer Sciences, Biotechnology and Automation. The programmes like MCA, B.Tech, B.Des. are evolved so as to carry the optimal blend of theory and practice to develop the required skill set.

The idea of academic flexibility in terms of elective courses was adopted long back by the Vidyapith. For instance, elective courses have been part of the curricula of MCA, M.Phil, M.Sc. programmes since their introduction. Besides discipline electives, academic flexibility is also imparted through foundation, vocational, open electives and choices under five-fold activities. Reading electives are part of a number of programmes which cultivate self-learning.

The university offers several unique value added courses in diverse areas ranging from language, sports, music and dance, Vedic studies to journalism, computer science and biotechnology which offer ample opportunities for integrated development of personalities. Moreover, university–industry linkage/internships/field projects is a salient feature of several programmes including M.Pharm., MCA, MBA, M.Tech, B.Tech., B.Des., Integrated Law programmes.

Groomed in the unique and comprehensive education of Vidyapith, its graduates are known the world over for their leadership qualities and have become governors, corporate chief executives, international sports persons, renowned artists, leading administrators, eminent educationists, social activists, and have by and large brought radical transformation in their families, organizations and surroundings.

Teaching-learning and Evaluation

Teaching-learning and evaluation process have always been impeccable at Banasthali for the last eight decades. No wonder Banasthali ranks amongst the top 350 universities in teaching parameter in the THE World University Rankings, one of the highest for any Indian institution.

Banasthali prepares academic calendar including time-table at the end of the preceding year. The entire recruitment exercise is completed before the commencement of the academic session and there are hardly any vacant posts. Regular classes start from Day 1 and the university on an average attains 230 working days and 200 teaching days. The teaching and learning is of the highest standards in disciplinary courses with content and suggested readings comparable with the leading universities of the world. Curriculum design is decentralized and participatory. Syllabi are regularly updated by thorough discussion in Board of Studies of each department which has a large representation from within the department and external experts.

Most of the classrooms and laboratories are ICT enabled. Cooperative and hands-on learning is encouraged through projects, presentations and group work. Every teacher prepares a hand-out stating the detailed lecture-wise plan, suggested reading material, continuous assessment policy etc to be given to the students in the very first class.

At the end of every semester student feedback is collected on teaching and learning and is communicated by the Vidyapith to the respective faculty members. Faculty development programmes are organized for personal and professional growth of the faculty.

The evaluation policy of the Vidyapith has a fine blend of formative and summative assessment. Performance

of students is monitored through a balanced, equally proportionate continuous and end semester assessment which enables effective implementation of the remedial measures. Examinations of the university are held as per pre-declared programme without fail for decades. No examination of the Vidyapith has ever been boycotted and no serious irregularity has ever been reported. The results are also declared well within time. The examination system gradually has been automated.

Times Higher Education ranks Banasthali amongst the top 2% universities in teaching-learning. QS has rated Banasthali as five star in teaching.

Research, Innovations and Extension

The journey of Banasthali Vidyapith over the last eight decades has always been full of innovations. Vidyapith evolved its five-fold educational ideology (*Panchmukhi Shiksha*) and incorporated Physical, Practical, Aesthetic, Moral and Intellectual aspects into each of its programmes to develop an all-round balanced and integrated personality of students. There can be no better example of innovation for a holistic approach towards education and development.

Soon after being notified as an institution deemed to be university, Banasthali promoted research rather aggressively which has been growing exponentially ever since. This year Banasthali Vidyapith has featured in THE WUR. It may be noted that 1000 Scopus indexed research papers is a qualifying criteria. In the last few years, quality initiatives by IQAC have resulted in increased publications of better impact, 135 research projects worth Rs. 75 crores and whopping increase in doctoral degrees awarded. There also have been 22 patents.

The Vidyapith has developed a world class start-up ecosystem to promote research and entrepreneurship. In view of the experience of Vidyapith in nurturing women talent and the global experiences in training women to become successful entrepreneurs, the Vidyapith has partnered with NITI Aayog to establish one of its kind world class Incubation Centre and is incubating 45 start-ups within a year and half of its existence.

Furthermore, the founders moved to Banasthali with a view towards rural reconstruction and motivating villagers to take active part in the freedom movement. The innate desire of the founders to do neighborhood community service is integral part of the ethos of Banasthali. Vidyapith's extension activities include rural development in the vicinity, NSS, Banasthali Sewa Dal, Khadi production for rural livelihood, FM Community Radio station and Krishi Vigyan Kendra.

Research and innovation at Banasthali evolved with seamless integration to its ethos and educational ideology. Keeping its societal focus the Vidyapith has identified Sustainable Energy, Water Remediation, Drug Discovery and Development and Artificial Intelligence as thrust areas.

Thus, Banasthali Vidyapith is truly a research and innovation driven university highly sensitive about its commitment towards society.

Infrastructure and Learning Resources

Banasthali Vidyapith, the world's largest residential university for women is situated amidst a rural setting that spreads over an area of 850 acres. The Vidyapith is proud to have created the state-of-the-art infrastructure over more than eight decades across the university. The Quacquarelli Symonds (QS) which gives the most credible world university rankings have rated Banasthali Vidyapith the highest possible 5-star rating for infrastructure as per global benchmarks.

The Vidyapith infrastructure includes state-of-the-art academic buildings, sports facilities, DGCA approved airfield, well furnished hostels, faculty and non-teaching housing for staff members and support services such as cafeteria/canteens/shops and other facilities. The entire campus has 100% power backup.

Presently, Vidyapith has 30 academic blocks, well furnished and ICT equipped lecture halls, computing facilities with high bandwidth internet access. State-of-the-art laboratories in diverse and emerging areas have been established viz., Material Synthesis, Material Characterization, VLSI CAD, DSP & Communication, Remote Sensing & Spatial Modeling, Plant Physiology and Biochemistry, Animal Physiology and Immunology, Biological Activity Screening, Spectroscopy, Computer Integrated Manufacturing Lab and Industry 4.0 compatible Advanced Robotics, Mechatronics, Pneumatic and Hydraulics Lab to name a few.

There is a Central library and 9 departmental libraries. The unique attraction of the library is the original copy of Constitution of India. The library is fully automated with LibSys 4.0. It has more than 4 lakh books, over 7000 e-books, around 20000 print bound journals, 500 books on Rajasthani Literature, collection of over 14000 rare books, variety of online resources, Turnitin and Educloud DAS/LMS.

The facilities for Physical Education, an integral part of the Five-fold ideology are also excellent with a flying club, Horse Riding facilities, Swimming pool, Shooting range, Cricket Ground, Basketball courts with flood lights, Tennis courts, Hockey field, Four Hundred meters cinder track with eight lanes, Volley-Ball, Throw-Ball, Hand-Ball Court, facility for field events, Archery Range and an ultra-modern Multi-facility Gymnasium.

Auditoriums at Gyan-Mandir and Sur-Mandir are technologically enabled for holding seminars/symposium/concert/theatre/cultural performances and events. There are well established procedures for allocation of budget and expenditure and systems for purchase, utilization and maintenance of the infrastructure.

Student Support and Progression

Banasthali originated in only of its kind situation when parents lost their promising daughter and decided to train other girls the same way. One of the biggest strengths of Banasthali Vidyapith is its family environment which is preserved and maintained despite its exponential growth. As a result, the campus ethos is such that a student is highly unlikely to feel lonely and develop syndromes which require counseling. Even then as a measure of abundant precaution the Vidyapith has psychological and career counseling cells.

The campus has a 180-bedded hospital which is open 24h with at least one physician and a gynecologist is available at all times for any emergencies. Ambulance facility is available 24x7 on-call for students in the campus. The wardens stay with students within the hostels and are available whenever needed. Students also take part in hostel management.

Banasthali believes that no student should be denied education for want of financial resources. University awards student scholarships annually to meritorious, economically weaker and extraordinary achievers in academic / non-academic activities. Students are also informed about various government scholarships.

University has a robust system to provide support to students for skill development, grooming, career counseling for higher education, competitive exams, placements and entrepreneurship through Career Counseling & Placement Cell and E-Cell. The number of companies visiting Banasthali for campus recruitment is growing exponentially. International Students Cell provides adequate support to overseas students.

Placement cell maintains strong relationship with industry and support students in placement. Regular career counseling and grooming helps them secure good placements.

Students are active members of cultural and sports committee at both institutional and University level and encouraged to participate in intra and inter-institutional sports competitions and cultural/youth festivals in very large numbers and have won many accolades for the university.

University regularly engages with its alumni through alumni meets, IQAC meetings and interactions at various forums.

Governance, Leadership and Management

Banasthali originated in only of its kind situation when a father lost his promising daughter before its hour and decided to train other girls the same way. Their desire to see the departed Shantabai in every girl made love, eternal love the fountain head of all the thinking and motivating force for all the actions. As a result, the Vision and Mission of the Vidyapith is completely embedded in the ethos of the campus so much so that every worker becomes naturally aligned to it and feels a strong zeal to serve as a torch bearer to take it forward.

Vidyapith has a clearly defined organisational hierarchy and structure to support decision-making processes that are clear and consistent with its purposes and supports effective decision making. The organisational structure lends itself to sustaining institutional capacity and educational effectiveness. The Vidyapith has various Authorities/ Bodies/ Committees at multiple levels for the effective functioning of the University which have been meeting regularly without fail for decades. In fact, the level of effectiveness and transparency with which Banasthali Vidyapith operates can be gauged from the one very simple fact that Annual reports, Audited accounts and proceedings of various bodies are available since inception.

Banasthali Vidyapith practices decentralised and participative management in letter and spirit in all its activities, initiatives, planning and decision making reflected in its functioning. Some core functions of the university such as admissions and BLISS performance appraisal are fine examples of participative management. Also, all new policies are finalised in several rounds incorporating suggestions and ensuring broad consensus.

Besides evolving its innovative and time-tested Five-fold educational ideology Banasthali believes that education without the cultural context has little meaning and includes preservation and inculcation of essential values and ideas of Indian culture in its objectives. Because of this distinctive character, Governance and Leadership of the university has to maintain and nurture campus ethos which is conducive for value inculcation

and character building. The Vidyapith has been able to do so admirably over decades.

Institutional Values and Best Practices

Banasthali Vidyapith, established in 1935, is the world's largest residential university for women, doing pioneer work in its field for more than eight decades. This year Banasthali features in THE World University Rankings and is the 2nd highest ranked women's university in the world!

The Vidyapith believes that education is meant for developing an integral and harmonious personality of its students, in the context of synthesis of spiritual values and scientific achievements of the East and the West, to nurture enlightened women leaders in all walks of life with strong value-base. To achieve this, the Vidyapith has evolved very innovative and highly effective educational ideology, the *Panchmukhi Shiksha* (Five-fold education), comprising of **Physical, Practical, Aesthetic, Intellectual and Moral aspects**.

The founders of the Vidyapith relocated to Banasthali in 1920s for 'rural reconstruction' and to motivate village folks to take active part in the freedom movement. They wanted to develop Banasthali as 'Gandhigram' and as a result water self reliance, waste management and green practices are inbuilt into the ethos of the campus where all workers live and work in harmony.

In current times Banasthali expects high degree of self motivation and leadership from their faculty and has evolved its unique system to enable teaching staff to design their own work profile as per their interests and aptitude seamlessly integrating it with annual increments and promotion to bring in efficiency and accountability.

Banasthali has also re-engineered its Engineering programmes by making it more comprehensive, emphasizing societal issues to be addressed through engineering and nurturing personality traits essential for the 21st century. As a result, Banasthali graduates find close to 100% placement in industry as well as academia.

Groomed in the unique and comprehensive education of Vidyapith, its graduates are known the world over for their leadership qualities and have become governors, corporate chief executives, international sports persons, renowned artists, leading administrators, eminent educationists, social activists, and have by and large brought radical transformation in their families, organizations and surroundings.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	BANASTHALI VIDYAPITH
Address	P.O. Banasthali Vidyapith, Dist. Tonk, Rajasthan
City	Banasthali Vidyapith
State	Rajasthan
Pin	304022
Website	www.banasthali.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Aditya Shastri	01438-228787	9928329955	01438-228365	vc@banasthali.ac.in
Dean	Harsh Purohit	01438-228547	9352141489	01438-228956	deanwisdom@banasthali.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	25-10-1983
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	01-07-1953

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	25-10-1983	View Document
12B of UGC		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	P.O. Banasthali Vidyapith, Dist. Tonk, Rajasthan	Rural	850	422191.4	BA, LLB Integrated, LLM, BSc BTech, MA, MSc, MTech, BCom, BBA, MBA, MCom, BEd, MEd, MPharm, BPharm, MPhil, PhD, Certificate Diploma		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	100025_2541_1_1564995713.pdf	
NCTE	100025_2541_4_1564995708.pdf	
PCI	100025_2541_6_1564995700.pdf	
BCI	100025_2541_8_1566139341.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	52				110				393			
Recruited	18	34	0	52	48	55	0	103	151	231	0	382
Yet to Recruit	0				7				11			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				967
Recruited	803	164	0	967
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				160
Recruited	95	65	0	160
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	17	31	0	39	47	0	118	137	0	389
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	3	0	9	8	0	33	94	0	148

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	7	5	0	12
Visiting Professor	59	18	0	77

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Commerce and Management	ICICI Bank Chair for BFSI	ICICI Bank
2	Commerce and Management	State Bank of India Chair for MSME	State Bank of India

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	89	679	0	0	768
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	12	45	0	0	57
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	1250	6925	4	0	8179
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	389	1943	1	0	2333
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	0	0	0	0	0
Female	174	954	0	0	1128
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
85.75	A			Banasthali Vidyapith Peer Team Report Cycle 1.pdf
Cycle 2	Accreditation			
3.02	A			Banasthali Vidyapith Peer Team Report Cycle 2.pdf
	Accreditation			View Document

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Automation	View Document
Bio Sciences And Biotechnology	View Document
Chemical Engineering	View Document
Chemistry	View Document
Commerce And Management	View Document
Computer Science	View Document
Design	View Document
Earth Sciences	View Document
Economics	View Document
Education	View Document
English And Modern European Languages	View Document
Hindi And Modern Indian Languages	View Document
History And Indian Culture	View Document
Home Science	View Document
Journalism And Mass Communication	View Document
Legal Studies	View Document
Mathematics And Statistics	View Document
Performing Arts	View Document
Pharmacy	View Document
Physical Education	View Document
Physical Sciences	View Document
Political Science And Public Administration	View Document
Psychology	View Document
Sanskrit Philosophy And Vedic Studies	View Document
Sociology	View Document
Visual Art	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
114	111	109	104	103
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of departments offering academic programmes

Response: 26

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11697	10834	11118	10394	10029
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
3645	3184	3537	3146	3150
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
11588	10688	10872	10145	9989
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
125	115	173	214	235

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
2370	2341	2342	2159	2083
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
537	522	410	392	341
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2018-19	2017-18	2016-17	2015-16	2014-15
555	535	436	416	376
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.4 Institution

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

2018-19	2017-18	2016-17	2015-16	2014-15
35492	30696	31172	34085	28813
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
968	968	945	945	923
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls

Response: 237

Total number of computers in the campus for academic purpose

Response: 3885

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

2018-19	2017-18	2016-17	2015-16	2014-15
10628.02	8558.56	8120.84	7988.87	7212.72

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Since its establishment in 1935, Banasthali Vidyapith has focused on community engagement, innovative programs and a personalized approach to learning through its unique philosophy of *Panchmukhi Shiksha* (physical, aesthetic, practical, moral and intellectual education). Following the philosophy of the five-fold education, the institute provides ample opportunities for integrated development of the personality. The university curriculum is so designed with a set of foundation, vocational and core courses that it not only develops necessary skills to achieve a rewarding career but also nurtures enlightened citizens with strong character and value-base. A Banasthali graduate experiences social citizenship roles through several unique courses like Selected Writings for Self Study, Indian Ethos & Human Quality Development, Universal Human Values, Parenthood and Family Relations, Indian Cultural Heritage, Environment Studies, Women in Indian Society. These courses along with experiential learning create multi faceted citizens and holistic personalities with balanced approach towards life.

