Visva-Bharati

Santiniketan 731235
INDIA

SELF-STUDY REPORT
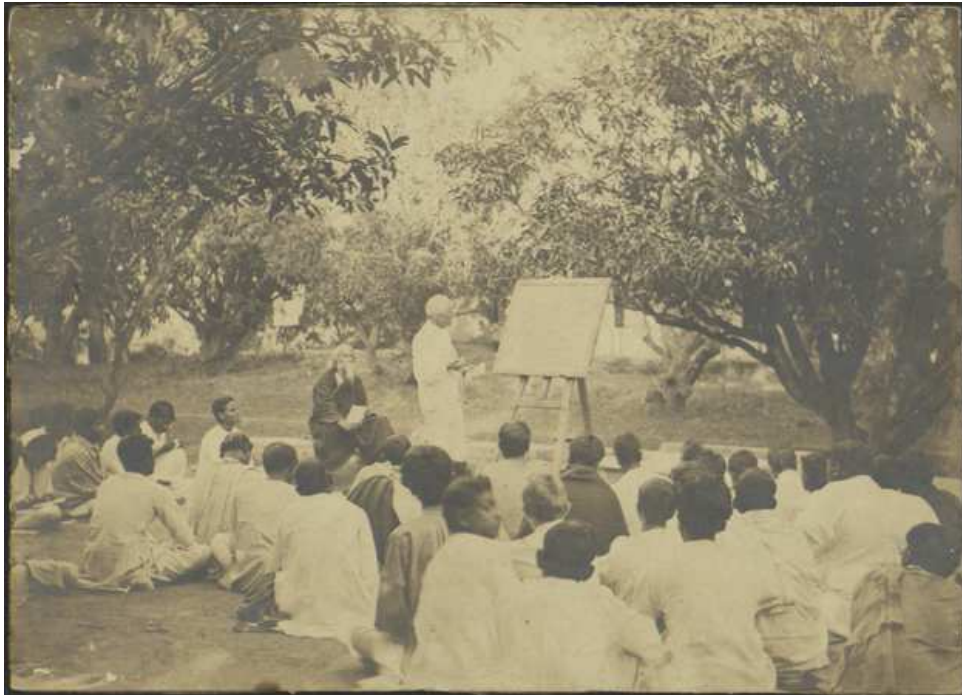
PART - B
Criteria-wise Inputs

Submitted to
National Assessment and Accreditation Council
2014

C O N T E N T S

Criteria-wise Inputs

Rabindranath in class

Criterion I : Curricular Aspects

1.1   Curriculum Design and Development

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

The institutional vision and mission of Visva-Bharati as formulated by the Founder Acharya Rabindranath Tagore has not only been followed by the institution since its inception but with a view to make the system more appropriate and relevant to the present scenario, several new ideas and innovative overtures had been included in the curriculum. Initially the cherished objectives were as follows:

a) To study the mind of Man in its realization of different aspects of truth from diverse points of view.

b) To bring into more intimate relation with one another, through patient study and research, the different cultures of the East on the basis of their underlying unity.

c) To approach the West from the standpoint of such a unity of the life and thought of Asia.

d) To seek to realize in a common fellowship of study the meeting of the East and

the West and thus ultimately to strengthen the fundamental conditions of world peace through the establishment of free communication of ideas between the two hemispheres.

e) And, with such ideals in view, to provide at Santiniketan a Centre of Culture where research into and study of the religion, literature, history, science and art of Hindu, Buddhist, Jain, Islamic, Sikh, Christian and other civilizations may be pursued along with the culture of the West, with that simplicity in externals which is necessary for true spiritual realization, in amity, good fellowship and co-operation between the thinkers and scholars of both Eastern and Western countries, free from all antagonisms of race, nationality, creed or caste.

These visions and missions have been addressed and reflected in the academic programmes starting from school system and developing into the highest doctoral level. In consonance with the prescriptions of ancient Indian scriptural texts like the Upanisads which promulgate the all pervasiveness of truth by declaring – *Satyang Bada, Satyanna pramaditabyam* (Speak the truth, one should not deviate from the path of truth) our curricula have emphasized the formulation of a 'complete man' who will be a protagonist of truth and virtue. Our school which is embedded in the academic scenario starts with a prayer dedicated to Almighty which will envisage truth. The weekly prayer, held in the Mandir (glass temple) attended by Visva-Bharati fraternity including the students consists of predominantly the hymns from our ancient scripture texts and spiritual songs thus emphasize the importance of truth. These prayers and songs are integral part of our curricula. In Vinaya Bhavana, which accommodes the Department of Education and the Department of Physical Education, the students are encouraged to read messages of the spiritual and religious icons like Swami Vivekananda, Rabindranath, Rishi Aurobindo etc. in their daily assembly, simply to imbibe and inculcate truth, moral strength and universal fraternity which constitute the ethos of Indian life. In the textual part, emphasis is laid on spirituality of which adherence to truth is a major component. In the syllabus of Tagore Studies which is a mandatory course for all 1st Year students irrespective of their stream, articles on Gautam Buddha and Mahatma Gandhi by Rabindranath have been incorporated with a view to instill, the core values of life. With this objective, the Department of Comparative Religion had been established to present before students a broad overview of spirituality and religion.

The second avowed objective of the institution i.e. conglomeration of various cultures of the East had been accorded due weightage in the academic programmes. Our Founder Gurudev Rabindranath Tagore had taken special initiative to establish

China Bhavana (The Centre for Chinese Studies and Culture) in 1937. Slowly and gradually another Bhavana representing oriental culture come into existence in the form of Nippon Bhavana (Centre for Japanese Studies). Thus Chinese and Japanese culture and education had formed significant part of our curricula in tune with the institutional vision and mission; Indo-Tibetan Studies forms another significant branch of oriental learning in Visva-Bharati. Highly academic research had been undertaken in all these departments which signals a fusion of neighbouring oriental cultures.

In pursuance of the concept of our Founder who was in favour of effecting synthesis of the East and West and with a profound appreciation of the East underneath, we have several academic programmes to offer our students what is perceived to be best of the West. Instead of a single literature Department like English, we have English and other Modern European Languages Department which teaches French, German, Italian and Russian language and literatures.

To promote peace and harmony among the citizens in a strife-torn and violence-marred world, the institution has introduced a few disciplines in recent part viz. Comparative Literature and Culture Studies which will augment international understanding by encouraging the study of several literatures and cultures of the world, viewed against a backdrop of contemporaneity. To fulfill our objectives, we have introduced a Centre for Modern European Languages, Literature and Cultural Studies which will include study of European literature and culture from a broader perspective.

In our attempt to make Visva-Bharati a International Centre of Culture which will epitomize our motto – '*Yatra Visvam bhavati ekanidam*' (where the world makes a home in a single nest) Indian philosophy, medieval mysticism, Islamic culture, Zoroastrian philosophy, Vedic and classic Sanskrit, Pali, Prakrit, Chinese, Tibetan, Persian, Arabic, German, Latin and Hindi form some major constituents of our academic programmes.

Since we strongly believe that the concept of holistic education can be achieved by amalgamating fine arts and visual arts with conventional mode of education, music and fine arts are our two treasured areas where we excel. To cope with the trend of entranced importance on science and technology, we have several Science Departments Viz. Physics, Chemistry, Mathematics, Zoology, Botany, Bio-technology, Environmental Studies, Statistics and Computer Science etc. An Integrated Science Education programmed also been introduced. In a nutshell, our academic programme has been designed in tune with the mission and vision of the institution.

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

Yes, the University follows a systematic process in designing and developing the curriculum as and when deemed necessary. For instance, in case of introduction of a new course or subject, the issue is discussed in details in departmental committees allied to the proposed course and subject. The matter then comes up for discussion in the meeting of Board of Studies of that Bhavana and then in the meeting of the Institute Board of the relevant Bhavana. In the meeting of Board of Studies and Institute Board, the opinion of the external experts is always sought for. If there is a general consensus of opinion related to suitability of the course and favourable feedback from the stakeholders viz. teachers, students, experts on the subjects, the matter is itemized as agenda for discussion in Academic Council, where Principals of all Bhavanas/Vibhaga and Professors of all Departments, other nominated members are at liberty to express their opinion about the proposed curriculum. If the Academic Council is presided over by Vice-Chancellor endorses the design and structure of the curricula including minute details, the curriculum and course is approved. As such, the entire process of designing and developing curriculum goes through several phases until it is finally approved by the highest body.

1.1.3   **How are the following aspects ensured through curriculum design and development?**
* **Employability**
* **Innovation**
* **Research**

Employability

While maintaining and preserving Tagorean ambience which thrives on value based education and simultaneously encourages job-centric avenues, the University ensures employability and job propensity in designing and developing curricula as far as practicable. For example the Department of CIHAB i.e. Crop Improvement, Horticulture and Agricultural Botany updates its course of studies to include the recent research interests in the curricula from time to time: This helps the Department to train the students in such a way that they find ample job opportunities in various research fields. Similarly the Department of Palli Charcha Kendra in Sriniketan is offering a M.A. Course in Rural Development by developing a course structure and the syllabus which will produce students having a strong basic theoretical knowledge of related core subjects and they will also possess the power to apply those knowledges in the real world situation. Needless

to say, this job-oriented curricula enhances the employability of students. In this context, a special mention may be made of Silpa Sadana, Cottage Industries Training Centre for its need based Course Curriculum which has introduced innovation in technique, technology, aesthetics and design to cater to the requirement of expanding job market for handicrafts. The linkage of the course with the village surrounding has provided stimulus to entrepreneurial activities which also create employability for the pass-outs.

The Rural Extension Centre (REC), one of the oldest Departments of Visva-Bharati located at Sriniketan, in its structured curricula has been giving emphasis over the years on extension programmes to encourage the villages to become self-reliant through formation of Village Development Societies, Self-Help Groups, Youth organizations, Women's forum etc. Invariably, the employability in and around these institutions help our students to get suitable avenues of job.

In the field of science, all nine Departments viz. Chemistry, Mathematics, Physics, Botany, Zoology, Statistics, Computer and System Science, Environmental Studies and Biotechnology and two centres viz. Mathematics Education and Integrated Science Education and Research Centre had structured their curricula in such a way as to generate employability of the students in various research organizations educational institutions as well as public and private sector undertakings. More significantly a few Departments have human faces too. The Department of Environmental Studies has structured a curricula to bridge the rural and urban divide with regard to energy in providing support to the rural people in tribal villages in remote areas for the upliftment and socio-economic development.

In the area of Humanities, several departments have designed their curricula so as to appear lucrative in term of employability. Among the language and literature Departments, the course structure in foreign languages viz. Chinese, Japanese, French, German etc. help the students for job opportunities as interpreter in this globalised world scenario apart from regular job opportunities in teaching and other academic fields. Employability is absolutely ensured in the course structure of Journalism and Mass Communication which produces the budding journalists to cover the world scenario. Even in conventional language and literature courses, the curricula have been designed in such a way as to open up new vistas of thought and thus create avenue for employability. For example, the multi-disciplinary approach to studies in DEOMEL has encouraged students to excel in professional fields like Journalism and Media, apart from pursuing vocations in academic institutions at national and international levels.

The area of social sciences has paid equal attention to this aspect of employability. As for example, the Department of Geography in its curricula has devoted special

attention to the thrust areas like resources management, landscape ecology, population, remote sensing and settlement infrastructure development, urban and regional planning and rural development etc.

In the arena of fine arts and visual arts, employability is the key word in curricular design. A fusion of innovative technique and traditional style has been effected in the curricula of Hindustani Classical Music, Rabindrasangit, Drama and Theatre Arts and classical dance forms (Kathakali and Manipuri) to cater to the taste of contemporaneity but at the same time retaining and preserving the cultural ethos without any compromise. Obviously, there are several takers of this innovative technique in today's world. In the field of art, the Department of Graphic Art (Printmaking) has incorporated new printmaking Medias in their syllabus curricula which has kept the door open for employability.

Innovation

In view of the fact that our Founder Gurudev Rabindranath was ever-agile in introducing innovativeness in curriculum in the form of open air school, Visva-Bharati never desisted from that path. Innovativeness is the keyword in the curriculum design of almost all subjects, irrespective of stream division viz. Humanities, Science or Fine Arts. Let us take a few examples.