Thus, the holistic education offered at Banasthali has always been outcome based long before ‘Outcome Based Learning’ became a buzzword where each part of the educational system is set around outcomes to be evaluated at the end of the educational experience. The Program Educational Objectives (PEOs), Program Specific Outcomes (POs) and Learning (course) Outcomes (LOs) of all programs and courses are defined, articulated and mapped in alignment with Vidyapith’s vision, mission and the learning requirements of the students.

Globally, STEM disciplines have always been considered men’s domain. Vidyapith broke this myth long back by bringing girls into STEM education when the world was grappling with meager enrollment of women in these disciplines. Banasthali has moved ahead of time in introducing emerging areas of knowledge such as Aviation, Computer Sciences, Biotechnology, etc. The School of Automation is another milestone in the university’s relentless pursuit of excellence which provides much needed modern engineering environment to create system and products with state of the art infrastructure.

The programs like MBA, MCA, B.Tech, B.Des., B.Pharm are evolved so as to carry the optimal blend of theory and practice to develop the required skill set as per the needs of industry. The University provides ample opportunity for industrial interactions through trainings and internships and attains close to 100% placements in various technical fields. Banasthali graduates are known the world over for their leadership qualities and have become governors, corporate chief executives, international sportspersons, renowned artists and musicians, leading administrators, eminent educationists, social activists , and have by and large brought radical transformation in their families, organizations and surroundings.

The institute provides autonomy to the departments /faculties for updation of existing curricula to incorporate latest knowledge and introduction of new courses. The curriculum modification is based on the

needs assessment through interaction among faculty members, external academic, industry experts and alumni working in the industry and studying practices of other world-class institutions. The modifications in the curriculum proposed by Board of Studies are adopted after brainstorming at the Faculty Meetings, Academic Council and Executive Council enriched by academicians and industry experts.

File Description	Document
Any additional information	View Document

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

Response: 73.08

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

Response: 114

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

Response: 156

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document

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

Response: 62.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
1701	1650	1610	1431	1288

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

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

Response: 32.03

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

Response: 841

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

Response: 2626

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

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

Response: 100

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

Response: 114

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

Banasthali Vidyapith is unique from its very inception and foundation. Simplicity and selfless service have remained institutional hallmarks, in tune with the ideology of our founders. Human values / moral education is central to the ‘five fold education’ model of the university. The distinct philosophy of the university is that human values are developed not so much as a result of direct preaching or classroom teaching but more through sharing actual experiences and responsibility of life. Hence, the Vidyapith tries to imbibe human values in every aspect of its campus life. Khadi wearing and self reliance are the hallmarks of life in the campus. The students residing harmoniously in 50 different hostels represent nearly all states and UTs of India, come from both rural and urban background and are diverse in religion and ethnicity. The foreign students are embraced in the true spirit of “*Vasudhaiv Kutumbakam*”. National Festivals like Republic Day, Shaheed Diwas, and Gandhi Jayanti are celebrated with full fervour. Festivals of all religions are celebrated together depicting our unity in diversity.

Values and ethics are a part of disciplinary courses as well. The Vidyapith emphasizes value education through several unique courses, for instance, Selected Writings of Great Authors, Indian Ethos and Human Quality Development, Parenthood and Family Relations, Indian Cultural Heritage, Universal Human Values, Science of Happiness, Human Body and Health etc. Moreover, Psychology students study Positive Psychology related to values, Vedic Study is offered through certificate courses which is open to all, Bioethics is a part of curriculum of Life Sciences. Ethics in Research is taught as well as practiced in all disciplines. The Faculty of Management Studies specializes in Indian Management and Ethos. Management lessons from Gita, Kautilya’s Arthashastra and other scriptures and ancient texts are a part of curriculum.

Gender issues are all encompassing, this being a women’s university. Vidyapith is conscious of its role as an educational institution for women and is making all possible efforts to discharge the special responsibilities on this account by preparing women to assume leadership roles in all walks of life through its unique educational ideology. Groomed through *Panchmukhi Shiksha*, girls at Vidyapith not only become intellectually sound but also develop creativity by learning classical music/ craft/fine arts. They are skilful because of the practical education component and are courageous due to the coaching in physical education (martial arts/ shooting/ rope mallakhambh/ yoga/ swimming/ horse riding/ track and field events and 12 other sports). All these components lie in the universe of moral education which emanates from the rich campus culture.

Cleanliness, environmental protection, plantation and conservation of energy are built in features of the lifestyle in the campus. Students develop love for nature through activities under NSS and Banasthali Sewa Dal which is evident through our green campus rich in flora and fauna.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

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

Response: 127

1.3.2.1 Number of value-added courses are added within the last five years

Response: 127

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 42.76

1.3.4.1 Number of students undertaking field projects or internships

Response: 5002

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

1.4 Feedback System

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

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 84.68

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

2018-19	2017-18	2016-17	2015-16	2014-15
9872	9207	9444	8865	8402

File Description

Document

List of students (other states and countries)

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 7.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
4300	4300	4200	4200	4100

File Description

Document

Demand Ratio (Average of Last five years)

[View Document](#)

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

Response: 14.66

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

2018-19	2017-18	2016-17	2015-16	2014-15
138	152	152	155	100

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

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

Response:

Banasthali Vidyapith, a cradle of many innovative ideas in women's education has evolved and successfully implemented a unique five-fold educational ideology, *Panchmukhi Shiksha*, comprising of physical, practical, aesthetic, intellectual and moral aspects of education that advocates an optimum blend of these components towards all-round development of students.

As student has to opt these activities, the learning and assessment of the students is not restricted to the academic sphere, and the innovative approach naturally leads to a situation where a student is neither a designated 'advanced learner' nor a 'slow learner', rather some students may require different pedagogy in teaching and evaluation owing to their uniqueness. The university holds compulsory specialized counseling sessions during admissions to familiarize students with the institutional ideology, activities under five-fold education, facilities, rules and regulations etc. It enables the institution to understand the varied requirements of the students so that they are strategically addressed from the onset.

In academics, performance of students is monitored through a balanced, equally proportionate continuous and end semester assessment at regular pre-determined intervals which enable effective implementation of the remedial measures.

The institution has strong emphasis on internal assessment which apart from regular classroom interaction helps the faculty in identifying slow as well as advanced learners.

Both are paid equal additional attention, the former for improving the conceptual understanding and the later for taking some challenging assignments, projects and advanced certification programmes to sharpen their skill set. Special programmes are organized to motivate the slow learners and providing opportunity to advanced learners to climb the ladder faster, for instance Dept. of Chemical Engineering has a 'Innovative Chemical Engineers Club' that organizes multiple levels of academic events.

Care is taken that the better performing students are motivated to keep performance levels high and mistakes rectified by mentors. Students are also provided the alternative to study some courses using online portals such as Coursera, edX, NPTEL. Furthermore, lot of emphasis is provided on taking up courses of choice through open electives, reading electives and disciplinary electives.

Project training and special workshops for improving practical skills is an integral part of most of the courses. Students also have opportunities to learn by contributing to social sector though the FM Community Radio, Krishi Vigyan Kendra, Khadi Project for Rural Women etc.

The learning methodology even within the class-room is innovative which naturally addresses the concerns of advance and slow learners. Banasthali has the distinction of venturing to try out a learner centric curricular programme of teacher education, which the students named “Anweshana” in cognizance of its main feature of self-exploration which has been recognized as best practice in teacher education by NAAC and Commonwealth of Learning, Vancouver and appreciated by the NCERT and NCTE.

Banasthali provides world class intellectual education with emphasis on learning by doing. The Vidyapith is a land of immense opportunities and the students are groomed in the innovatively designed five-fold education system in which learning is flexible and interesting.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 21.78

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.01

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Banasthali Vidyapith, a cradle of many innovative ideas in women’s education has evolved and successfully implemented a unique five-fold educational ideology, Panchmukhi Shiksha (Five-fold Education) comprising of physical, practical, aesthetic, intellectual and moral aspects of education that advocates an optimum blend of these components towards all-round development of students.

A student has to opt for activities included in the Five-fold education in additional to their regular course. The educational programme is designed to promote the development of a balanced and harmonious personality of the students and learning is flexible and interesting with emphasis on learning by doing.

Banasthali has the distinction of venturing to try out a learner centric curricular programme of education.

The students of teacher education course developed their own learning methodology named “Anweshana” in cognizance of its main feature of self-exploration which has been recognized as best practice in teacher education by NAAC and Commonwealth of Learning, Vancouver and appreciated by the NCERT and NCTE.

Whereas it is a general trend to consider teaching, research and outreach as the three pillars of higher education, Banasthali gives equal emphasis to the fourth pillar, the ignored one, i.e., education for life/ education for character building (value education). The curriculum is so designed with a set of foundation and core courses that it not only develops necessary skills to achieve a rewarding career but also continues to nurture and strengthen the Indian value base system and provides the students with necessary life skills. Interaction sessions on philosophical and religious texts are conducted in the ‘Shastrarth’ mode.

The Vidyapith has adopted the CBCS in nearly all of its educational offerings. Identifying and recommending additional online course material from globally recognized portals such as Coursera, edX, NPTEL is prioritized. Students are also provided the alternative to study some courses using prescribed online courses. Furthermore, lot of emphasis is being provided on taking up courses of choice through open electives, reading electives and disciplinary electives. A wide variety of Certificate and Diploma courses are available to the students in emerging areas.

In sync with its educational ideology, the University emphasizes on striking the right balance between the general education and subject- specific education which reflects clearly in all its courses. Keeping this in perspective, Banasthali has reoriented most of its courses as for example in Re-engineering the engineering courses, the curricula has been so structured as to incorporate equal components of general education and engineering education as the problem solving skills of engineers are equally influenced by the societal and human values therefore its engineering.

The Teaching–learning methods adopted by the faculty members include lecture, interactive mode, project-based learning, computer assisted learning, experiential learning, student seminars etc. Project training and special workshops for improving practical skills is an integral part of most of the courses. The University provides ample opportunity for industrial interactions through trainings and internships. Implementation of innovative teaching learning practices at the Vidyapith have made the activity effective and exciting for the students.

File Description	Document
Any additional information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 537

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 21.78

2.3.3.1 Number of mentors

Response: 537

2.4 Teacher Profile and Quality

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

Response: 94.69

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

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

Response: 60.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
389	354	208	210	192

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

2.4.3 Teaching experience per full time teacher in number of years**Response:** 12.91

2.4.3.1 Total experience of full-time teachers

Response: 6934

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 4.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	2	4	3

File Description**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 77.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
444	435	333	315	273

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)

Any additional information

[View Document](#)

2.5 Evaluation Process and Reforms

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

Response: 53.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
58	54	55	53	49

File Description

List of programs and date of last semester and date of declaration of result

Document

[View Document](#)

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

Response: 1.43

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

2018-19	2017-18	2016-17	2015-16	2014-15
152	136	138	176	155

File Description

Any additional information

Document

[View Document](#)

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

Response: 3.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	7	10	11

File Description	Document
Any additional information	View Document

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

Response:

Banasthali Vidyapith over the years has developed a well-established processes for the conduct of examinations, declaration of results and award of degrees and diplomas facilitated by the Examination Section of the Vidyapith which is largely automated.

The Vidyapith ensures that examinations are conducted strictly adhering to the Academic schedule and results are declared within the stipulated time.

Various reforms have been undertaken time to time which have made examination management more transparent and efficient.

- **Centralized Examinations:** All written examinations are conducted in a time bound manner strictly following the academic calendar. Examinations of all the departments are held simultaneously (centralized) thus optimizing the university resources including physical infrastructure, manpower, vigilance etc.
- **Automation of Examination System:** The examination system has been gradually automated. Online student registration, hall ticket issue and result processing including grading and percentage-based evaluation are done. Admission to many of the courses are through all India entrance examination and the process is automated. The efficiency and the transparency of the examination system have vastly improved following automation. The semester and periodical examination tests' results are declared within three weeks of end of the examination process. Students can access their marksheets on the web portal immediately on declaration of results and can apply for reevaluation/rechecking. Online payment facility is available for transcripts, marksheets and degrees.
- **Evaluation of student performance:** The performance of students is monitored through a balanced, proportionate (40:60) continuous and end semester assessment at regular pre-determined intervals which enable effective implementation of the remedial measures. The continuous assessment process consists of assignments, quizzes, seminars, short written tests etc. The performances of the students in the continuous assessment are thoroughly discussed and shared with the students in a time bound manner and hence results in improvement of the students throughout the semester. Faculty members and staff are routinely oriented about the assessment criteria and multi section courses have Teacher In-charge. Centralized grading is also practiced in some courses for example the foundation courses and the multi-section courses have such practice. All these measures have ensured uniformity of the teaching learning and evaluation.
- **Online Courses and credits:** Online courses encourage self learning and enhance the knowledge and skills of the students in emerging areas. The Vidyapith students can now opt for online courses in and upto 20% of their course requirements, which can be fulfilled through online offerings such as Coursera, edX, SWAYAM and NPTEL. This has paved the way for students to compare and

take courses from the best resources and also optimizes their time.

- **Supplementary examination:** The Vidyapith conducts supplementary examination early in the following semester so that the students do not feel pressure of passing multiple examinations in next semester and also lose a year. This has done away with unnecessary burden on the students and the examination section of conducting a large number of due paper examinations with the end-semester exam.

File Description	Document
Any additional information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual

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

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

C. Only student registration and result processing

D. Only result processing

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Banasthali Vidyapith is conceptualized to materialize the ethos of nation-building and Indian Culture. Banasthali's whole architecture stands upon the twin foundation pillars of Nationalism and Indian Culture. The Vidyapith's aim of a full and balanced development of students' personality got concrete expression in the form of 'Panchmukhi Shiksha' which evolved out of initial experimentation and is a balance of the five aspects of education, namely Physical, Intellectual, Practical, Aesthetic and Moral aims at harmonious all round development of personality and character.

The university curriculum is so designed with a set of foundation, vocational and core courses that it not only develops necessary skills and competencies to achieve a rewarding career but also continues to nurture enlightened citizens with strong character and value-base.

Thus, the holistic education offered at Banasthali has always been outcome based long before "OBE i.e. Outcome based learning" became a buzzword where each part of the educational system is set around goals (outcomes) to be evaluated at the end of the educational experience.

The Programme Educational Objectives (PEOs), Programme Specific Outcomes (POs) and Learning (course) Outcomes (LOs) of all programmes and courses are defined, articulated and mapped in alignment with Vidyapith's vision, mission and the learning requirements of the students.

The development and implementation of the OBE was done after deliberations in several meetings convened at the University with participation of faculty members from all departments and IQAC. The PEOs, POs and LOs were prepared (designed/developed) in a highly collaborative and participatory manner. External experts were also invited to share their expertise during this process.

CO-PO mapping has been done by the course and programme coordinator. The course-coordinator of the course had written suitable COs for the corresponding course by using the action verbs of learning levels. Then, CO has been mapped with PO by using consistent and rigorous review process. The departments then mapped the course contents with deliverables. The suggestions from the external experts were also obtained in the respective Boards of Studies and were duly incorporated. These were further deliberated in the Faculty Council meetings. For interdisciplinary courses, separate committees were set up. It was then approved in the Academic Council of the Vidyapith.

The PEO, PO of each programme and COs of each course are printed in the syllabus for ready reference of the faculty members and students. The hard copy of the syllabus is available in print form in the departmental office, library and also distributed to the students and teachers. The soft copy is available in the university website.

At the commencement of each academic year the vision and mission of the Vidyapith is explained to the newly joined students through orientation programme. The students are also made aware of the PEOs, POs and COs through respective course coordinator in tutorial sessions.