In the Department of Plant Protection, Credit-based semester system has been incorporated for UG, PG and Ph.D students in order to make the course curriculum system more flexible. During the year 2011-12, M.Sc.(Ag.) in Plant Protection syllabus was re-structured as per recent recommendation of ICAR. Some new technologies viz. sustainable management of brinjal fruit and shoot borer in egg plant important insert-pests of rice and management of bacterial wilt in a eco-friendly way has been developed.

In the field of Visual Arts, the Department of Painting has introduced a strong process-based art curriculum leading towards awareness to individual creativity and also translating them to socially relevant art practice. The course curricula in the History of Art has played an important role in redefines the history of early modern Indian art during the last 15 years and contributed significantly to the discourse and modernism and contemporary Indian art.

Research

Generation of research motivation has been the principal area of curriculum design in almost all subjects. While details of research will be available from departmental profile, a few salient points of research as explored in designing course curricula may be explored.

a) The Department of Botany explores development of techniques for conservation of biodiversity.

b) In designing the curriculum of zoology Department, special emphasis has been laid to make the students exposed to the vast biological literature other than text books : To promote research which will open up vistas of new thought in other interdisciplinary fields, the course has been designed in such a way that our students in undergraduate and postgraduate courses receive the best practical training not only in all aspects of zoology but also in other branches of life sciences like Bio-chemistry Cell Biology, Genetics, Ecology, Immunology and learn modern experimental techniques, using sophisticated equipment.

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

The University follows the guidelines of UGC and CSIR for developing and restructuring the curricula. However, in consonance with the concept envisaged by our Founder that Humanities and Science Education should have their meeting points, that there should be a symbiosis of nature and education; that interdisciplinarity should be the keyword in higher education, certain innovative ideas in the form of academic flexibility had been incorporated in our syllabus. As a corollary, a student of Physics Honours may take Music as a subsidiary course.

National impact—

(a) The infrastructure and course in Glass Technology, introduced recently in Kala Bhavana i.e., Institute of Fine Arts is the first of its kind in India.

(b) Visva-Bharati is the pioneer in introducing PG and Doctoral Courses in Environmental Studies and Climatology and accordingly the curricula has been widely followed elsewhere subsequently.

(c) Full fledged Under Graduate and Post Graduate Courses, leading up to Doctoral Degree in 'Rabindra-Nritya' i.e. Dance based on Tagore from the current academic session 2014-15, to set a concrete standard of this particular dance form, hitherto unexplored, generating thereby long lasting impact in the arena of creative dance throughout India and abroad has set an example in national arena.

The introduction of a 'Centre for Esraj' in Sangit Bhavana i.e. Institute of Dance, Drama and Music in 2013 is another such path-breaking event and its curriculum formulated accordingly as this is the first-ever centre in Eastern India and presumably abroad.

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

Interaction with industry:

a) Silpa-Sadana i.e. the Institution of Cottage Industries makes regular interaction with branded industrial outlets like Fab India and Aurobindo Mills etc. for marketing and technical know-how.

b) Palli Siksha Bhavana i.e. Institute of Village Education interact with Fertilizer Companies and others for production-related titbits.

Research Bodies:

A few Science Departments especially Zoology has entered in mutual cooperative tie with research institutions e.g. A MoU between Visva-Bharati and Defence Research Laboratory, Tejpur (DRL) Assam has been signed for the promotion of Academic and Research and Development programmes in the areas of Science and Humanities.

Civil Society:

a) The Department of Social Work makes regular interaction with the people emerging from various stratas of society to identify the problems which appear as impediments to the growth and development of the society.

b) Talks and interactive sessions with Social Media and journalists representing the fourth pillar of democracy are regularly organised by Journalism and Mass Communication Department at regular intervals.

1.1.6   Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.
Not applicable.

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

1.2   Academic Flexibility
1.2.1   Furnish the inventory for the following:
    *   **Programmes taught on campus**
        Bhasha-Bhavana(Institute of Languages, Literature and Culture)
        B.A.(Hons.) in   i)   Chinese
                                  ii)   Japanese
                                  iii)   Indo-Tibetn
                                  iv)   English
                                  v)   Hindi
                                  vi)   Odia
                                  vii)   Persian
                                  viii)   Sanskrit
                                  ix)   Santali
                                  x)   European Studies
                                  xi)   Bengali
        B.A. in   xii)   Functional Hindi

M.A. in	i)	Chinese
	ii)	Japanese
	iii)	Indo-Tibetan
	iv)	English
	v)	Hindi
	vi)	Odia
	vii)	Persian
	viii)	Sanskrit
	ix)	Santali
	x)	Bengali
	xi)	Functional Hindi

Vidya-Bhavana(Institute of Humanities and Social Sciences)

B.A.(Hons.) in	i)	A.I.H.C & A
	ii)	Comparative Religion
	iii)	Economics
	iv)	Geography
	v)	History
	vi)	Philosophy
	vii)	Mathematics
M.A. in	i)	A.I.H.C & A
	ii)	Comparative Religion
	iii)	Economics
	iv)	Geography
	v)	History
	vi)	Philosophy
	vii)	Mathematics
	viii)	Journalism & Mass Communication
	ix)	Anthropology

Siksha-Bhavana (Institute of Science)

B.Sc.(Hons.) in	i)	Chemistry
	ii)	Physics
	iii)	Mathematic
	iv)	Statistics
	v)	Computer Science
	vi)	Botany
	vii)	Zoology
M.Sc. in	i)	Chemistry
	ii)	Physics
	iii)	Mathematic
	iv)	Statistics
	v)	Computer Science
	vi)	Botany

	vii)	Zoology
	viii)	Environmental Studies
	ix)	Biotechnology
M.Sc. in	x)	Physical Science (Five-Year Integrated)

Sangit-Bhavana(Institute of Music, Dance & Drama)

B.Music(Hons.) in
- i) Rabindra Sangit
- ii) Manipuri Dance
- iii) Kathakali Dance
- iv) Rabindra Nitya
- v) Drama & Theatre Arts
- vi) H.C.M.(Vocal)
- vii) H.C.M.(Sitar)
- viii) H.C.M.(Esraj)
- ix) H.C.M.(Tabla)
- x) H.C.M(Phakhawaj)

M.Music in
- i) Rabindra Sangit
- ii) Manipuri Dance
- iii) Kathakali Dance
- iv) Rabindra Nitya
- v) H.C.M.(Vocal)
- vi) H.C.M.(Sitar)
- vii) H.C.M.(Esraj)
- viii) H.C.M.(Tabla)
- ix) H.C.M(Phakhawaj)

Kala-Bhavana(Institute of Fine Arts)

B.F.A.(Hons.) in
- i) Painting
- ii) Graphic Art(Print Making)
- iii) Design (Ceramic & Glass)
- iv) Design (Textile)
- v) History of Art
- vi) Sculpture

M.F.A. in
- i) Painting
- ii) Graphic Art(Print Making)
- iii) Design(Ceramic & Glass)
- iv) Design (Textile)
- v) History of Art
- vi) Sculpture

Palli Samgathana Vibhaga(Institute of Rural Reconstruction)
- i) B.S.W(Hons.)
- ii) M.S.W.
- iii) M.A. in Rural Development
- iv) B.Des.

Palli Siksha Bhavana(Institute of agriculture)
- i) **B.Sc.(Ag.) Hons.**
- ii) **M.Sc.(Ag.)** in
  - a) Agronomy
  - b) Horticulture
  - c) Social Science & Agricultural Chemistry
  - d) Plant Protection
  - e) Agriculture Extension

Vinaya-Bhavana(Institute of Education)
- i) **B.Ed.**
- ii) **B.A/B.Sc.(Hons.)** in Physical Education
- iii) **B.P.Ed.**
- iv) **M.P.Ed.**
- v) **M.A.** in Education

* **Overseas programmes offered on campus**
  In consonance with UGC guidelines, overseas programmes cannot be offered on campus.

* **Programmes available for colleges to choose from**
  N.A.

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

a. Core / Elective options
Interdisciplinarity is maintained at the institute level. Flexibility in choice of elective subject irrespective of core discipline has been accepted in principle and efforts are on to implement it in practice. A science student can opt for painting as an Elective Option while a student of Humanities with English Honours can opt for a science Elective subject.

b. Enrichment courses
Since the University believes in the Upanisadic hymn – *sā vidyā yā vimuktaye* "that which liberates is knowledge" a few enrichment courses add to the laurel of the institution.
i) Tagore Studies:
   With a view to enlighten students about the Founder of the University and his myriad minded creativity, Tagore Studies Course divided in two Semesters and a Credit Course is slated to enrich the First Year Under Graduate students, irrespective of their streams.

c. Courses offered in modular form
The University has adopted Semester system in all disciplines. A few Departments like Bengali in Humanities, Journalism and Mass Communication in Social Science, Physics, Chemistry and Environmental Studies in Science, Silpa Sadana in Bachelor in Design or B.Des. Course had already introduced modular form in course curricula. Other Departments in various institutes are already in the process of implementing modular form.

Example:

M. Sc. Semester-I
Theoretical
CH 701: Inorganic Chemistry (Core)
Full Marks: 50 (40 + 10); Credit point: 4

1. **Coordination Chemistry-bonding, stereochemistry and structure (13L)**
   Symmetry and Isomerism; Ligand field theory and molecular orbital theory; nephelauxetic series, structural distortion and lowering of symmetry, electronic, steric and Jahn-Teller effects on energy levels, conformation of chelate ring, structural equilibrium, magnetic properties

2. **Complexes in aqueous solutions (12L)**
   Metal ligand stability constant and its controlling factors, different tools of study (pH-potentiometric, polarographic, spectrophotomectric, volumetric) and methods of measuring stability constants of complexes, Bjerrun half ň method, stability of mixed ligand complexes and calculations, determination of composition (Jobs, mole ratio and slope ratio methods), evaluation of thermodynamic parameters

3. **Molecular magnetism-I (13L)**
   Basic concepts of magnetism, magnetization and magnetic susceptibility, Types magnetic behavior (dia-, para-, ferro-, ferri- and antiferro-) and their temperature dependence, Curie and Curie-Weiss laws, temperature independent paramagnetism, Pascal's Constants and its utilities, Determination of χ_M in solution, Usefulness of μ_s and μ_j equation respectively for transition and inner transition series, Van Vleck's equation and its applications, spin-orbit coupling, zero-field splitting, quenching of orbital angular momentum, High-spin/Low-spin Equilibrium, types of exchange interactions

4. **Electronic spectra of transition metal complexes (12L)**
   Russel-Saunders (R-S) terms-Inter electronic repulsion parameters (B), Splitting of R-S Terms in Different Geometries, Orgel and Tanabe Sugano diagram, Selection rules for spectral transitions, calculation of Dq, B and β parameters, Different types of d-d bands and their assignment, Charge transfer bands

d. Credit accumulation and transfer facility
This process has been initiated in Kala Bhavana (Institute of Fine Arts) which accommodates a good number of foreign students. Recently a few student of Kala Bhavana had the opportunity to get their credit accumulated in a similar course of an University of France in 1st year. The credit is transferred to the parent university course and due weightage has been accorded to their performance in the foreign university where they pursuit their studies in accordance with a Memorandum of Understanding signed with that university name.

e. Lateral and vertical mobility within and across programmes, courses and disciplines

The university encourages lateral and vertical mobility within and across programmes and courses.

Lateral mobility in course:

i) A student of Physics Honours can opt for History of Art as subsidiary which tantamount to lateral mobility in respect of Science to Visual Arts.

ii) A student of History Honours can opt for Rabindranritya – Tagore dance as subsidiary – in this case lateral mobility from Humanities to Fine Arts.

Vertical mobility in programme:

i) The university allows graduate with History Honours to get admission to Post Graduate course in Anthropology.

ii) A Botany Post Graduate student is permitted to pursue Ph.D in Biotechnology.

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

In tune with the motto of the University i.e. "Where the world unites in one nest" and the vision of our Founder Gurudev Rabindranath Tagore who epitomizes internationality, Visva-Bharati has a well-structured policy for attracting international students – a policy which is religiously followed.