File Description	Document
Any additional information	View Document

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

Response:

The 'Five Fold Education' model adopted by the Vidyapith is its biggest educational innovation. Teachers in general do not use lecture as the only way of teaching/facilitating learning. Presentations, group discussion, case study, experiments, plays, role-plays, simulations, demonstration, laboratory, seminar,

workshop, excursions problem solving, project, inquiry, games, competitions, quiz, debate and cooperative learning are generously used. Through the application of these strategies, students develop analytical approach towards learning, which also reflects the shift from passive to active modes of learning, and increasingly assessment results are being used to improve quality of teaching-learning process and promoting the ongoing process of curricular reforms.

Attainment of Learning/course outcome is based on the continuous assessment and semester end examinations. Attainment of LO in a course is set as: 40% from continuous and 60% from semester end examination. To represent CO achievement, three levels are designated, viz., high (60% and above; students in a course score > 60%), moderate (50% students scoring > 60%) and low (< 50% students scoring > 60%).

Assessment of the Programme outcomes is based on the analysis of integrated knowledge, skills and values reflected by the students during the course. The methods that are used at the Vidyapith already incorporate the components that are required to effectively measure the programme outcomes.

The Direct method of assessment includes continuous assessment/periodical examinations, end semester examinations and class assignments that test the students' knowledge, understanding skill and creativity. Additionally, presentations, group discussions, case study, experiments, plays, roleplays, simulations, demonstration, laboratory work, seminar, workshop, project, games, debate, quiz, regular assignments and viva-voce are suitably used by keeping nature of course in mind to assess the qualitative performance and analytical capabilities of learners.

Indirect methods of assessment conducted at the Vidyapith include surveys from the stakeholders alumni, employers to reflect on student's learning. The students also give feedback on each course and programme after each semester. The question papers are evaluated department wise in BOS meeting and external examiners provide their inputs through the 'Examiner Report' which are taken into consideration for improvement in the teaching-learning process in respective course.

In general the contents of syllabus have been appreciated by the Industry at the time of campus recruitment and evidences as collected through feedback. The feedback received by the alumni cell indicates that students and parents are highly satisfied with the educational programmes, course structure, syllabus and five-fold education model of the Vidyapith.

The outcome of Vidyapith's education through the past decades can be best adjudged by the illustrious alumni. Banasthali graduates are known the world over for their leadership qualities have by and large brought radical transformation in their families, organizations and surroundings. Vidyapith's alumnae have added several feathers in the cap for instance, the Speaker of Lok Sabha Smt. Meira Kumar, Governor of Gujarat Smt. Kamla, ED of Metro Cash & Carry Ms. Saagarika Ghoshal are Banasthali, Binny Yanga a Padma Shri recipient, Ms. Avni Chaturvedi, the first female fighter pilot in the Indian Air Force to name a few.

2.6.3 Average pass percentage of Students

Response: 99.12

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

Response: 3613

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

Response: 3645

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.45

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response: Yes

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

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

Response: 22.94

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

2018-19	2017-18	2016-17	2015-16	2014-15
6.29	34.05	11.02	41.66	21.69

File Description	Document
Minutes of the relevant bodies of the University	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

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

Response: 2

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise

during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers.	View Document

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

Response: 959

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

2018-19	2017-18	2016-17	2015-16	2014-15
270	194	166	175	154

File Description	Document
List of research fellows and their fellowship details	View Document
Any additional information	View Document

3.1.5 University has the following facilities

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

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist**Response:** Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency**Response:** 42.31

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

Response: 11

File Description	Document
List of departments and award details	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research**3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 1935

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

2018-19	2017-18	2016-17	2015-16	2014-15
306	347	855	413	14

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

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

Response: 2975.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
324.90	3.71	73.31	340.01	2233.93

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 1.53

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

Response: 135

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

Response: 440

File Description	Document
Supporting document from Funding Agency	View Document

3.3 Innovation Ecosystem

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

Response:

The journey of Banasthali Vidyapith over the last eight decades has always been full of innovations. Vidyapith, the cradle of many innovative ideas in women's education and empowerment, has always been in the mode of re-inventing and re-defining itself.

Originated in only of its kind situation, when a father lost his promising daughter at a tender age and decided to train others the same way to realize the dreams he had for his own daughter, the Vidyapith evolved a highly innovative 8 year school education programme called 'Sanskrita' to nurture cultured women in times when the concept of education for women did not exist.

Subsequently, the Vidyapith evolved its five-fold educational ideology (Panchmukhi Shiksha) and incorporated Physical, Practical, Aesthetic, Moral and Intellectual aspects into each of its programmes to develop an all-round balanced and integrated personality of students. There can be no better example of innovation for a holistic approach towards a child's education and development.

Thus, Banasthali Vidyapith is truly an 'Innovation Incarnate'.

The Vidyapith has always been responsive to the social needs. Having brought the girl child to education over the first 25 years of its existence, retaining them in higher education over the next 25 years, the Vidyapith then strived to prepare young women for leadership roles in the society. Soon after being notified as an institution deemed to be university, the Vidyapith opened up several new emerging areas to women so that they may get professional training and compete with man on equal terms.

The Vidyapith is the proud recipient two Innovation programmes under the *Innovation University* scheme of the UGC for B.Sc. Aviation and Bachelor of Design.

While the Vidyapith is a unique social entrepreneurship mission, it has developed a world class start-up ecosystem to promote entrepreneurship among youth in general and women in particular.

Taking a revolutionary step in promoting the spirit of entrepreneurship at the highest level, the Vidyapith has established B-TIDE (Banasthali Center for Technology Incubation and Development of Entrepreneurship) as a 'Section 8 company' to nurture the promising startups promoted by women. B-TIDE has ushered a new set of opportunities by serving as a boon for commercializing new ideas. The Vidyapith is the first university in India where State Bank of India has set up a Centre for Entrepreneurship.

In view of the experience of Vidyapith in nurturing women talent and the global experiences in training women to become successful entrepreneurs, the Vidyapith has partnered with Atal Innovation Mission, NITI Aayog to establish one of its kind world class Incubation Centre with a strong focus on women-led startups to provide end to end solution to attract, orient, motivate, nurture and sustain entrepreneurial ventures amongst women. The Centre with its state of the art infrastructure in terms of equipment and operating facilities, coupled with the availability of sectoral experts for mentoring the start-ups, business planning support, industry partners, training and other relevant components has incubated about 45 innovative start-ups within a year and half of its existence.

File Description	Document
Any additional information	View Document

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

Response: 50

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

2018-19	2017-18	2016-17	2015-16	2014-15
06	22	08	05	09

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

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

Response: 21

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	07	02	00	00

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document
Any additional information	View Document

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

Response: 44

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	24	01	0	01

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the University for the start ups on campus	View Document
Contact details of the promoters for information	View Document
Any additional information	View Document

3.4 Research Publications and Awards

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: No

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 22

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	02	03	01	02

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

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

Response: 3.7

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

Response: 1031

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

Response: 279

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

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

Response: 4.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
402	421	455	379	388

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years**Response:** 1.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
134	88	133	80	134

File Description**Document**

List books and chapters in edited volumes / books published

[View Document](#)**3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index****Response:** 5.53**3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:** 40.5**3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes**File Description****Document**

URL of the consultancy policy document

[View Document](#)**3.5.2 Revenue generated from consultancy during the last five years****Response:** 19.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
19.7	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

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

Response:

The founders of Banasthali Vidyapith moved to Banasthali, leaving plush Government job, with a view towards rural reconstruction and motivating villagers to take active part in the freedom movement. The subsequent events of sudden untimely death of their promising daughter gave birth to the idea of training others the same way which led to establishment of Banasthali Vidyapith in 1935. However, the innate desire of the founders to do neighborhood community service remained and is integral part of the ethos of Banasthali.

Accordingly, Banasthali Vidyapith has been playing an active role in rural development for more than eight decades. Six villages of Newai tehsil have been adopted by the university and extension activities taken up. These include- Palai, Khandewat, Aliyabad, Hingotia, Seedri and Govindpura. Lot of cleanliness initiatives have been taken up in the villages in addition to creating awareness among the masses about cleanliness and significance of toilets. Infact, the University has constructed a couple of toilets in Palai and renovated the worn out toilets in some of the primary school buildings of these villages. As a part of its

ISR library has been set up and complete restoration plus renovation of primary school building has been done in Hingotia last year.

Over the years the need to carry out extension activities in the neighborhood community led to formation of National Service Scheme and Banasthali Sewa Dal. Since then volunteers of NSS and BSD, undergraduates and postgraduates, have been propagating these ideas regularly amongst the neighborhood villages.

Furthermore, exhibiting extreme sensitivity towards its rural neighborhood, the Vidyapith is the first non-agriculture university in the country to establish Krishi Vigyan Kendra in 1992 under the flagship scheme of Ministry of Agriculture to carry out extension activities. KVK serves the farmers of the entire district. In the last five years more than 60000 farmers were trained through on-farm workshops and trainings to embrace technology and advancements in agriculture with active cooperation of Life Sciences students and faculty.

Banasthali Vidyapith has a khadi spinning, weaving and garment manufacturing unit which trains and employs rural women, with active participation of Design and Home Science students through which many households in the rural vicinity have benefitted. The Vidyapith also established a 180-bedded hospital in 1976, "Apaji Aarogya Mandir", caters to the medical needs of the campus and adjoining villages which also serves as a laboratory for many students.

Always ready to launch new initiatives, Banasthali Vidyapith was yet again the first university to establish a community radio station in 2005, Radio Banasthali 90.4 FM, entirely run by students which broadcasts programmes on public health, nutrition, child rearing, farming, livestock care and many more covering a population of around 10 lakhs in the 45km radius.

Banasthali students through so many regular community engagements are well known to have great deal of sensitivity towards societal issues.

File Description	Document
Any additional information	View Document
link for additional information	View Document

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

Response: 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	7	5	4	2

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

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

Response: 258

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

2018-19	2017-18	2016-17	2015-16	2014-15
68	67	45	41	37

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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

Response: 74.55

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

2018-19	2017-18	2016-17	2015-16	2014-15
8957	8227	8149	7557	7444

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

3.7 Collaboration

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

Response: 41.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
129	27	18	7	26

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

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

Response: 3483

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

2018-19	2017-18	2016-17	2015-16	2014-15
999	820	709	575	380

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

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

Response: 44

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	8	10	8	15

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

A unique educational philosophy coupled with excellent and advanced teaching-learning infrastructure and campus ethos is vital to Banasthali's emergence as a leading institution in women's education. The Vidyapith is proud to have created the state-of-the-art infrastructure over more than eight decades across the university. The Quacquarelli Symonds (QS) which gives the most credible world university rankings have rated Banasthali Vidyapith the highest possible 5-star rating for infrastructure as per global benchmarks.

The Vidyapith has improved its intake several folds in the last few decades and has added world class infrastructure by several orders of magnitude including state-of-the-art academic buildings, well furnished hostels, faculty and non-teaching housing for staff members and substantially enhanced its support services such as cafeteria, canteens, shops and other facilities.

The 30 academic buildings with cover area of 1900 to 7100 sq meters encompass state of art facilities and contain world class equipment. Whereas its first concrete building (Kala Mandir) resplendently retains the frescos by eminent artists of our country, the recent buildings housing the School of Automation are ahead of the time with industry 4.0 compatible laboratory equipment. The School features sophisticated laboratories which are the requirement of modern day automation including Computer Integrated Manufacturing Lab, Advanced robotics, Mechatronics Lab, Hydraulic Lab, PLC(programmable Logic Controller) and Industry 4.0 to name a few which are equipped with most modern industrial setup procured from global technology giants such as BOSCH, FESTO, KUKA, Siemens, SMC and Janatics.

All the departments of science and technology are equipped with excellent instruments including Fourier Transform Nuclear Magnetic Resonance (FT- NMR) X-Ray Diffraction (XRD), Field Emission Scanning Electron Microscope (FESEM), Raman Spectrometer, High Performance Liquid Chromatography (HPLC) etc to name a few. State-of-the-art laboratories in diverse and emerging areas have been established viz., Material Synthesis, Material Characterization, VLSI CAD, DSP & Communication, Remote Sensing & Spatial Modeling, Plant Physiology and Biochemistry, Animal Physiology and Immunology, Biological Activity Screening, Spectroscopy.

The class rooms are well furnished, ventilated, echo free, supported with sound systems, projectors and instructional support materials. Along with the use of traditional talk and chalk method, the institute has adopted and supported the use of Information and Communication Tools for facilitating teaching and learning process. Seminar/Conference rooms with presentation facilities are available in academic blocks.

The infrastructure in terms of computing facilities, Internet & Library has been strengthened. In addition several online journals are made available to researchers through UGC-INFLIBNET Consortium. There are over 4500 computers with over 2.5 GBPS leased line access and UPS back up. The entire campus has 100% power backup.

The facilities for Physical Education, an integral part of the Five-fold ideology are also excellent with a flying club, Horse Riding facilities, Swimming pool, Shooting range, Cricket Ground.,Basketball courts with flood lights, Tennis courts, Hockey field, Four Hundred meters cinder track with eight lanes, Volley Ball, Throw Ball, Hand Ball Court, Facility for field events, Archery Range, Netball, Softball, Table Tennis Hall, Partially enclosed Badminton Court and an ultra-modern Multi-facility Gymnasium.

File Description	Document
Any additional information	View Document

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

Response:

Way back in 1930s and 1940s when the girls of the country were not even riding bicycles the students of Banasthali Vidyapith were learning to gallop on the horses. Physical activities have remained an integral part of five-fold education at the Vidyapith, and the sports facilities have continuously evolved and developed since its inception till date. The infrastructure supports multitude of outdoor and indoor games such as: Cricket, Hockey, Football, Handball, Lawn Tennis, Swimming, Horse Riding, Archery, Volley Ball, Basket Ball, Table Tennis, Martial Arts, Kho-Kho, Kabaddi, Rope Mallakhambha, Badminton, Gymnastics and Athletics. At present, there are adequate and varied facilities available to sustain the various intramural and extramural activities, notable amongst them are-

- Vidula Maidan, a major Sports Field that spreads over 528300 sq.ft. of land. It accommodates one standard synthetic track (8 lanes), a Football Field, a Hockey Field, two cemented Tennis courts, two synthetic Basketball courts, Kabaddi, Kho-Kho, Rope Mallakhambha facility and free space for calisthenics, indigenous activities, yoga and aerobics.
- Two cricket fields of natural turf meet the international standards (ShakuntalamMaidan and LakshmibaiMaidan). LakshmibaiMaidan is also used for Vidyapith's Ceremonial March Past during Republic Day, Independence Day and other important occasions.
- Equestrian Arena known as Veer BalaMaidan is for horse riding and is spread on 275200 Sq.ft. area of land. ChetakGhudshala is a stable that houses 64 English Thoroughbred, Marwadi and Kathiawari breed equines.
- A Swimming Pool of 10842 sq. ft. is another facility available to the students of Vidyapith. It caters to more than 300 Students per day.
- A modern fitness centre (ApajiVyayamshala) with 8563 sq. ft. of area is equipped with the latest apparatus such as Treadmills, ARC Trainers, Recumbent Bike, Magnetic Rower, Rotary torso, Bicycle-Ergometer, Upright Bike, Spin Bike, AbCoster, Cross-fit Rig and many more. This also accommodates approximately 100 students in a single slot.
- An ambitious project of creating world class infrastructure for sports that includes indoor badminton hall, Table Tennis hall, Judo and Karate, Aerobics, Yoga, Gymnastics spread in the area of 48112.75 sq. ft. and Olympic Size Swimming Pool with 28637 sq. ft. is underway.

Another significant component of five-fold education is aesthetic education. A melange of cultural events is organized round the year and there are adequate facilities to practice and perform. Gyan Mandir

Auditorium, Sur Mandir Auditorium both are technologically enabled for holding talks, lectures, concerts, theatre and cultural performances and events. Natyashala and Nrityashala facilitate dance and drama training and performances. The Pragya Mandir , Brahma Mandir, Gyan Mandir and Vani Mandir grounds are used for organizing mega cultural activities such as: Ganesh Chaturthi, Durgapuja, Prakash Parva, Christmas, Lohri, BasantPanchami to name a few. Many departments have multipurpose halls which are used for departmental level cultural events.