Apart from regular courses of the University which any foreign student is eligible to join there are certain courses designed exclusively for foreign students. To offer a glimpse of Indian art, culture, music and classics – both in ancient and contemporary perspective as well as a bird's eye view of Rabindranath and his myriad-minded creativity, there is a provision for one year course for foreign casual students who have cleared Higher Secondary Examination or its equivalent. The courses are offered in the following subjects:

a) A survey of Indian History and Culture

b) Modern Indian Culture with special reference to Rabindranath and Gandhi.

c) Ancient Indian Philosophy and Culture

d) Bengali/Hindi/Odia/Tibetan/Sanskrit language and literature

e) Rabindra Literature

f) Indian Classics

g) Rabindrasangit i.e. Tagore Song

h) Dance

i) Hindustani Classical Music (Vocal or Instrumental : Sitar/Esraj)

j) Indian Art (Painting) Sculpture/Graphic Art/Design (Textile)/Design(Ceramic)

k) History of Art

The University also encourages foreign students for initiating research as per their choice. Short term fellowships are also offered to foreign students to pursue research in a particular field. Mention may be made of a young Mexican scholar who came to Rabindra Bhavana with a view to pursue research on the affinity of Goddess Kali of Indian pantheon with an identical figure of Mexican belief.

Incidentally, it may be mentioned here that 15% of intake capacity is made available for international students as supernumerary seats.

These courses designed for foreign students are fairly successful in the sense that Visual and Fine Arts Departments could attract a sizable number of foreign students.

In this context, it may be mentioned here that the offer of Institute of International Education (IIE) in the form of a complimentary one-year membership, to participate in its various activities and to share its programmes and scholarly reports, directed towards promoting internationalization of education, has been approved by our Academic Council with a view to cultivate international understanding which will draw foreign students more in number.

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

Of the aforementioned courses pertaining to Music, dance and painting are special favourites of foreign students. The coursed in literature and philosophy do not appear to be that attractive because of their theoretical tone.

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

Since Kala Bhavana i.e. Institute of Fine Arts has several MoUs with foreign Universities, the process of dual degree and twinning programmes has been initiated in Kala Bhavana.

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

Instead of self-financing programmes the University has resource generating programmes viz. the Department of Journalism and Mass Communication. Apart from fee structure, admission procedure, salary and teacher qualification are at per with those of aided regular programmes.

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

The University attempts to bring about a fruitful synthesis of both conventional and distance mode of education by taking advantage of modern technology i.e. through sending e-mails to the students exploring the course curricula and its significance, by inviting assignments and explaining the quality improvement that can be effected in them.

While following conventional face-to-face mode, ample opportunity is offered to students to select and combine the courses as per their choice through counselling

at the time of admission, distance mode through e-mail is also adhered to ascertain the opinion and choice of the students.

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

The University has adopted CBCS in all nine Departments of Science and two Centres viz. Mathematics Education and Integrated Science Education and Research : Kala Bhavana i.e. the Institute of Fine Arts and a few Humanities Departments including Journalism and Mass Communication have adopted this system.

The University is an unitary institution and does not have affiliated college.

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

Semester System has been adopted by the entire University, irrespective of their departmental affiliation.

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

Interdisciplinarity is the keyword in designing the courses and curricula of the University since its inception as our Founder Gurudev Rabindranath believed in the efficacy of interdisciplinarity system and tried to implement it in the course curriculum. In the present context, a few examples of interdisciplinarity in our programmes may be cited to substantiate our point:

Culture Studies –

a) M.Phil and Ph.D course curricula in Culture Studies incorporate elements of Visual Art, Film Studies and Media representation.

b) Bachelor in Design (B.Des.) Course in Silpa-Sadana.

This fulltime Four Year (8 Semester) professional Degree course with specialisation in:

i) Pottery-Ceramics and Lifestyle Products
ii) Furniture and Lifestyle Products
iii) Textile and Accessories

includes components of other disciplines in their syllabus:

i.e. in **Semester-I** –

FI/103 Applied Science I (Mathematics and Statistics) – 5 Marks
FI/104 Computer Basic – 3 Marks
FI/107 Visual and Cultural Studies – 5 Marks

Semester-II

FII/03 Applied Science-II (Physics, Chemistry and Mathematics) – 4 Marks
FII/06 Material Science – 4 Marks

Semester-III

FIII/02 Aesthetic Skills – 5 Marks

FIII/06 Rural Studies – 3 Marks

The Centre for Comparative Literature also encourages interdisciplinarity by incorporation in its syllabus feminist literary criticism (an area of Women's Studies) and cultural critique of Indian and world literatures.

Secondly, interdisciplinarity in maintained in our programmes too. A Centre for Research on Rabindrasangit and another based on Tagore drama is run concomitantly by Rabindra Bhavana and Sangit Bhavana.

Outcome:

These interdisciplinary programmes are extremely fruitful as they represent fusion of creativity of both disciplines and being complementary to each other, they open up new vistas of research and penetrating overview.

1.3   Curriculum Enrichment

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

In tune with the changing scenario pertaining to the national and global situation and in the area of innovativeness of knowledge, the curriculum of the university is reviewed and upgraded.

In the Department of Chemistry, during the last five years the PG Course has been re-structured twice and several new and relevant disciplines e.g. Green Chemistry, Nanotechnology, Material Science, Renewable Energy and Computational Courses in our Ph.D curriculum has been introduced.

The PG degree curriculum in Journalism and Mass Communication introduced in 2003-04, has undergone major changes with increasing thrust on all the media tools, ranging from print to electronic, from broadcasting to narrow casting from the very beginning. Initiation to the practicalities of communication is early, so that the absorption is complete.

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

*   Inter-disciplinary

*   programmes in emerging areas

Undergraduate Courses:

a)   Santali in Bhasha Bhavana – 2009-10

b)   Bachelor in Design (B.Des.) under Silpa Sadana (Institute of Industry), Palli Samagathana Vibhaga – 2009-10

c)   Rabindranritya in Sangit Bhavana – 2014-15

d)   Modern European Languages, Literatures and Cultural Studies (French or Russian or German or Italian under Bhasha Bhavana) – 2014-15

Postgraduate Courses :

a) Santali (under Bhasha Bhavana) – 2009-10

Inter-disciplinary

All these newly introduced courses are inter-disciplinary in nature e.g.

a) Both Undergraduate and Postgraduate courses in Santali have been framed in such a way as to show its relation with other Indian languages viz. Bengali, and also to trace its evolution from the indigenous source.

b) The curricula of B.DES substantiates its strong interdisciplinary component as already shown in our answer to 1.2.10.

c) Rabindranritya is not simply a dance-centric course but it is inherently related to other forms of Indian classical dance viz. Bharatnatyam, Manipuri, Kathakali and needless to say with Tagore song and literature as essential components.

d) Modern European Languages, Literature and Cultural Studies course suggests by its very name absolute interdisciplinarity in approach covering the entire gamut of modern European languages.

Programmes in emerging areas –

All the newly introduced courses fulfil the requirement of newly emerging areas of knowledge.

Santali has been recognised as a major language of India and as such the introduction of Undergraduate and Postgraduate courses in a Central University are in tune with the need of the day.

Bachelor in Design (B.DES) course has been structured in such a way as to make a student conversant and skilled in Lifestyle Products in Pottery, Ceramics, Furniture and Textile and Accessories enabling him/her to gain a foothold in the current emerging world of design cemented by fashion and technology.

Rabindra-Nritya is another such emerging area which caters to the long-cherished requirement of a structured course in Tagore-dance which is yet to take its final shape in both theoretical and practical parlance.

1.3.3 **What are the strategies adopted for the revision of the existing programmes?**

The following strategies are adopted:

a) When a Department feels the requirement of revision of existing programmes or for introduction of a new curriculum or for implementation of a particular curriculum allied to the existing programme, the matter is discussed along with its pros and cons in the Departmental Committee, attended by all faculty members of that particular Department.

b) In case of a general consensus of opinion, the matter comes up for discussion in the meeting of Board of Studies where external members play a major role in expressing their unbiased opinion about the proposed revision of the curriculum.

c) If the faculty members and experts agree at least in spirit about the proposed revision, then the recommendation of Board of Studies along with modification if any, is placed in the meeting of Academic Council a much larger body comprising of all Directors, Principals, Professors, External members and

chaired by Vice-Chancellor. The proposed revision is discussed in details and if approved, is finally accorded formal shape.

What percentage of courses underwent a syllabus revision?

With the introduction of Semester system in 2011, all courses underwent syllabus revision excepting Agriculture and Ancient Indian History and Archaeology as they were conducting Semester system from before.

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

Tagore Studies is a major value-added course which is offered by the University to inculcate moral values and ethics, enunciated by our Founder Father Gurudev Rabindranath Tagore. This course is based on excerpts from Tagore's articles wherein an attempt had been made by the author to give a concrete modern approach to the moral tenets imbibed by Rabindranath from ancient Indian spiritual texts viz. the Upanisads. This course also highlights the myriad-minded creativity of Tagore right from his adolescence into blossoming of efflorescence of the great poet and philosopher.

The University has made this value-added Tagore Studies course mandatory for all 1st Year students, irrespective of their stream and discipline.

Apart from this course, M.Phil and Ph.D courses in Culture Studies have a strong value component emphasizing Tagorean concept of value and the eternal values which have nourished and nurtured the human civilization for centuries.

Postgraduate course in Journalism and Mass Communication has a 'Heritage and Culture' component which also emphasizes our Indian value system as enshrined in our heritage.

1.3.5   **Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?**

Several Departments have implemented Skill Development Programmes with the avowed objective to make the people skilled enough to earn their own living in however crude form they might be: This is in tune with the concept of our Founder who always intended to make people self sufficient in their own fields. Obviously some are in consonance with the guidelines of National Skill Development corporation and others while a few are deigned by the university to fulfil the demand of the neighbourhood.

The dept. of crop Improvement, Horticulture and Agricultural Botany (CIHAB) initiated the following skill development programme.

 a) A hands on training in Horticulture was conducted at Horticulture Farm of Department of Crop Improvement, Horticulture & Agricultural Botany (CIHAB) for the Casual Workers of the university for their skill development during August'2013.

b) Faculties of the department delivered lectures in different training programme organized by Rathindra Krishi Vigyan Kendra (RKVK), Palli Siksha Bhavana and other Government and Private organizations on different aspects of 'Horticultural Technology' like production of fruits, vegetables, plantation crops, spices, flowers including post harvest technology as skill development programme for growers, unemployed youth and women.

c) A considerable number of interview based Television (Doordarshan) and Radio (Akashvaani) Programme on different aspects of 'Horticultural Technology' have been performed by different faculties for the growers and farmers.

d) All the faculty members of Horticulture section of the department are engaged with 'Rural Agricultural Works Experiences' programme of B. Sc. (Agriculture) students which is a major skill development programme at under graduate level.

1.4   Feedback System

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

Yes, the university has a formal mechanism system to obtain feedback from the students regarding the curriculum and it is used to improve the curriculum in several ways. We may cite the instance of Palli charcha Kendra. Since the Department is channelizing their efforts to establish it as an academic discipline by developing a course structure and the syllabus which will produce students with a strong basic theoretical knowledge of related core subjects and also to apply the subjects in the real world situations, the students are continuously interacting with the rural people and providing this feedback to the faculty. This feedback from the students is utilized by the faculty and other peers to assess the changing rural scenario and formulate project for rural upliftment. Thus the feedback from students serves as a tool to improvise the curriculum and also to make the curriculum a well-blended mix theory and practice.

To seek feedback from students is a general phenomenon of academic practice of the university. This feedback is generally obtained from interactive meetings involving students and faculties, seeking intervention of illustrious alumnus as well as from other stake holders.

The feedback received from students and others are analysed in departmental meetings and the plausible modification, revision on thorough change of the curriculum figure in the deliberation after giving due weightage to this feedback.

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

It is our proud privilege that alumni of Visva-Bharati are occupying coveted posts throughout the globe. Apart from that, we have nationally and internationally

reputed scholars as Adjunct Professors. Professor Emeritus and Scholars in Residence. Hence we have the opportunity to get their feedback and valued opinion about curriculum orientation, inclusion of contemporary and relevant topics and out looks in the syllabus and application of current technological innovation in making the curriculum more relevant in the contemporary perspectives.

The University organises regular workshops, seminars and online discussions to receive opinion from eminent academicians nationally and internationally acclaimed scholars in various disciplines. For instance, the Department of Journalism and Mars Communication in collaboration with FES, the renowned German foundation has arranged a international conference in 2014 to seek feedback from national and international scholars on one of the most important upcoming issues of the curricula **crony Journalism**.