File Description	Document
Any additional information	View Document

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

Response: 98.31

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 233

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document

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

Response: 60.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
7150	5460	4210	4310	4610

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Banasthali Vidyapith, embarked upon its journey with only five students way back in 1935 when the concept of education for the girl child virtually didn't exist and at present it is providing high quality education at most affordable cost to more than 12 thousand girl students hailing from all parts of India and from overseas. To meet its objective of providing high quality education it has excellent library resources. Presently, it has nine subject specific departmental libraries and a central library to meet the wide range of needs of students, faculty members, research scholars and academicians. All the libraries are fully automated, interconnected, have CCTV security system and are well protected with fire alarm system.

The Central Library of Vidyapith works from 8 a.m. to 9 p.m. throughout the year. The library supports the educational and research programme of the university. In order to fulfill this objective, the library has developed a rich, invaluable and comprehensive collection of rare reference materials and other knowledge resources over the last eight decades.

The library has a fully automated management system LibSys 4 (Rel. 6.3) since 2005. All the library operations such as acquisition, cataloguing, circulation and serials control have been automated. In addition to issue and return facilities of the book, the software provides facilities of book reservations, reminder and recall of books and overdue related intimations. It is also helpful in management of serials control of current issues of print journals as well as back copies of journals. It is Unicode supported and hence provides a distributed system of bibliographic details of books and other knowledge resources in many languages like Hindi, English and Sanskrit.

The Online Public Access Catalogue provides scope of searching books by the name of author or publisher, subject, title, ISBN number and keywords. It also provides the facility of combination search.

The library provides on-line services to its members and is actively involved in developing digital collection and specialized services to its users. The library users can have access to a large number of e-resources including university's subscribed e-journals, e-books and e-databases. All e-resources are based on IP access module which can be accessed anywhere in campus through LAN connectivity.

To promote the authentic, genuine and quality research works the library uses anti plagiarism web tool namely Turnitin, to check the plagiarism in theses and research papers of students, research scholars and faculty members. Along with these facilities, the Vidyapith library has DELNET membership which facilitates resource sharing amongst different libraries. It has been extremely helping in collecting, storing and disseminating invaluable information to its users.

File Description	Document
Any additional information	View Document

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

library enrichment**Response:**

The central library is a sanctum of learning and provides the following services:

- Reference services
- E-journals accessibility
- Internet facilities
- Users' orientation services
- Plagiarism checking etc.

The library houses more than 4 lakh printed books, over 7 thousand e-books, more than 20 thousand print bound journals, approximately 8 thousand reports and an outstanding special collection of around 15 thousand rare books, 11 manuscripts, more than 2 thousand books on Vedic literature, over 17 hundred books on Gandhian literature and 159 books categorized as founder's collection. It also has a stock of approximately 8 thousand 4 hundred theses of research scholars and faculty members that includes original document of research of considerable value.

The distinctive attraction of the library is the original copy of the Constitution of India, which is considered as rarest of the rare asset of national importance. A collection of over 500 books on Rajasthan literature represents the grandeur and the vibrant mosaic of colours of Rajasthan's culture.

The library has extremely rich and diverse e-resources (more than 10 thousand e-journals and 511 print journals) of internationally renowned publishers such as Taylor and Francis, Springer, SAGE, Wiley Blackwell and many more. It also provides on-line access to UGC INFONET consortium and numerous e-Journals.

In addition to these, there are about 2966 thematic CDs/DVDs and 269 audio cassettes, 173 atlases, 25 video tapes, 313 slides, 124 LP records, 198 maps, 352 encyclopedia and 6239 reports of government and other organizations.

Library also has plethora of literature on music and art. Besides these, the library has 120 magazines and 22 newspapers to keep its users abreast with the news and current affairs of the national and international importance.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following

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

5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 291.19

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

2018-19	2017-18	2016-17	2015-16	2014-15
373.47	329.11	247.44	283.52	222.41

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 4.24**4.2.6.1 Number of teachers and students using library per day over last one year**

Response: 519

File Description	Document
Any additional information	View Document

4.2.7 E-content is developed by teachers :

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

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 5 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

Keeping in view the myriad of changes taking place in the world arena of information technology, Banasthali Vidyapith has always been on the forefront to update and upgrade its IT facilities in

terms of providing modern classrooms, high speed internet, upgraded software, installation of sophisticated equipment. Most notably, Banasthali was amongst the very first institution to provide PCs with internet in hostels. Today all hostels are wi-fi enabled and in all the Vidyapith has around 4250 computers.

Until 2013-14, approximately 3400 computers with core 2 duo processor, 2 GB/4GB RAM, 250 GB/500GB Hard Disk and CRT, TFT monitors were installed in computer laboratories and administrative blocks, hostels and guest house. Campus agreement was made with Microsoft for software purchasing and upgradation for operating system, office studio, NET framework and other software .

In 2014-2015, approximately 300 personal computers having i3 processor, 4 GB RAM and 500 GB Hard disk, 9 Multi-Functional HP network printers and 14 others printer were added in the existing infrastructure. The available speed of internet increased up to 100 Mbps.

In 2015-2016, approximately 60 personal computers with latest i7 processor, 16 GB RAM and 1 TB Hard disk, IBM server X-3300M4, IBM server X-3500M4, 2 Workstations of HP Z-840, and 12 printers including 6 network printers were installed to the various departments; the speed of Internet upgraded to 200 Mbps.

In 2016-2017, approximately 475 personal computers having i3/i5/i7 processor, 4 GB/8GB/16GB and 1 TB Hard disk were added in the existing infrastructure.

In 2017-2018, approximately 100 systems with I3/I5/ processor, 4 GB/8GB/16GB and 1 TB Hard disk, 2 work stations HP Z-640, network printers and 7 other printers were installed. Vidyapith purchased card printing software; Card Studio/assure ID express/Card Presso and Atlas-ti for social applications. The available speed of internet increased up to 265Mbps.

In 2018-19 HP 4 HJ56 AV workstations, 2 Fujitsu Fi-7180 scanner along with Eval OMR Solution Software and variety of printers were procured. A total of 568 desktop PCs with I3/I5/I7 processor, 4 GB/8GB/16GB and 1 TB/2 TB Hard disk, Smart Board, and software Foxit Phantom, Stellar Professional data recovery and lead IT Bundle software for structure based drug design was purchased in Vidyapith. These facilities will enhance research quality. The Vidyapith has also strengthened Wi-Fi facility and networking infrastructure. Vidyapith also purchased Matlab-2019 software with complete toolbox with perpetual licence.

Internet connectivity in the campus provided by Reliance, Vodafone, Tata and BSNL grew exponentially alongwith Wi-Fi facilities. The total available bandwidth today is 2.6Gbps including 1Gbps NKN link .

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 3.01

File Description	Document
Any additional information	View Document

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

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

File Description	Document
Any additional information	View Document

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

Response: Yes

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

4.4 Maintenance of Campus Infrastructure

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

Response: 11.73

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

2018-19	2017-18	2016-17	2015-16	2014-15
1345.96	370.68	798.81	950.62	1435.99

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

Banasthali Vidyapith is considered as one of the India's finest institutions that make the nation work. It has a definite and viable system which has placed it amongst the QS top universities in Asia. It has established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc

The Vidyapith ensures regular maintenance and upkeep of all infrastructural facilities through complain registering redressal system. The maintenance work is carried out by trained and experienced in house experts as well as outsourced agencies. The Vidyapith has adequate strength of administrative staff comprising engineers, technicians, office assistants, lab assistants, lab boys, wardens, guards, etc., who assist in efficient functioning of campus, library, sports arena, gymnasium, classrooms, laboratories and ICT infrastructure.

Besides this, Vidyapith has sufficient staff for managerial and supervising duties, custodial staff for building upkeep and cleaning, maintenance staff for performing skilled jobs like plumbing, electricity repairs and backup power system and gardeners for maintaining landscape, maintenance and upkeep and the secretarial staff for providing clerical support. Furniture and equipment are purchased as per the requirements.

The Vidyapith has appointed dedicated team of Senior Technical Assistants and Computer Network Assistants to provide regular support services relating to computer hardware and software. The team also ensures the connectivity of Wi-Fi in hostels and departments, wherever required. The Vidyapith has an Annual Maintenance Contract for its computers, peripherals, equipment, etc. with reliable vendors so that the computer systems and related equipment, biometric attendance system can function smoothly.

The staff and students have access to all academic buildings for teaching, learning and research. The timetable committees of different departments explore the possibilities of optimal use of the space and time. For laboratory, work classes are divided in batches for optimum utilization of resources.

During the entire academic session, sport activities are carried out on all working days from 6 to 8 a.m. in morning and 5 to 8 p.m. in evening. Coaches and trainers of all 23 sports remain available on field to train the students for intramural as well as extramural events. Yoga practice and training is also a routine activity. As per the convenience of students an hour's slot in the Gymnasium is also allotted. The sports arenas are also utilized regularly for hosting district, state, inter-university and national level tournaments.

Central and departmental libraries facilitate students and staff to use library resources i.e. textbooks, reference books, journals, theses, rare books, Gandhian literature as well as other resources and INFLIBNET facility. Library remains open till 9 p.m. and also on holidays. OPAC software system eases the search for relevant books and issue and return facility. Library staff conducts an orientation program for new students every year for facilitating their access.

Computers and internet is used by students in hostels as well as academic blocks. Staff also uses the facility in the academic blocks.

Other support services regularly utilized by the students include the 180 bedded hospital, medical shops, KhadiBhandar, market places and canteens, bus to commute within and outside campus.

File Description	Document
link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 3.66

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

2018-19	2017-18	2016-17	2015-16	2014-15
538	440	372	320	324

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

Response: 23.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
2993	2671	2384	2585	2173

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and Meditation
- 8. Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 75.07

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

2018-19	2017-18	2016-17	2015-16	2014-15
8866	8468	8603	6822	7862

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

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

Response:

Banasthali Vidyapith has collaborations with many foreign universities across the globe. Banasthali facilitates international students to apply for the admission through International Relations Office (IRO) in different UG/PG/M.Phil/PhD/Certificate/Diploma courses offered in the various departments of the Vidyapith. IRO is responsible for providing information to the international students who wish to take admission in the courses offered by the university. Its functions are as follows, here student refers to international student and course/programme refers to which have been opted by the student:

- Helps student in completing their admission process which includes filling up the application form, issuing offer letter, preparation of documents required for VISA etc.
- Arranges transportation from the nearest airport and their registration with Foreigner registration office, Tonk.
- Arrange for safe and comfortable accommodation in the campus and healthy food.
- Conducts orientation programme to provide university information along with the time schedule of the courses.

During the orientation session they have been provided guidance and all the necessary information about the university like library facilities, Wi Fi facility, health facilities and important contact numbers. The Vidyapith also:

- Assures safety and security of the student in the campus.
- Assures participation in five fold activities of Vidyapith like music, dance, painting, horse riding etc.
- Assures regularity of the classes running under the course/programme. The course coordinator looks after the performance of the student and arranges speedy resolution of the grievances/complaints filed by the student.
- Assists in transfer of credits and timely issuance of transcript.

The Vidyapith ascertains that the stay of the student in the campus should be academically fruitful and culturally rich.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 31.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
1215	1019	1155	1001	932

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 25.08

5.2.2.1 Number of outgoing students progressing to higher education

Response: 916

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

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

Response: 71.52

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

2018-19	2017-18	2016-17	2015-16	2014-15
65	79	70	40	32

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

2018-19	2017-18	2016-17	2015-16	2014-15
98	105	89	59	46

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 158

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

2018-19	2017-18	2016-17	2015-16	2014-15
56	44	26	16	16

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

The Vidyapith placed utmost importance to inculcating leadership, organization skills, and responsibility in the students. The Class Representative (CR) system is fundamental to student representation as leaders. It allows two/three student to represent each class with regular meetings held to ensure efficiency and effectiveness in putting forward the interests and views of the students to the respective departments. The CRs are elected by the class using democratic selection methods. Monthly CR meetings play a major role to assess teaching, learning and support services provided to the students by the Institution. Faculty program coordinators/deans/heads monitors the functioning and effectiveness of the CR system.

Technical/Functional /University Club /Committees elect PMs (Permanent Members)/ GRs (Group Representative), where students organize domain specific events, extracurricular events, competitions and conferences honing their subject expertise skills in addition to their leadership skills. Club/Committees are platforms that offer a plethora of opportunities to students to give them a voice of their own and shed their inhibitions through an enriching and engaging experience. Club/Committee activities, workshops, Intra Domain and Inter University competitions enhance the communication skills, team management skills, leadership skills, time management, resource management skills and above all builds confidence in each student. Through the Club/committee platform, provided by the University, students learn to do practical implementation of the classroom learning. Best practices of each department are transmitted across University to strengthen the student's platforms for holistic development of each student of the University.

Hostel management system: Each hostel has a students' advisory committee of about 20 to 50 students. The team of students works in cohesion with both hostel wardens as well as all hostel residents. They look into the cleanliness of wings and restrooms, discipline related issues and other students related problems. They also take the initiative to motivate the students to keep the hostel and campus clean, save water and electricity, prevent them from wasting food and promote them to plant trees and take care of them. They also actively participate in deciding hostel menu.

Placements: Students from each departments work alonwith placement coordinators and the placement team to ensure smooth functioning of placement activity. Under the supervision of faculty coordinators, students coordinate with different recruiting organizations as well as fellow students and also interact with alumni placed in various organisations.

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

Response: 107.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
113	109	99	110	108

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

Banasthali has many firsts attached to its name! For example Smt. Meira Kumar, the first lady Speaker of Lok Sabha did her schooling from Banasthali. Similarly, the first and only female Speaker of Rajasthan Assembly, Smt. Sumitra Singh completed her entire education from Banasthali. She even acknowledged in her oath taking ceremony that but for Banasthali she would have been working at her farm taking care of cattle's. Sunita Godara became first women ever to win a marathon in 1986 and holds a world record of winning most number of marathons. This trend is continuing till date when Banasthali provided the first ever women fighter-jet pilot, Avni Chaturvedi.

Banasthali fraternity, since the time of inception, has had strong sense of belonging to the institution and even though for years together when no formal Alumni Association existed, Banasthali's daughters including Smt Kamla Beniwal, Smt Sumitra Singh and thousands of others remained associated with the Banasthali family spreading love, inspiring younger ones.

Annually a group of alumni meets in the campus for a couple of days, visits the upcoming infrastructure and facilities, interact with the faculty and students. The visit of the alumni is not restricted to these two days and just as a family member they drop into the campus any time, considering it their home. City wise chapters (Ahmedabad, Bangalore, Delhi NCR, Imphal, Jaipur, Lucknow, Mumbai, Patna) of the association also exist where the alumni of Banasthali Vidyapith meet more frequently. The alumni settled in Middle East, UK and USA also hold an annual get together. The alumni base of the university contribute in building its reputation across nation and beyond, which in turn helps in attracting students from different regions within and outside the country. Further they provide a perfect legacy in the corporate sector and other work settings with their knowledge, skills and values.

Our alumni have financed scholarships, awards, funding for inviting distinguished academicians and some infrastructure. Alumni from the industry also help bring industry stalwarts to the campus through their networks. Liaisoning with the Career Counselling and Placement Cell, The Alumni Association has provided training to the students for job placements. Alumni also play a role in enhancing the curriculum by participating in BoS meetings whenever required the one engaged in sports guide the intra and extramural activities. The alumni have also raised funds for local charities and organized blood donation campaigns.

Banasthali takes pride in its alumni who are its brand ambassador with strong values and have been a pillar of strength to their families and have thus contributed immensely to development of the society and the nation.

File Description	Document
Any additional information	View Document

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

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: ? 100 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

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

Response: 8

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

2018-19	2017-18	2016-17	2015-16	2014-15
4	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The 'Banasthali story' has no parallel across the globe. It originated in only of its kind situation when a father lost his promising daughter before its hour and decided to train other girls the same way. Thus, Banasthali owes its existence not to an educationist or a social reformer or a philanthropist, but to a father. Hence love, eternal love, has been the fountain head of all the thinking and the motivating force of all the actions. The founders set a tradition of governing the university like a family and this concept has remained central to its highly effective leadership.