A workshop by Bettino Fran cirri from Florence, Italy was organised on Mixed Media in 2013 by the Department of Sculpture to give vent to the idea of improvisation in the curricula

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

1.4.4   **What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?**
To maintain quality sustenance and implement quality enhancement of the curricula the University has adopted the following measures.

a) For effective sustenance, well equipped and dynamic faculty members with national and international exposures and specialization on diverse areas are utilised to its utmost.

b) By introducing effective curriculum with updated syllabus including elective and special papers on contemporary topics.

c) Well equipped departmental library in order to ensure students easy access to required study material for quality sustenance of the curricula.

d) By seeking opinion and suggestion from well acclaimed academicians as to the sustenance and development of curricula.

Any other information regarding Curricular Aspects which the University would like to include.

These are certain salient features which makes Visva-Bharati not only different from other universities but also unique and almost unrivalled with shining brilliance. In V.B. students are not simply confined within the four walls of the classroom nor is their training restricted within the dry pages of books. Functions and festivities which are embedded in nature like plantation of saplings, spring

festival or a few others which accord credence to harvest and harvesters (the ploughing of the Hala) or functions which eulogise the beauty of nature in different cycles, not only adds colour to the Curriculum but also forms and integral part of the curriculum with a view to make the students conscious and appreciative of the surrounding world and various groups of people encircling us. The concept of 'ideals' man as envisaged by our founder here finds its fruition and makes it unique in the truest sense of the term.

Tagore as teacher

CRITERION II: TEACHING-LEARNING AND EVALUATION
2.1   Student Enrolment and Profile
2.1.1   How does the university ensure publicity and transparency in the admission process?

To ensure foolproof transparency as well as to give publicity to the admission process, the University adopts the following measures.

In graduation level

a)   Advertisement seeking applications for admission in various subjects under different Bhavans and Schools is put up in the university website. Requisite marks and number of seats are also well defined.

b)   A national eligibility test in conducted in various centres of India.

c) Merit list is published based on performance with strict adherence to rules and regulations related to SC, ST and OBC reservation.

d) Finally selected candidates are called for interview and counselling.

e) The list of selected candidates, eligible for admission is finally put up in the website.

The entire process ensures both publicity and transparency.

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

The process of admission discussed in 2.1.1

Criteria for admission at all stages U.G., PG, M.Phil and Ph.D

Merit, Entrance Test and Interview.

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

Not applicable.

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

The University is indeed keen to review its admission process and student profile: A high profile committee, constituted by the Vice chancellor, Visva-Bharati and headed by the Vice-chancellor of Calcutta University, examined in details the admission process and submitted its report which incorporated suggestions and innovative comments. This report was sent to Principals of all Bhavanas and HODs of various departments for their opinion. These opinions were analysed and put into a concrete shape by the University. The recommendations of the committee along with the comments of University academia was placed in Academic Council and after a prolonged discussion, the admission process was finalised for 2014-15.

In post admission stage, the student profile once again came under review in a meeting, chaired by Vice-chancellor. It was pointed out that students emerging from SC, ST and other economically disadvantaged strata did very well in the admission test. It is also a matter on record that students from all over India were admitted thus fulfilling the concept of "Yatra Visvm bhavati ekanidam" (Where the world meets in one nest).

The outcome of such an analysis: The analysis was indeed fruitful in the sense that it advised for introducing more examination centres in various parts of India with a view to accord this central University a more national character as it will invite more students outside the periphery of Bengal. Obviously it has contributed to the improvement of the process.

2.1.5 **What are the strategies adopted to increase / improve access for students belonging to the following categories:**
* **SC/ST, OBC**
    a) The Reservation policy in case of admission as stipulated by Government of India rule is strictly followed
    b) In tune with UGC guidelines, remedial classes were held to cater to the academic requirement of these students.
    c) Hostel fees is waived for these students.
    d) Preference is accorded to these students in case of any vocational training course in under to make them self sufficient.
* **Women**
    Apart from encouraging girl students in and outside class room, a few facilities are provided to women.
    a) In sport activities, exclusive change room and special toilet are always kept for women participants.
    b) Women coaches have been appointed to incentivize students.
    c) A judo course for girl students has been introduced recently to combat any untoward advance from anti-socials.
* **Persons with varied disabilities**
    a) Special care in taken of all such students. All students with disability are provided with tricycle for their mobility within the university campus.
    b) Brail system of learning is introduced in the library for students with disability in eyesight.
    c) In most of the Bhavanas, ramp facility is provided to assist the disabled students.
* **Economically weaker sections**
    Fellowships and scholarships are awarded to help them manage their academic need.
* **Outstanding achievers in sports and other extracurricular activities**
    a) These is a sports quota in admission for outstanding sports performers.
    b) Tracksuit and Blazer are offered to outstanding sports performers.
    c) Prizes are awarded in the Annual function.
    d) For achiever Sports Team, felicitation is awarded in the annual function.
    e) Preference is given to outstanding students in both sports and other extracurricular activities in distribution of Students Aid Fund money.
    f) During sports activities, calorie diet is offered to sports performers.

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

Categories	Year 2010-11	Year 2011-12	Year 2012-13	Year 2013-14

	Male	Female	Male	Female	Male	Female	Male	Female
SC	589	326	616	347	649	313	719	368
ST	204	128	237	122	239	127	247	150
OBC	500	223	569	273	711	356	898	482
General	1819	1563	1847	1620	1706	1624	2102	1829
Others	212	90	234	117	330	195	355	174

2.1.7 **Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease. As on 30/09/2013**

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG	13300	3091	4.3:1
PG	6600	1959	3.3:1
Integrated Masters	382	48	8:1
M.Phil	272	82	3.3:1
Ph.D	2072	1235	1.7:1
Integrated Ph.D	11	5	2:1
Certificate	842	363	2.3:1
Diploma	78	17	4.5:1
PG Diploma	3142	1884	1.6:1
Any other (please specify)			

2.1.8 **Were any programmes discontinued / staggered by the university in the last four years? If yes, please specify the reasons.**
No programme was discontinued.