The founders believed that education should develop a balanced and harmonious personality. To this end, they evolved a highly innovative and distinctive educational ideology of *Panchmukhi Shiksha* comprising physical, practical, aesthetic, intellectual and moral education.

As a result, today Vidyapith on the one hand offers world-class undergraduate and postgraduate programmes in a vast variety of disciplines and at the same time inculcates amongst students the essential values and ideals of Indian culture and Indian way of life so that Banasthali graduates come out as enlightened citizens with a strong value base reflective of the spiritual heritage and the scientific achievements of the East and the West.

Banasthali embarked upon its journey in 1935 when the concept of education for a girl child virtually did not exist. Therefore, the immediate Mission at that time was to bring girls to education and founders went door-to-door to do just that. There was no question of charging any fee and the founders also went door-to-door to collect small charity. Around 1960's the Mission evolved to retaining girls in education.

With the experience of almost five decades and after being notified as deemed to be University in 1983, the challenge was to open new emerging areas and prepare women for leadership roles in society.

That was the beginning of the golden-era in the history of the Vidyapith as many new programmes/departments were introduced, research found its feet and has been growing exponentially ever since, and consciousness about overall academic quality developed which coupled with time-tested programmes of the Vidyapith for character building and value inculcation makes Banasthali Vidyapith one of the finest places for women's education resulting in Banasthali being ranked in THE WUR 2020 and obtaining second highest rank in the world as a women's university.

The top leadership have always had a profound understanding of the essence of Vidyapiths' educational ideology and have been visionary enough to adapt its form with changing times.

The co-founder of the Vidyapith, Smt. Ratan Shastri, served on CABE despite having very little formal education herself. She was decorated with Padma Bhushan for the manner in which she led Banasthali. Most importantly, the founders created a culture in which workers naturally aligned themselves with the Vision and Mission of the Vidyapith and became torch bearers to take the organization forward. The

current Vice Chancellor, a doctorate from MIT, is widely regarded as a visionary education leader.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Banasthali Vidyapith practices decentralised and participative management in letter and spirit in all its activities, initiatives, planning and decision making reflected as under:

1. There are 12 Faculties and 26 Departments with Deans/Heads, besides observing general institutional policies and principles, are entrusted with total responsibility pertaining to conduct of regular classes, continuous assessment, student progression, research, workshops, guest lectures, library, staff/student leaves and routine accounting in completely decentralized manner.
2. The General Council includes all *ex-officio* Deans and large number of staff members in various capacities. As a result, at the moment there are 34 teachers and administrative staff. Similarly, there is representation of 71 staff members in Academic Council and more than 70 in Research Board.
3. Banasthali believes that the purpose of education is not merely to prepare students for a career but education should nurture enlightened citizens with strong value-base. To this end, Banasthali has evolved its time tested five-fold education system with activities as diverse as flying, horse riding, shooting, swimming, athletics, yoga, various modern and traditional sports, music and painting, printing and dying, batique, bandhej, tailoring, embroidery, craft, papermache just to list a few. Such a diverse range of activities can't be sustained without active participation of every faculty and staff member.
4. Banasthali believes that education cannot find its full meaning without the cultural context and includes preservation and inculcation of essential values and ideas of Indian culture in its objectives. Accordingly, Banasthali has a long tradition of celebrating large number of cultural and religious festivals of India with active participation of all. Likewise, to develop nationalism Banasthali celebrates Independence Day, Republic Day, Shaheed Diwas and birth/death anniversary of father of the Nation.
5. Some core functions of the university such as admissions and BLISS performance appraisal are fine examples of participative management. Also, all new policies are finalised in several rounds incorporating suggestions and ensuring broad consensus.
6. The hostel management committee, the *Paramarsh Samiti* comprising of student volunteers, plays an active role in formulating various hostel policies such as mess *menu*.
7. The process of allocation of finances is transparent, need based and participative. The Heads of the respective departments discuss the requirement for the next financial year with faculty members and submit to Finance Committee with a provision for mid-term review. All departments enjoy financial autonomy for recurring and non-recurring expenditure.
8. The process of curriculum design is a fine example of decentralized and participatory management as detailed below:

- Board of Studies of each department has a large representation from within the department and external experts. BoS meetings are preceded by several internal meetings besides inviting suggestions from academic peers, examiners, campus recruiters, students and alumni.
- Recommendations of every constituent BoS are placed before the Faculty where the proposals are once again discussed threadbare with active involvement of other faculty/external members.
- Finally, recommendations of Faculties are placed before the Academic Council for ratification and onward submission to the Executive Council for final approval.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Banasthali originated in only of its kind situation when a father lost his promising daughter before its hour and decided to train other girls the same way. Their desire to see the departed Shantabai in every girl made love, eternal love the fountain head of all the thinking and motivating force for all the actions. The Five-fold education comprising of physical, practical, aesthetic, intellectual and moral aspects emanated from the rich persona of Shantabai and has been the central focal point of the distinctive educational ideology of Banasthali.

As a result, the Vision and Mission of the Vidyapith is completely embedded in the ethos of the campus so much so that every worker becomes naturally aligned to it and feels a strong zeal to serve as a torch bearer to take it forward.

Therefore, perspective/ strategic planning at the Vidyapith are not discrete events but is a continuum.

The founding Fathers have left numerous writings such as '*Hamari Vichardhara*' and Collection of Songs by Pt. Hiralal Shastri has been serving as guiding spirit for generations.

The Vidyapith, setting a fine example of transparency, has all its Annual Reports since 1935 available in bound volumes which have writings of top leadership for the benefit of one and all. Numerous writings of Vidyapiths' Chancellors and Vice Chancellors as well as their speeches as reported in the universities Newsletter also elaborate short term development plan and strategies.

The Vidyapith also has a culture that the Vice-Chancellor makes a presentation at the beginning and end of every academic session to review the year gone by, but, more importantly, setting the tone for the forthcoming and subsequent years. These presentations are given to all departments, and placed on the website, for drawing their detailed respective plans in line. Salient features of the presentation and a brief policy note is also circulated amongst all faculty members.

In addition to all this, the Vidyapith has adopted a policy of thorough brainstorming to develop the

perspective/strategic plan for the next five/ten years. The Governing Bodies further deliberate extensively on these to give these ideas more concrete shape. BLISS manual is a fine example of this process which rather succinctly articulates the expectation from every faculty and how best they can define their roles to optimize their impact on the institution as per their interests. Another wonderful example of collective and participative thinking is the very ambitious 10-year development plan about five years back and all the projects and many more have already been completed/initiated. In addition, every faculty/department also makes its perspective/strategic plan. Budget preparation is not merely an annual exercise. Vidyapith also prepares broad budget-estimates for the next five years.

The Vidyapith is currently studying various developments regarding ‘the future of higher education’ and drawing up the perspective strategic plan for 2033-35 when it would celebrate Centenary of its establishment and completion of 50 years as a university.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

Banasthali originated in only of its kind situation when founders lost their promising daughter and decided to train others the same way. Every student was seen as ‘replacement’ of departed Shantabai and a daughter of Banasthali family. Workers were also part of Banasthali family and, as a result, Banasthali never developed an employer-employee culture and all students and *workers* live and work in harmony. Despite the phenomenal growth this family feeling is still maintained and is one of the biggest strengths of the organization.

Having said this, Vidyapith has a clearly defined organisational hierarchy and structure to support decision-making processes that are clear and consistent with its purposes and supports effective decision making. The organisational structure lends itself to sustaining institutional capacity and educational effectiveness.

Banasthali’s supreme body is the General Council which acts as custodian of Vidyapith’s values and ethos. It has provision for Founding members, Life members and Honorary members representing science, literature, education, art and industry.

The Executive functions of the university are discharged by the Executive Council. Vidyapith’s authorities, top executive functionaries, Deans, teachers and Government representatives are its members.

The Vidyapith has a provision of Finance Committee to prepare budget and formulate policies relating to finances for consideration of Executive Council.

All academic functions are the responsibility of the Academic Council. The course curriculum is prepared by respective Boards of Studies which after ratification from relevant faculty are placed before the Academic Council which also formulates all other general academic policies.

The founders of the Vidyapith were luminaries of India's freedom struggle and held very high public positions where they set such high standards of integrity which transcended to the institution as well. The level of transparency with which Banasthali Vidyapith operates can be gauged from the one very simple fact that Annual reports and Audited accounts are available in bound volumes since its inception (1935). Banasthali is well known for its utmost honesty, integrity and transparency and no untoward instance has ever been reported of any financial, academic and administrative irregularity.

Functions of various bodies and procedure for recruitment, service rules, promotion policies and grievance redressal mechanism are detailed in Academic and Administrative Bye-Laws. Vidyapith is a law abiding institution and observes these bye-laws in letter and spirit.

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 4 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

Response:

The effectiveness of various bodies/cells/committees is evident through minutes of meetings and the implementation of their resolutions.

1. The Vidyapith has various Authorities/ Bodies/ Committees at multiple levels for the effective functioning of the University which have been meeting regularly without fail for decades. In fact, the level of effectiveness and transparency with which Banasthali Vidyapith operates can be gauged from the one very simple fact that Annual reports and Audited accounts are available in bound volumes since its inception (1935). Furthermore, proceedings of General Council, Executive Council, Academic Council, and Finance Committee are available from the year in which the institution was notified as deemed to be university.
2. The minutes of meetings of every body/committee are prepared promptly and circulated amongst all members to ensure proper recording. As a measure of abundant precaution, confirmation of the minutes of the previous meeting is always kept as the first agenda item of the subsequent meeting so that systematic and authentic recording of the minutes of the previous meeting is doubly ensured.
3. It is a standard practice with all bodies/cells/committees to table the 'Action taken report' in the subsequent meeting to ensure implementation of all decisions.
4. The academic bodies of the university such as Boards of Studies, Faculties and Academic Council have been meeting regularly without fail for decades. As a result, the Vidyapith has one of the best turn-around-time as far as implementing academic decisions are concerned.
5. Banasthali is well known for its utmost honesty, integrity and transparency and no untoward instance has ever been reported that any decision of any body/committee ever remained unimplemented.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The founders of the Vidyapith relocated to Banasthali in 1920's with a view to carry out 'Rural Reconstruction' and to motivate village folks to take active part in freedom movement. Deeply influenced by the Father of the Nation, Mahatma Gandhi, they developed Banasthali as a 'Gandhi Ashram' where everyone lived like family. As a result, Banasthali never developed an employer-employee culture and all *workers* live and work in harmony to achieve its objectives.

Not surprisingly, therefore, the university has so many welfare schemes and measures, some of which are highly uncommon. The various welfare schemes are:

1. All teaching and non-teaching staff are extended retirement benefits of contributory provident fund, gratuity and other schemes as may be applicable in accordance with the law. In addition, Banasthali additionally provides pension which is not even mandated by the law if all above benefits are provided.
2. The Vidyapith provides 'Health allowance' and 'Health Insurance' not only to the workers but to their families as well. Staff members can avail services of the campus hospital, 'Apaji Arogya Mandir' round the clock at no cost.
3. The dependents of staff are provided with fee concession and only a nominal fee is charged based on the basic salary of the worker.
4. Banasthali Vidyapith being a women's university has a large proportion of women workers and is very sensitive towards their needs. For instance, Banasthali was one of the first institutions to increase maternity leave to 90 days and in 2007 and again was the first increase it to 180 days. The Vidyapith also has a day-care centre for the benefit of working mothers.
5. The Vidyapith provides subsidized residential accommodation to all staff members.
6. Furthermore, the Vidyapith has complete power back-up and provides round-the-clock uninterrupted power supply to even residential areas. During power-cuts, the back-up power is generated through DG sets for which no additional charge is recovered.
7. A regular free of charge shuttle service is provided to students and staff for movement within campus and also for the nearest railway station and bus stop. Furthermore, the workers can hire vehicles from the Vidyapith's motor garage, particularly for urgent/emergency requirements.
8. Besides salary benefit and compensation Banasthali believes in overall well-being of its workers and celebrates festivals like Gurunanak Jayanti, Janmasthmi, Ganesh Chaturthi, Durga Puja, Christmas, Diwali, Basant Panchami, Eid and national festivals like Independence Day, Republic Day, Gandhi Jayanti.
9. Furthermore, pro-active measures by the Vidyapith for mental wellness of its workers include social programs, broadcast of Bhajans and wellness programs on Radio Banasthali. An extremely green-campus amidst rural settings in Rajasthan adds immensely to physical well being of staff members.
10. The Vidyapith runs a '*Gaushala*' within its campus for workers to avail pure milk at reasonable cost.
11. The university is conscious that its staff members are not inconvenienced in any manner and has provided the following facilities/amenities in the campus:
 - UCO Bank, Co-operative Bank, SBI with ATMs
 - Post office with a facility of Speed Post
 - BSNL Electronic Exchange
 - Courier Service
 - Fully equipped shopping complexes and vegetable marts

File Description	Document
Any additional information	View Document

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

Response: 21.94

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

2018-19	2017-18	2016-17	2015-16	2014-15
123	139	103	73	56

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

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

Response: 11.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	19	15	2	0

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

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

Response: 35.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
222	206	191	110	81

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

Response:

The pay and promotion of staff at Banasthali Vidyapith are based on innovative and liberal performance appraisal system-BLISS (Banasthali's Liberal Incentive Scheme for Scholars) with a view to:

1. Allow teaching staff to design their own work-profile as per their interests and aptitude;
2. rationalize and improve the compensation;
3. bring in efficiency and accountability.

The criteria of the judgment of the appraisal for teaching staff is based on the measures like teaching and research responsibilities, departmental and institutional responsibilities and judged by quality of research publications, self/peer review for overall performance and feedback from students.

The process was initiated by the Vice Chancellor based on his personal experience at MIT/Harvard and other leading institutions across the globe. He also studied in detail such systems in leading corporates such as IBM and initiated an experiment some years ago at Apaji institute which gained momentum again after the announcement of the recommendations of the VI Pay-Commission. The process with gradual improvements along the way and most significantly with the active involvement of the IQAC, has matured into a rather innovative, interesting and just scheme-BLISS-which is one of the finest such systems in the academic arena in the country.

The process began with the assumption that we all are after all 'teachers' and teaching is our major/primary/most significant responsibility. Teachers are also expected to carry our research and other academic activities and also take active part as 'responsible corporate citizen'. This is all the more important for an institution like Banasthali who emphasizes on value inculcation through comprehensive educational programmes and active participation towards maintaining and enhancing campus ethos, which is indeed the most important contribution one can make to the university. The teaching responsibilities

could vary between 50-80% of the overall responsibilities. Evaluation of teaching is based on students' feedback.

The research work can comprise of 5-50% of one's overall commitment and can be achieved through various parameters like publications in quality journals/books/conference proceedings, participation/organization of Conferences/Symposia, research supervision, research awards and distinctions and mobilizing research funds.

Departmental responsibilities include the contribution of Deans/Heads (5-30% credit) and also faculty members (5-15% credit) who are part of various departmental committees. Deans/Heads are evaluated as per the feedback provided by the students and colleagues.

As Banasthali is striving ahead in its march towards excellence, institutional responsibilities/activities are the most critical link and accordingly are valued rather highly.

Based on the above, every worker fills a Personal Commitment form at the start of an Academic year and may revise it mid-session. The overall evaluation is qualified as weighted sum of the achievement/attainment of various responsibilities/commitments. Furthermore, to take into account various important aspects such as Sincerity, Regularity, Punctuality, integrity, loyalty, and personality traits, BLISS has provisions for a multiplicity factor (0.9-1.1) for each of these aspects.

The overall performance is translated into annual increments and BLISS performance of preceding years is taken into account for promotions.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Banasthali Vidyapith, setting extremely high standards of financial transparencies has audited accounts available in bound volumes since its inception in 1935. Banasthali emphatically reiterates that it has carried out internal and external audits in a timely manner with no serious financial irregularity ever reported.

Banasthali's internal auditors and statutory auditors conduct quarterly and half-yearly audits and submit their detailed report so that whatever observations are made by them are attended to immediately so that the issue is completely rectified before the end of the financial year.

Vidyapith's Balance Sheet and Income-Expenditure Statements have attained such stability that Banasthali obtains completely satisfactory report from its statutory auditors. It is worth mentioning that CARE has rated Banasthali Vidyapith at "A+" rating indicating strong financial position and transparency.

The auditors also guide the university in taxation matters and various legal compliances. There has been no occasion of statutory non-compliance even in very non-significant matters.

The regulatory bodies also laud Vidyapith's efforts as it always provides Utilization Certificates and other documents accurately and in a timely manner.

File Description	Document
Any additional information	View Document

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

Response: 1799.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
694.32	629.39	402.5	62.25	11.1

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document

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

Response:

The Vidyapith embarked upon its journey in 1935 when the concept of education for a girl child virtually didn't exist. The founders went door-to-door to recruit students. There was no question of charging any fee and the founders again went door-to-door to collect small charities to run the institution.

The very fact that this model sustained for more than three decades is a testimony to their zeal and commitment.

When college education began to expand, Banasthali became a Grant-in-Aid college and received funding from the Government of Rajasthan. It also received funds from the Government of India, initially directly from the Ministry and subsequently from UGC. Even at that time to do justice to its educational ideology and carry out activities such as flying and horse riding, it had to mobilize considerable resources on its

own.

Over the years as the university grew exponentially, the Government support could not keep pace and for more than a decade the Vidyapith is completely self-sustaining as far as revenue budget is concerned.

The university however receives considerable funds from governmental sources for research and development and had received considerable philanthropic support for many of its new initiatives. As on today, the Vidyapith has a very stable policy of running its day-to-day activities on a self-sustaining basis and carrying out all developmental activities through government and philanthropic support.

The Vidyapith is always on a look-out for government schemes which are aligned to its development plans and pursues them proactively. For instance, the DST had set up a Centre for Mathematical Sciences (CMS) and Centre for Basic Sciences (CURIE) with substantial funding to good effect. Banasthali was one of the first institutions identified by the NITI Aayog for setting up Atal Incubation Centre.

Banasthali also engages very aggressively with big corporates and donors. For instance, many of its new initiatives such as Law School and School of Automation are supported by substantial philanthropic support.

Banasthali also utilizes all its grants and public support promptly and exactly for the purposes for which it was given. The Vidyapith has a track record of no grant ever remaining unutilized and Utilization Certificates and other documents are always submitted to the funding agency in a timely manner.

Fee receipts and other resources are planned to be utilized rather judiciously by the Executive Council on the advise of the Finance Committee. The Executive Council/ Finance Committee and the leadership of the Vidyapith also ensures legal compliances and strict adherence to the Rules and Regulations of the university.

It is indeed heartening to note that Banasthali has earned a reputation that every Rupee given to the institution, by the government and private donors alike, shall be well spent. The then Finance Officer of the UGC when he visited to attend the Finance Committee meeting remarked, “Banasthali’s financial model is for the country to emulate”.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Banasthali Vidyapith until late 70s and early 80s had already emerged as a very distinguished and sought after institution for women's education. The Vidyapith was thus notified by the Government of India, on

the advice of University Grants Commission, as an "Institution Deemed to be University" in 1983. In fact, the Vidyapith was always regarded as a premier institution for women's education and after being notified as an institution deemed to be university the quality of the institution in every aspect rose enormously.

Ever since IQAC has been established, it is leading the way in creating quality consciousness across all spheres of the Vidyapith. Notably, in the past few years Banasthali has witnessed a massive growth in offerings and enrolment, vast improvement in the infrastructure, exponential growth in the research profile and better accreditation, rankings and visibility. The impressive growth profile has been made possible by the relentless efforts of the top management, faculty, staff members and students ably guided by meticulous and far sighted planning by IQAC especially in quality initiatives and the way the institution manages its data.

Few of the initiatives by IQAC are detailed below:

1. Strengthening research through policy initiatives and identifying major thrust areas.

Research at Banasthali evolved with seamless integration to its ethos and educational ideology. With an aim to further augment the research achievements, Vidyapith through its IQAC cell introduced a Research Promotion Scheme (BVRPS) so that researchers are motivated to undertake high-end research.

Keeping in perspective societal relevance, trans-disciplinary nature, innovation quotient, national importance and global significance the IQAC has identified the following major thrust areas of research: Sustainable Energy Sources, Water Remediation, Drug Discovery and Development, Organic Synthesis & Medicinal Chemistry, Stress Biology, Earth Systems, Theoretical Computer Science, Artificial Intelligence, Mathematics and Statistics, Traditional Knowledge Systems.

In the last decade, the quality initiatives of IQAC have resulted in increasing publications by 80%, more publications are of better impact, funding of research projects have shown a whooping increase while doctoral degrees awarded have shown healthy rise all indicating that the future shall be even brighter.

2. Streamlining Information Management for better Ranking, Rating and Accreditation.

The university has been submitting requisite data to AISHE, QS, NIRF and THE. The IQAC has identified the need to streamline the process as one of its core activities by ensuring timely submission, accuracy and integrity of data and collective decision making.

This has enabled the Vidyapith to nearly double its applications to various ratings and ranking agencies, submission of data well in time with increased accuracy and integrity, and maintaining proper verifiable records. It has also ensured participatory and data-driven decision making which is of immense help to the top management and Executive Council.

As a result of these and many other quality initiatives of the IQAC, Vidyapith's overall reputation today stands better than ever before with better accreditation, rankings and visibility as the Vidyapith features in **THE World University Rankings**. Most significantly, it is the **second highest ranked women's university in the world**.

File Description	Document
Any additional information	View Document

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

Response:

Title : Strengthening the Effective Handout System (EHS) at Banasthali Vidyapith

Goal : Effective Handout System aims at promoting excellence in teaching, learning and evaluation as an integral part of providing unmatched intellectual education to students under the innovative five fold education system (Panchmukhi Vikas – Intellectual, Physical, Practical, Aesthetic and Moral) of Banasthali Vidyapith. EHS also seeks to bring more commitment & discipline among the teachers and the students for overall academic excellence.

The Context: The handout system needed some modifications in wake of dynamic environment and the IQAC has evolved a mechanism to strengthen it based on interaction with stakeholders. Effective Handout System (EHS) has been successfully introduced for all the 26 departments in gradual phases. Today for all courses under UG/PG programmes, EHS is used. The challenges that IQAC faced while designing and implementing EHS were diversity of subjects and different yet all worthwhile views of teachers of various cadre and section of students. The IQAC dealt with it judiciously by recording the views, analyzing them and conducting meetings with various departments and evolved an acceptable structure and system.

Practice and Outcome: A Faculty member takes inputs in form of students' feedback, course curriculum, objectives & external environment and prepares a draft handout for a course. This draft is presented in a meeting of Faculty members, in presence of at least one of IQAC members and is subject to open feedback from all faculty members and Head/Dean. In few of the cases, the draft is modified and the final version of Handout is provided to students before the commencement of classes.

A Handout for a course taught by a teacher contains information pertaining to course plan (topics covered under a given number of lectures, respective text/references, sequence & recap), evaluation policy (component, weightage, schedule i.e. date, syllabus, topics of assignment/presentation/project & policy about choice of a component), course objectives, list of e-resources etc. At the end of every month the faculty member undertakes self-review about extent to which Handout could be implemented, while the Head/Dean review the implementation of EHS at least once during the semester and concerns (if any) are shared with the teacher.

Title : Improving Online Aptitude Preparation of Students in collaboration with Industry

Goal : Every year thousands of students at Banasthali Vidyapith take up recruitment drives and the first step in recruitment drive is aptitude testing. To improve the performance and instilling confidence, the Vidyapith collaborated with CII-Wheelbox to offer industry recognized free aptitude testing.

The Context: A feel of Industry endorsed online testing in simulated environment is quite necessary for job aspirants.

Practice and Outcome: Over the last 4 years more than 4000 students have been benefitted from Aptitude Preparation and Testing. The process involves briefing the students, teachers, HOD/Dean followed by preparation, e-registration and e-testing. The scores are made available to students and concerned departments. The Vidyapith has received 2 awards at national level for participation and performance and features in the annual India Skills Report as well.

NAAC

File Description	Document
Any additional information	View Document

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	14	10	4	4

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of University	View Document

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

Response:

Banasthali Vidyapith until late 70s and early 80s had already emerged as a very distinguished and sought after institution for women's education. During the last decade, the university has strengthened its standing as the premier university for women's education by making substantial improvement in its infrastructure, quality of programmes, students' progression, research and visibility among the stakeholders.

Notably, in the past few years Banasthali has witnessed many improvements as detailed below:

1. **Massive growth in offerings and enrolment:** Banasthali has played its part in improving India's GER and in preparing enlighten women with strong value-base to take up leadership roles in all walks of life. The Vidyapith offers graduate and post-graduate programmes in a vast variety of disciplines. To keep up pace with the current times and trends new disciplines such as Mechatronics, Remote Sensing, Nano Technology, Bio Informatics, Computational Mathematics, Aviation Science have been introduced in last decade. One of the biggest achievements of the University is that it continues to implement its comprehensive educational programmes despite its student population increasing many-folds. The Vidyapith has constantly strived that as it undergoes expansions the support facilities must also increase proportionately.
2. **Exponential growth in the research profile:** Banasthali Vidyapith has been able to raise its research profile virtually from non-existent levels at the time it as notified as an institution deemed to be university to meeting 1000 papers criteria of THE (Times Higher Education) world rankings.

Research is a significant activity at Vidyapith and the accomplishments in this field are noteworthy. Vidyapith is carrying out sponsored research for various funding agencies. It has received substantial support for its research initiatives from various government departments. In the last two decades the publications have increased by 88%, more publications are of better impact, funding of research projects have shown a whopping increase while doctoral degrees awarded have shown healthy rise all indicating that the future shall be even brighter.

1. **Vast improvement in the infrastructure:** The Vidyapith has improved its intake substantially over the last five years and has added world class infrastructure by several orders of magnitude including state-of-the-art academic buildings well furnished hostels, faculty and non-teaching housing for staff members and substantially enhanced its support services such as cafeteria, canteens, shops and other facilities. The infrastructure in terms of computing facilities, Internet & Library has been strengthened for benefit of researchers. In addition several online journals are made available to researchers through UGC-INFLIBNET Consortium. The 30 academic buildings with cover area of 1900 to 7100 sq meters encompass state of art facilities and contain world class equipment. There are over 4500 computers with over 2.5 GBPS leased line access and UPS back up. The entire campus has 100% power backup.

Being a fully residential university, the accommodation is provided to all teaching and non-teaching staff. In total the university has 1035 staff quarters.

The facilities for Physical Education, an integral part of the Five-fold ideology are also excellent with a flying club, Horse Riding facilities, Swimming pool, Shooting range, Cricket Ground., Basketball courts with flood lights, Tennis courts, Hockey field, Four Hundred meters cinder track with eight lanes, Volley Ball, Throw Ball, Hand Ball Court, Facility for field events, Archery Range, Netball, Softball, Table Tennis Hall, Partially enclosed Badminton Court and an ultra-modern Multi-facility Gymnasium.

The Vidyapith has its own 180 bedded 'Apaji-Arogya-Mandir', offering a broad spectrum of cost effective and humanistic clinical services to the resident students and staff members and especially to the rural populace of the surrounding areas who do not have any immediate access to medical services.

1. **Major new initiatives:** After witnessing massive expansion and growth the Vidyapith, of late, has initiated some major initiatives such as sustaining the research momentum through DST CURIE

centre, establishing Atal Incubation Centre in collaboration with NITI Aayog, various projects in collaboration with MEITY, State Bank of India and AU Small Finance Bank and establishing a world-class School of Automation.

2. **Augmentation of learning resources:** While there has been ...% increase in the number of books,% increase in number of journals, the Vidyapith subscribes to reputed database, software and analytical tools such as Scopus, Manupatra, SCC Online, Web of Science, Prowess, and MATLAB. The Vidyapith has laid special emphasis on aligning the MOOCs with the regular courses and developed modules for benefit of teachers in collaboration with the MHRD.
3. **Campus security:** **The campus security has been vastly improved with adopting complete electronic surveillance system, deploying more security guards and improving the overall processes such as student leave system.**
4. **Green Initiatives:** **Strengthening eco-friendliness of the campus the Vidyapith has increased its green cover by 50% in last five years. It has drawn ambitious plan to set up a Solar power plant and augment the capacity of its STP. The Vidyapith is also reducing paper usage and has banned single use plastic. It is also launching a major initiative for organic farming.**
5. **Better rankings, ratings and visibility:** Vidyapith's overall reputation today stands as better than ever before with better accreditation, rankings and visibility as evidenced from the following:

- Recently, the Vidyapith has featured in **THE World University Rankings** and is the **second highest ranked women's university in the world.**
- Banasthali has been declared as the **University of The Year by FICCI** in 2016.
- Banasthali has always been amongst the top 50-60 in **NIRF** ranking and top 20 in Pharmacy.
- Vidyapith receives one of the highest ranks amongst private universities by India Today.
- The Vidyapith is ranked among top 500 Universities in Asia and received overall **4-Stars rating** by **QS.**
- India Today in its Independence Day Special issue of 2008 placed Banasthali amongst 62 institutions such as the Parliament, Supreme Court, BARC, TIFR, IITs and IIMs whom they call '**India's finest institutions that make the Nation work**'

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 109

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	28	14	23	16

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

Banasthali originated in only of its kind situation when a father lost his promising daughter before its hour and decided to train other girls the same way. Therefore, Banasthali is truly a university for women and not a carbon copy of any other university where, by the way, only women are enrolled. It is a women's university in terms of its choices of the programmes, ethos of the campus and more generally the way it perceives education. Special needs and strengths of women are always kept in mind. Naturally, the university provides for a vast number of facilities specific to women including safety, security, counseling and common room facilities.

Safety and Security: The campus has a very robust system for the safety and security of girls. Safety, security and counseling of girls are its prime concerns reflected as under:

- The campus has 8-10' boundary wall with barbed wires and has very tight round-the-clock security with security guards deployed at different places.
- Entry into the campus is highly restricted with only authorized guests/ visitors and upto 4 persons as indicated in students form are allowed to enter after a thorough verification.
- Ragging is strictly prohibited in the campus.

Health-care facilities: The campus has a 180 bedded hospital which is open 24h with at least one physician and a gynecologist is available at all times for any emergencies. Ambulance facility is available 24x7 on-call for students in the campus.

Counselling: One of the biggest strengths of Banasthali Vidyapith is its family environment, due to its origin, which is preserved and maintained despite its exponential growth. As a result, the campus ethos is such that a student is highly unlikely to feel lonely and develop syndromes which require counseling. Even then as a measure of abundant precaution the Vidyapith has evolved the following formal mechanisms:

- There is a functional central counselling cell in the university.
- Each hostel has a designated room where students who feel the need are counseled.
- The faculty members of each department constantly interact with students and they guide and counsel them for their academic growth, career possibilities and many other important topics.
- There is also a provision for legal counselling.

Common Room: The Vidyapith is the largest residential women's university in the world having close to 15000 students residing in more than 50 hostels. Banasthali treats hostel life as an integral part of education of girls and has evolved many healthy practices to nurture good human values as detailed below:

- There is an all religion prayer every evening in every hostel in prayer room which also serves as a common room for students to meet, socialize and hold small functions to develop a sense of community living and spirit of sharing.
- In addition, there is another 'common room' which has some indoor games and also serves as reading room where copies of several leading newspapers and magazines are available.

File Description	Document
Any additional information	View Document

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

Response: 26.51

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

Response: 1260614

7.1.3.2 Total annual power requirement (in KWH)

Response: 4754752

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 53.47

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

Response: 466560

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 872640

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

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Banasthali Vidyapith since its inception has been sensitive towards nature and environment. Vidyapith is located in a pastoral setting and it has a green campus with lawns, well maintained gardens, sidewalks and green belts. Banasthali Vidypaith believes in establishing harmony between nature and culture and with that mission in mind it emphasises on environment sustainability in its campus. It makes all possible efforts to keep the campus clean, green, and environment friendly with proper waste separation and its disposal. The campus is strictly 'No Smoking' and designates smoking a punishable 'Major misconduct' in by-laws. The university has lately banned the use of plastic bottle, cups and glasses. Further, Vidyapith promotes e-governance and has automated most functions.

Solid waste management: Banasthali Vidyapith over the years has developed the following systems and procedures for solid waste management:

- Solid waste management in the university is managed by a central unit. This unit is facilitated by a number of workers who help in maintaining solid waste management.
- Most of the departments have an independent unit of maintaining solid waste which is produced in the department.
- In the same line some department also have Swachhta Committee which plays an important role in maintaining sanitation and cleanliness in the department.
- Solid waste management is also executed by sifting biodegradable and non-biodegradable waste.
- Burning of leaves, vegetable waste and some general wastes is completely prohibited within the campus to maintain carbon neutrality.

- The Vidyapith also disposes useless, obsolete items that prevent the unnecessary collection of junk and it also allows the university to make maximum use of the space.
- Some solid waste is accumulated by Krishi Vigyan Kendra and is used for composting.
- The university has implemented the policy to use technology in maximum official function that has reduced the use of paper. This also promotes e-governance in the campus.
- Most official, administrative and academic notices are circulated through digital media.
- Dustbins have been placed in the campus so that waste material may easily be managed.

Liquid Waste Management: Banasthali Vidyapith is always ahead of its time in adopting environment friendly technologies like solar lights/water-heaters and true to its several decade old ethos has adopted very strong liquid waste management systems and procedures as follows:

- The Vidyapith had set up a Sewage Treatment Plant (STP) way back in 2006 that treats sewage and the treated water is used for gardening and flushing.
- Biological waste produced in various Science departments is properly segregated and disposed with utmost care.
- Bio-hazardous waste products are disposed by following the guidelines mentioned by regulating bodies.

E-waste: Utmost care is taken that e-waste is not generated at the first place as the university has been following the policy that most computers, laptops and other electronic goods are procured in buy-back mode and as a result the old machines are invariably taken back by the vendor leaving no e-waste.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The founders of the Vidyapith relocated to Banasthali in 1920s' with a view to carry out 'Rural Reconstruction' and to motivate village folks to take active part in freedom movement. Deeply influenced by the Father of the Nation, Mahatma Gandhi, they were very keen to develop Banasthali as self-sustaining 'Gandhi Gram'. Thus, Banasthali consumed vegetables only organically grown in and around campus, consume milk produced in its own dairy and wore cloths made of self-spun and self-woven Khadi. Therefore, life in perfect harmony with its environment is an intrinsic ethos of Banasthali.

Water is no exception to this. Since inception the campus was so developed that there were more than 100 wells strategically located all across the campus. A large part of rain water was naturally diverted to these wells for direct consumption as well as charging the aquifer. In addition, there were several ponds to hold the rain water some even all year round.

Thus, Banasthali was naturally completely self-sustaining for several decades. As a result, the campus has a far dense green cover as compared to the surroundings. Banasthali is making conscious efforts to not

only preserve but augment its green cover which would besides adding to its serene and beautiful environment would also be helpful in retaining water. For instance, the Vidyapith has organized several aggressive plantation drives and with active participation of students has planted close to 10000 plants and shrubs.

Over the years, however, the water requirement grew proportional to its exponential growth and Banasthali was constrained to consume some water provided through Municipal supply. But, due to its long tradition, the campus is still largely self-reliant. Banasthali set up a Sewage Treatment Plant (STP) way back in 2006 so that sewage water could be recycled for horticulture and flushing. Banasthali has also set up natural structures so that large part of rainwater is taken either to one of the wells or to some pond.

The Vidyapith has drawn a roadmap keeping in mind the future water requirements commensurate with its development and is engaging some reputed water conservation and water management firms. Vidyapith intends to setup further rainwater harvesting structures and augment the capacity of some of its ponds so that it regains complete water self reliance over the next couple of years.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

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

Response:

Banasthali Vidyapith has been self-sustaining for several decades. The campus has a far dense green cover as compared to the surroundings. Vidyapith has organized plantation drives with active participation of students and planted close to 10000 plants and shrubs. Banasthali set up a Sewage Treatment Plant (STP) way back in 2006. Banasthali has also set up natural structures so that large part of rainwater is taken either to one of the wells or to some ponds.

The Vidyapith is a green and a clean campus. Here both students and staff members use eco friendly means of transportation which helps in keeping the the campus green and clean.

- The university is fully residential and therefore all students and staff members and faculty members live within the campus.
- The Vidyapith has a vast campus of 850 acres with as many as 26 departments and 50 hostels. They are located at a distance from each other. Therefore both students and staff members use different means of transportation along with regular habit of walking along roads in order to reach their distinct locations.

- For transportation, there are two major means- bicycles and mini buses which ferry students and staff members from one destination to another.

Use of bicycles:

- Students of the university are not allowed to use any motor driven vehicles so that the campus can be pollution free.
- Most of the students either walk to the department or they use bicycles. This helps in keeping the campus pollution free and green.

Public Transport

- The university is well connected with several modes of public transportation that is railways, roadways etc.
- There are some mini buses which carry students and staff members from one destination to another at different intervals of time.
- Mini buses ply from 8.00 am to 8.00 pm.

Pedestrian friendly roads

- The roads of the campus are convenient for the pedestrian as the main road has special speed breakers which do not allow the transport and motor to run fast.
- There are many cross sections on roads which are also safe for the pedestrian to pass through
- All roads are interconnected which make the passersby move easily from one place to another.

Plastic Free Campus

- Banasthali Vidyapith is located amid pastoral and idyllic setting with a green landscape of trees and plants. The university has been regularly planting trees which has indeed made the campus green, eco friendly and pollution free.
- The ecology of the campus is such that it is conducive to self-reflectivity and Gandhian thoughts on education.
- The Vidyapith has strictly prohibited single use plastic in all university events. All students, workers and vendors within the campus have also been advised accordingly.
- With the advent of digital India and the application of technology in our day to day life, the use of paper has vastly reduced.

File Description	Document
Any additional information	View Document

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

Response: 4.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
445.74	203.95	301.20	385.75	408.42

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

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

last five years**Response:** 485

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

2018-19	2017-18	2016-17	2015-16	2014-15
93	132	114	89	57

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 129

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

2018-19	2017-18	2016-17	2015-16	2014-15
28	19	33	33	16

File Description	Document
Report of the event	View Document

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

File Description	Document
Any additional information	View Document

7.1.13 Display of core values in the institution and on its website**Response:** Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

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

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Any additional information	View Document

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

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 150

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

2018-19	2017-18	2016-17	2015-16	2014-15
31	31	29	30	29

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

Banasthali Vidyapith has value education central and all encompassing to its unique and time-tested five-fold educational ideology comprising of physical, practical, aesthetic, intellectual and moral aspects. There are formal components to cater to physical, practical, aesthetic and intellectual education but, the Vidyapith believes that value inculcation and character building are not possible within the confines of a classroom.

To this end Vidyapith has a rich tradition of celebrating a large number of cultural and national festivals including birth/death anniversary of great Indian personalities so that the students are able to derive inspiration from them. The entire academic calendar is full of such events adding so much fervor to the campus life besides having immense educational value. Month-wise break-up of such events is as follows:

August: Independence Day, Shaheed Diwas, Ganesh Chaturthi, Janmasthanmi, Tulsi Jayanti.

October: Gandhi Jayanti, Ramanavmi, Dussehra, Deepawali, Banasthali's co-founder Padama Shri Smt. Ratan Shastri (Bhabhuji) Death Anniversary, Lal Bahadur Shastri Jayanti, Sardar Patel Jayanti

November: Gurunanak Jayanti, Founder's (Apaji) Birthday

December: Christmas, Founder's (Apaji) Death Anniversary

January: Lohri, Republic Day, Shram Dan Diwas (Gandhi Ji Death Anniversary), Swami Vivekananda Jayanti

February: Basant Panchami, Mahashivratri,

March: Holi

April: Mahavir Jayanti

May-June: Budh Jayanti, Eid.

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

Response:

The founders of the Vidyapith were luminaries of India's freedom struggle and held very high public positions where they set such high standards of integrity which transcended to the institution as well. The level of transparency with which Banasthali Vidyapith operates can be gauged from the one very simple fact that Annual reports and Audited accounts are available in bound volumes since its inception (1935). Banasthali is well known for its utmost honesty, integrity and transparency and no untoward instance has ever been reported of any financial, academic and administrative irregularity.

Academic transparency

- Admissions are carried out in the most transparent manner. The university releases admission notices in a large number of national/regional dailies giving complete details of all courses and completely automated admission process based only on merit.
- The Vidyapith prepares an academic calendar at the end of an academic year for the subsequent year and it is strictly adhered to.
- The website maintains relevant information about all departments, faculties and programmes including course structure, credits, detailed curriculum and various electives available with students. The website provides all requisite information about various academic policies.
- The academic bodies of the university such as Boards of Studies, Faculties and Academic Council have been meeting regularly without fail for decades. As a result, the Vidyapith has one of the best turn-around-time as far as implementing academic decisions are concerned.
- Examinations of the university are held as per pre-declared programme without fail for decades. No examination of the Vidyapith has ever been boycotted and no serious irregularity has ever been reported. The examination results are also declared well within time.
- The evaluation policy of the Vidyapith has a fine blend of formative and summative assessment. The answer scripts of the continuous assessment are shown to the students.
- The university has a unique well-defined grievance redressal mechanism about question papers. Students can also file for re-evaluation.
- The university has a policy that every teacher must prepare a hand-out stating the detailed lecture-wise plan, suggested reading material, continuous assessment policy etc to be given to the students in the very first class.

Financial Transparency

- The accounts of the Vidyapith are audited satisfactorily by Chartered Accountant in time.
- All fee and receipts and payments are accounted for observing strict budgetary control.
- The Vidyapith has completely automated its accounts and every financial information can be made available readily.

- Vidyapith ensures that all statutory compliances are met and there has been no occasion of serious financial irregularity.

Administrative and Auxiliary functions

- Bansthal Vidyapith has a well defined administrative structure and due to its long tradition of family like environment there has been no occasion of administrative disharmony.
- The Recruitments are held with utmost transparency as per the procedure defines in MoA/Rules.
- The administration of the Vidyapith is well known for its dedication, efficiency and integrity and works in alignment with the objectives of the Vidyapith.

7.2 Best Practices

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

Response:

Best Practice-1

Title: Comprehensive Five-fold Educational Ideology for Holistic Development.

Objectives: Banasthal Vidyapith, established in 1935, is the world's largest residential university for women, doing pioneer work in its field for more than eight decades.

The Vidyapith believes that education is meant for developing an integral and harmonious personality of its students, in the context of synthesis of spiritual values and scientific achievements of the East and the West, to nurture enlightened women leaders in all walks of life with strong value-base. To achieve this, the Vidyapith evolved very innovative and highly effective educational ideology, *Panchmukhi Shiksha* (five-fold education), comprising of **Physical, Practical, Aesthetic, Intellectual and Moral aspects**.

Context: Banasthal embarked upon its journey in 1935 when the concept of education for girl child virtually didn't exist. The Vidyapith faced the first enormous challenge going door-to-door to bring girls to education. The next big challenge around 1960s was to retain them in education. Keeping the societal context in mind, women's education had to provide for good citizenship, effective home-making, motherhood and career in some cases. Five-fold education had all the ingredients mixed in right proportion to achieve all this. Even today, when the Vidyapith has opened many new emerging areas and the students aspire for top positions in professional life, Banasthal's graduates are known to possess exemplary leadership qualities largely due to their physical, practical, aesthetic and moral training.

Practice: Vidyapith, the cradle of many innovative ideas in women's education and empowerment, has always been in the mode of re-inventing and re-defining itself. Originated in only of its kind situation, when a father lost his promising daughter at a tender age and decided to train others the same way to realize the dreams he had for his own daughter, the Vidyapith evolved a highly innovative 8-year school programme called 'Sanskrita', which had five distinct aspects: physical, practical, aesthetic, intellectual and moral, to nurture cultured women in times when the concept of education for women did not exist.

The founders went from door-to-door to recruit students. To partly finance their noble and novel venture of the largely unheard practice of educating the girl child, they again and went door-to-door to obtain small charities.

Sustaining this impossibility they not only managed to bring the girl child to school but also soon began to retain them for higher education. The focus however remained holistic development in the context of synthesis of spiritual values and scientific achievements of the East and the West. They realized that Panchmukhi Siksha has universal relevance and beautifully adapted it to the higher education as well.

Thus, evolved a unique, highly innovative and immensely successful five-fold educational ideology, *Panchmukhi Shiksha*, that optimally blends these five components towards all-round development of students.

The physical dimension includes flying, horse-riding, parade, martial art, shooting, swimming, yoga and various modern and traditional sports which besides ensuring physical well-being also inculcates numerous values such as courage, determination, dedication and team-work. The Practical aspect includes *sanganer*-style printing and dyeing, batique, bandhej, tailoring, embroidery, cooking, craft and *paper-mache* just to list a few. The aesthetic dimension, another very strong point of Banasthali campus ethos, includes training in all forms of Indian classical music and dances. There are provisions to take active part in theatre, radio jockeying and some technical aspects of mass communication besides learning drawing and painting.

The intellectual activity includes the teaching and learning of the highest standards in disciplinary courses with content and suggested readings comparable with the leading universities of the world. To go along with it is a bouquet of foundation courses such as Indian Cultural Heritage, Parenthood and Family Relations, Women in Indian Society, Universal Human Values, Human Body and Health and Selected Writings of Great Authors which provide the necessary life-skills. To further enrich the process there are provisions for reading electives, project based learning, wide range of open electives and online courses.

The Moral dimension is all-encompassing and it aims at inculcating Indian culture and values among students through all the activities they participate in and also through the campus life which is based on Gandhian philosophy of '*simple-living and high-thinking*'.

Evidence of Success: Banasthali graduates are known the world over for their leadership qualities have by and large brought radical transformation in their families, organizations and surroundings.

Some of the students, founders literally dragged them from their homes for education who eventually became ministers, speakers and governors. Banasthali very proudly feels that it has many firsts attached to its name! For example Smt. Meira Kumar, the first lady Speaker of Loksabha did her schooling from Banasthali. Similarly, the first and only female Speaker of Rajasthan Assembly, Smt. Sumitra Singh completed her entire education from Banasthali. She even acknowledged in her oath taking ceremony that but for Banasthali she would have been working at her farm taking care of cattle's. Sunita Godara became first women ever to win a marathon in 1986 and holds a world record of winning most number of marathons. This trend is continuing till date when Banasthali provided the first ever women fighter-jet pilot, Avni Chaturvedi.

Besides these high achievers Banasthali graduates in professional courses often obtain close to 100% campus placement and can be found in thousands in leading national and multi-national companies. They

also join academics and research organizations in large numbers.

Problems Encountered and Resources Required: Banasthali embarked upon its journey in 1935 when the concept of education for the girl child virtually didn't exist. Therefore, the biggest hurdle was to change this mindset which the founders dealt with admirably by going door-to-door to recruit students. There was no question of charging any fee and they also went door-to-door to collect donations to carry out their dream. To effectively implement its innovative Five-fold educational ideology the Vidyapith had to carry out numerous activities with no additional fee, such as flying and horse-riding having huge financial implications. With social attitudes towards paying for education, particularly that of a girl child, the Vidyapith had always faced extreme financial hardships. Despite that the Vidyapith has not only survived and sustained but has also grown at a rapid pace. Banasthali Vidyapith is widely regarded as one of the finest models of financing higher education.

Best Practice-2

Title: Process Re-engineering of work profile and compensation

Objectives: Most leading academic institutions across the globe such as MIT/Harvard expect a high degree of self motivation and leadership from their faculty. The culture in many leading corporates such as IBM is similar and this process is seamlessly linked to performance appraisal. Based on the personal experience of current Vice-Chancellor at so many such institutions, a highly innovative scheme was proposed to

- (i) allow teaching staff to design their own work-profile as per their interests and aptitude;
- (ii) rationalize and improve the compensation;
- (iii) bring in efficiency and accountability.

Context: Higher Education is undergoing a radical transformation for the last few decades with the emergence of technologies and breaking of boundaries across disciplines and nationalities. Most leading academic institutions across the globe such as MIT/Harvard expect a high degree of self motivation and leadership from their faculty. A paradigm shift was required to enable every new age faculty member who has to adopt newer methods of teaching through self-reflexivity and at the same time do quality research to design ones' own work-profile according to their interests and aptitude. Furthermore, a placid yearly increment cannot encourage/incentivize most faculty members to take up the challenging task and work-profile Re-engineering needs to be seamlessly integrated with increments and promotion to bring in more efficiency and accountability.

Practice: Every worker fills a Personal Commitment form at the start of an Academic year and may revise it mid-session at the end of the first semester. It covers teaching, research, departmental and institutional work that the faculty members would undertake throughout the year. The major/primary/most significant responsibility of teachers is to 'teach'. Teachers are also expected to carry our research and other academic activities and also take active part as 'responsible corporate citizen'. This is all the more important for an institution like Banasthali who emphasizes on value inculcation through comprehensive educational programmes and active participation towards maintaining and enhancing campus ethos, which is indeed the most important contribution one can make to the university. The teaching responsibilities could vary between 50-80% of the overall responsibilities. Evaluation of teaching is based on students' feedback.

The research work can comprise of 5-50% of one's overall commitment and can be achieved through various parameters like publications in quality journals/books/conference proceedings, participation/organization of Conferences/Symposia, research supervision, research awards and distinctions and mobilizing research funds.

Departmental responsibilities include the contribution of Deans/Heads (5-30% credit) and also faculty members (5-15% credit) who are part of various departmental committees. Deans/Heads are evaluated as per the feedback provided by the students and colleagues.

As Banasthali is striving ahead in its march towards excellence, institutional responsibilities/activities are the most critical link and accordingly are valued rather highly.

The overall evaluation is qualified as weighted sum of the achievement/attainment of various responsibilities/commitments. Furthermore, to take into account various important aspects such as Sincerity, Regularity, Punctuality, integrity, loyalty, and personality traits, BLISS has provisions for a multiplicity factor (0.9-1.1) for each of these aspects.

The overall performance is translated into annual increments and BLISS performance of preceding years is taken into account for promotions.

Evidence of Success: BLISS at Banasthali Vidyapith has been very enthusiastically embraced by the staff members mainly due to the participative manner in which it was conceptualized and worked out with the decentralized approach. Although the workers of the Vidyapith are aligned to its Mission and Vision and are dedicated to furthering the cause of the institution, for the first time, BLISS gave them a simple measureable score to quantify their achievements and contributions. BLISS has also acted as a guide for improvement in the teaching and learning process adopted by the faculty members for course correction and has resulted in immense improvement in research outcomes and resource mobilization.

Problems encountered and resources required: Conceptualizing a uniform performance appraisal system in a large and comprehensive university like Banasthali with a vast variety of courses and offerings and both in nature and way of delivery is a huge challenge in itself. The BLISS scheme has successfully been able to address some of these issues, however, implementation has thrown a new set of challenges, especially, the huge documentation it involves. The BLISS, although quite rational, is rather complicated and may favor individualistic achievements. As such, simplification of the process, an open ended quantification along with a balanced weightage for institutional contribution including alignment to Banasthali ethos and institutional citizenship are duly reflected in the scores. The Vidyapith is regularly refining the process and the latest version of BLISS is much better than the original one.

Best Practice-3

Title: Re- engineering the engineering education-The Banasthali way!

Objective: It is widely believed that Engineering programs are not nurturing engineers of the desired level. The employability of engineering graduates is rapidly going down and has led to rise in the disillusionment about engineering education. Traditionally, the emphasis of engineering education has been on the technical side and not much has changed. However, Engineering lies at the interface between Science and Society. Therefore, Engineering education should be broad based with more general education components, a practice followed by leading Engineering institutions around the world. Banasthali evolved

an engineering curriculum which, besides being broad-based, emphasizes on societal issues to be addressed through engineering as well as nurturing personality traits essential to be an effective Engineer.

Context: It is extremely unfortunate that many times it is said that Engineering education has failed the country. The employability of engineers was rapidly going down so much so that some years ago Mr. NR Narayan Murthy famously stated that, '*less than 20% of engineering graduates are employable*'. Quite clearly, the engineering education had to be re-engineered to make it more meaningful by introducing necessary skills to make the graduates employable in the 21st century.

Practice: Banasthali believes that the problem solving skills of engineers are equally influenced by the societal and human values therefore its engineering curricula has been so structured as to incorporate equal components of general education and engineering education.

The unique Five- fold educational ideology of Banasthali comprising of physical, practical, aesthetic, intellectual and moral aspects of education optimally blends these components towards all-round development of students.

The University is a staunch supporter of striking the right balance between the general education and subject-specific education and has reflected its ideology clearly in its engineering curriculum with a bouquet of foundation courses offered to its engineering graduates. Courses related to new emerging areas in engineering, viz. Design, Automation and Robotics have been introduced. The restructuring of course composition of engineering education has resulted in a very high component of general education (45%) comprising of Foundation Courses (10%), Humanities, Social Science and Allied courses (HSSA-5%) and Basic Sciences (30%). The engineering education includes Core Engineering courses (20%), Disciplinary Courses (30%) and Electives (5%). Equal weightage is given to disciplinary as well as open electives. Open elective courses can be chosen from any engineering discipline. The Interdisciplinary courses (5-6%) are covered in the Disciplinary course component.

Banasthali has also brought about major improvement in its engineering infrastructure of late. Its School of Automation is one such facility which bridges the gap between academia and the industry providing real time industrial exposure to its engineering graduates and is quintessence of the University's relentless pursuit of excellence, where the engineering students are exposed to real-world situations. The School provides the much needed modern engineering environment to the students to create systems and products with state-of-art infrastructure where the engineering graduates learn to design new, innovative projects. The students are not only trained hands on in real-life engineering tools but also learn multi- disciplinary approach towards problem solving. Here, the budding engineers involve in wide-ranging studies in diverse fields of engineering, the automation of production machinery and devices, and the maintenance of production facilities with their safety aspects.

The School features sophisticated laboratories which are the requirement of modern day automation including Computer Integrated Manufacturing Lab, Advanced robotics, Mechatronics Lab, Hydraulic Lab, PLC(programmable Logic Controller) and Industry 4.0 to name a few which are equipped with most modern industrial setup procured from global technology giants such as BOSCH, FESTO, KUKA, Siemens, SMC and Janatics.

Evidence of success: Globally, STEM disciplines have always been considered to be a male domain. Banasthali University has broken this myth long back by bringing girls to STEM education when the world was still grappling with meager enrolments. The University has been ensuring that the untapped potential

of Indian women is enhanced in every discipline of STEM. The engineering and science disciplines are amongst the most sought after courses at the Vidyapith with admitted-to-applied ratio mostly better than 1:10. The engineering graduates obtain close to 100% campus placement and can be found in thousands in leading national and multi-national companies.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

Nurturing enlightened women leaders with strong value-base

A cradle of many innovative ideas in women's education and empowerment, the Vidyapith has always been in the mode of re-inventing and re-defining itself. The Vidyapith believes that education is meant for developing an integral and harmonious personality of its students, in the context of synthesis of spiritual values and scientific achievements of the East and the West, to nurture enlightened women leaders in all walks of life with strong value-base. To achieve this, the Vidyapith has evolved very innovative and highly effective educational ideology, the *Panchmukhi Shiksha* (Five-fold education), comprising of **Physical, Practical, Aesthetic, Intellectual and Moral aspects**.

The origin of the Five-fold education ideology can be traced back to highly innovative 8-year school education programme called 'Sanskrita' to nurture cultured women in times when the concept of education for women did not exist and the Vidyapith faced the first enormous challenge of bringing girls to education. The founders went door-to-door to recruit students. They again went door-to-door to obtain small charities.

Sustaining this impossibility they not only managed to bring the girl child to school but also soon began to retain them for higher education. The focus however remained holistic development in the context of synthesis of spiritual values and scientific achievements of the East and the West. Keeping the societal context in mind, women's education had to provide for good citizenship, effective home-making and motherhood and career in some cases. The founders realized that *Panchmukhi Shiksha* had all the right ingredients and mixing them in right proportion they beautifully adapted it to the higher education as well.

The physical dimension includes flying, horse-riding, parade, martial art, shooting, swimming, yoga and various modern and traditional sports which besides ensuring physical well-being also inculcates numerous values such as courage, determination, dedication and team-work. The practical aspect includes sanganer-style printing and dyeing, batique, bandhej, tailoring, embroidery, cooking, craft and paper-mache just to list a few. The aesthetic dimension, another very strong point of Banasthali campus ethos, includes training in all forms of Indian classical music and dances, theatre, FM radio and drawing and painting.

The intellectual activity includes the teaching and learning of the highest standards in disciplinary courses with content and suggested readings comparable with the leading universities of the world. To go along with it is a bouquet of foundation courses such as Indian Cultural Heritage, Parenthood and Family Relations, Women in Indian Society, Universal Human Values, Human Body and Health and Selected Writings of Great Authors which provide the necessary life-skills. To further enrich the process there are provisions for reading electives, project based learning, wide range of open electives and online courses. Vidyapith has, of late, opened new emerging areas like automation, design thinking and artificial intelligence to boost creativity and innovation.

The Moral dimension is all-encompassing and participating in Five-fold activities is one of the finest examples of value inculcation and character building to nurture enlightened citizens with strong value-base.

The founders of Banasthali were luminaries of India's freedom struggle and thus the concept of Banasthali took form in an ethos of dedication to the nation. Furthermore, Banasthali believes that education has no meaning without cultural context and aims at preserving and inculcating the essential values and ideals of Indian culture and way of life. Therefore, Banasthali's edifice stands upon the twin pillars of Nationalism and Indian Culture.

Therefore, besides an already effective Five-fold programme, Vidyapith has made its campus so rich with vast range of activities that students naturally tend to imbibe so many values.

For example, community life without distinction is one of the prime Indian heritage which must be preserved and inculcated amongst the students. To this end Vidyapith has a rich tradition of celebrating a large number of religious and cultural festivals including Janmashami, Ganesh Chaturthi, Ram Navmi, Dusshera, Navratri, Deepwali, Guru Nanak Jayanti, Christmas, Eid, Lohri, Basant Panchmi and Holi together adding so much joy to the campus life besides emphasizing our rich secular traditions.

Furthermore, the way Banasthali celebrates various National festivals like Independence Day, Republic Day, Saheed Diwas very few institutions across the country do that. Banasthali students are known to have a strong feeling of Nationalism. Furthermore, birth/death anniversary of great Indian leaders including the Father of the Nation, Sardar Patel, Lal Bahadur Shastri and other personalities such as Tulsi and Vivekanand so that the students are able to derive inspiration from them. The entire academic calendar is full of such events adding so much fervor to the campus life besides having immense educational values.

Values are more important than competencies which in turn are more important than knowledge. As far as the moral education is concerned, there is no parallel to the ethos of the highly safe and secure campus of the Vidyapith where every student habitually wears Khadi, takes part in evening all-religion prayer, practices doing ones work by ones' own hands and practices Gandhian philosophy of '*simple-living and high-thinking*'.

Banasthali's graduates are known to possess exemplary leadership qualities largely due to their physical, practical, aesthetic and moral training and have by and large brought radical transformation in their families, organizations and surroundings besides attaining close to 100% placements in leading national and multi-national companies.

More significantly, Banasthali has many firsts attached to its name! For example Smt. Meira Kumar, the first lady Speaker of Loksabha did her schooling from Banasthali. Similarly, the first and only female

Speaker of Rajasthan Assembly, Smt. Sumitra Singh completed her entire education from Banasthali. She even acknowledged in her oath taking ceremony that but for Banasthali she would have been working at her farm taking care of cattle's. Sunita Godara became first women ever to win a marathon in 1986 and holds a world record of winning most number of marathons. This trend is continuing till date when Banasthali provided the first ever women fighter-jet pilot, Avni Chaturvedi.

Banasthali is indeed nurturing women leaders in all walks of life for generations!

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5. CONCLUSION

Additional Information :

Beginning its journey with 5 students in 1935, Banasthali today is a comprehensive university offering graduate and post-graduate programmes in a vast variety of disciplines such as Arts, Humanities, Social Sciences, Bio-technology, Bio-science, Computer Science, Mathematical Sciences, Physical Sciences, Electronics, Engineering, Earth Sciences, Fine Arts, Management, Aviation, Education, Home Science, Design, Pharmacy, Law, Commerce and Journalism & Mass Communication.

Vidyapith's reputation today stands better than ever before as evident from the following:

- Recently, the Vidyapith has featured in **THE World University Rankings** and is the **second highest ranked women's university in the world**.
- Banasthali has been declared as the **University of The Year by FICCI** in 2016.
- Banasthali has always been amongst the top 50-60 in **NIRF** ranking and top 20 in Pharmacy.
- Vidyapith receives one of the highest ranks amongst private universities by India Today.
- The Vidyapith is ranked among top 500 Universities in Asia and received overall **4-Stars rating by QS**.
- India Today in its Independence Day Special issue of 2008 placed Banasthali amongst 62 institutions such as the Parliament, Supreme Court, BARC, TIFR, IITs and IIMs whom they call '**India's finest institutions that make the Nation work**'

Throughout its journey, the Vidyapith has enjoyed the blessings of top leaders, corporate giants and other distinguished personalities. Banasthali had good fortune of hosting Presidents, Vice-Presidents, Prime Ministers, Governors, Cabinet Ministers, Corporate leaders and highly eminent individuals including Nobel Laureates. They had the following to say about Banasthali:

- "*Banasthali is enshrined in my heart*". – Mahatma Gandhi.
- "Banasthali Vidyapith is doing good work in developing allround personality of women". – Dr. S. Radhakrishnan.
- "Banasthali Vidyapith is a milestone in the World of women's education." – Shri Rahul Bajaj, Chairman- Bajaj Group.
- "We focus exclusively on academics, but, Banasthali promotes *Panchmukhi Shiksha*." – Prof. Louise Richardson, Vice Chancellor, University of Oxford.
- "The five-fold education of Banasthali needs to be replicated across the country." – Shri. M Venkaiah Naidu, Vice-President of India.
- "The way to new India goes via Banasthali" – Dr. Pokhariyal, HRD Minister.

Concluding Remarks :

Banasthali Vidyapith, being unique from its very inception and foundation has emerged as a benchmark of excellence and innovation for the world of education. Simplicity and selfless service have remained

institutional hallmarks, in tune with the ideology of our founders. The Vidyapith until late 70s had already emerged as a very distinguished and sought after institution. The Vidyapith was thus notified by the Government of India, on the advice of University Grants Commission, as an "Institution Deemed to be University" in 1983.

The university could demonstrate significant progress in all the spheres be it the teaching & learning, research, infrastructure or students' progression, owing to its strong governance and leadership.

Vidyapith is keen to extend quality higher education to more and more women of the country. We would most humbly submit that Banasthali has played its part in improving GER and in preparing enlightened women with strong value-base to take up leadership roles in all walks of life. For example, TCS alone has thousands of Banasthalites working for it.

Groomed in the unique and comprehensive education of Vidyapith, its graduates are known the world over for their leadership qualities and have become governors, corporate chief executives, international sports persons, renowned artists, leading administrators, eminent educationists, social activists, and have by and large brought radical transformation in their families, organizations and surroundings.

Vidyapith's impeccable track record in imparting high quality education, carrying out cutting edge research and unimpeachable integrity in its practices is there for everyone to see.

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