2.2 **Catering to Student Diversity**
2.2.1 **Does the university organize orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.**
In the first slots, the University organizes induction programmes in various phases. The Vice-chancellor addresses the students and explains in a nutshell the values the University stands for.
Issues Covered: In these programmes, the vision and mission of the University, the concept of education as envisaged by Tagore and its relevance in contemporary world, Tagore's concept of holistic education these issues figure in the speech of the Vice-chancellor.

Then follows an interactive session with students.

Duration: 2 hours approximately.

2) The Departments send their students to Rabindra-Bhavana, the largest repository of Tagore-related treasures for introduction to Tagore ambience in uttarayana complex. They are usually addressed by Director, Rabindra-Bhavana who explains to them Tagore and his family, myriad-minded activity of Tagore the values inculcated by Tagore in his education system etc. The students are shown the five houses in Uttarayana which were inhabited by Tagore during the last phase of his life.

This year, in the mandatory Tagore Studies programme for 1st year Undergraduate students, the Vice-chancellor addresses the first class to narrate his impression of Tagore and Visva-Bharati.

Mechanism: The students during interaction express their feedback which helps the University authority to devise strategy for improvement of such programme.

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

In a country like India where a vast milieu of population still belongs to below poverty line strata, it is obvious that the requirements of the students also vary both from financial and academic angles. Following the footsteps of our founder who always believed in the upliftment of down trodden and elevation of their socio-economic status, the University has formulated a straight-jacket policy for assessing students requirements which are obviously not identical in nature, but which should be taken care of in the larger interest of students. As such, the University has adopted the following measures.

a)   Initial counselling of students is held in all departments. This helps the faculty to identity and locate the problems faced by the students community at large and individual in particular.

b)   In case of financial constraints faced by the students, the University offers financial package in the form of offering free ships, scholarships and other economic benefits.

c)   In case of academic deficiencies the faculty takes special care in the form of special counselling sessions, so as to make them quite comfortable in the University setup.

d)   The students are also made aware of the menace of ragging and how to combat it.

In short, all plausible steps to take note of students requirements are adopted. Furthermore these measures also update our knowledge about socio economic and environmental conditions of the surrounding society and this know how may also be used to formulate a date base of the students.

2.2.3   **Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?**

The University offered remedial courses for a academically disadvantaged and SC/ST students in the following subjects.

In humanities:

a) Bengali, English, Hindi, History, Ancient Indian History

b) Social Work.

c) Science: Most of the faculty members in each department are involved in this exercise. These courses are usually an aged in the late hours and more specifically according to the advantage of the teacher and the taught.

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

Despite the absence of a comprehensive date based study, some work has been done to assess the growth rate of marginalised students as a whole. It is indeed encouraging to note that the students emerging from the so called disadvantaged Sartre are more focussed in their performance. As the university offers scholarships and free ships for disadvantaged to quell their economic hardships, they are in a position to make it up. The university also offers assistance in some from or other to the physically handicapped by offering them mobile chairs etc. Obviously this has an impact on the psyche of the students and an impetus to overcome their shortcomings.

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

The University identifies the learning needs of advanced learners through class introduction, tutorials and counselling.

Actions taken:

a) The University analyses special classes to promote the advanced students.

b) Regular counselling is also held to make them fit for advanced studies in India and abroad.

c) The Placement Assistant Cell (PAC) also helps the meritorious students to get befitting position.

2.3   **Teaching-Learning Process**

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

The University has chalked out the teaching, learning and evaluation schedule meticulously.

Academic Calendar:
The University has a detailed academic calendar along with evaluation blue print which shows the proposed examination schedule for the academic session. This has three components: a) Name of Examination, b) Fee Submission dates, c) All processes regarding the commencement of the examination should be coupled along with date of the examination.

In the prospectus too, relevant information about academic schedule are mentioned viz.

a) Classes begin as soon as the admission is over. Certificate and Diploma Courses In Language, Music etc. however usually begin later.

b) The University has summer vacation of thirty days from mid May- mid June and Autumn.

Recess of fifteen days during October-November.

Weekly Holidays- Wednesday and Sunday.

Every Department has its own **Teaching Plan**, divided in various modules: For instance, Semester wise distribution of courses and credit hours in B.Sc Agriculture Honours course is given below.

Course Code	Name of the Course	Course structure (credits)		
		Theory	Practical	Total
Semester-I				
ACB 111	Biochemistry	2	1	3
AGR 111	Introductory Agriculture	1	0	1
AGR 111	Principles of Agronomy and Agricultural Meteorology	2	1	3
CMA 111	Introduction to Computer and Applications	0	2	2
HOR 111	Production Technology of Fruit Crops	2	1	3
PPC 111	Agricultural Microgiology	2	1	3
SSC 111	Introduction to Soil Science	2	1	3

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

The University provides course outlines and course schedules in Visva Bharati website at the time of publication of admission notification.

The effectiveness of the process is ensured as the students seeking admission can opt for a particular course with at least rudimentary knowledge abut the course content.

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

The University is strictly following the time schedule stipulated for academic curricula. The working days have been increased. Even on days of festivity, academic schedule is hardly interrupted. As such the course curricula in almost all subject is completed within scheduled time frame.

In cases of major impediment to the work schedule, special care is undertaken by the university in arranging extra classes, in allocating teaching faculty to compensate disruption of class schedule and consequent impediment in completion of the curriculum, if any.

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

In consonance with the concept of our founder Gurudev Rabindranath who always believed that it is the student whose holistic development or so to say in rendering him into a complete man is the be all and end all of education the entire teaching-leaning process is Visva-Bharati is student-centric. In our schools Patha Bhavana and Siksha Satra, open air education where students are encouraged to have their first lesson from nature is still practised and the students are given full liberty to nurture themselves with joy and mirth.

In undergraduate and post graduate levels too, learning is made students-centric through regular interaction and counselling aimed to assess the requirement, the choice, the aptitude of the students. In Visva-Bharati, participatory learning is practised since its inception and as a matter of fact it has become part of the curricula in at least a few major subject. It has been declared in Visva-Bharati ordinance that B.Sc. (Ag.) Honours Course will consist of six semesters of intramural teaching followed by one semester of Experiential teaching and another semester of Rural Awareness Work Experience (RAWE). The Journalism and Mass communication Department also includes "method for advertising communication and retrospective scenario building."

Participatory learning activities:

a)   The students are invited for interaction with faculty on course material.

b)   The students are invited to present talk, seminar paper on any topic as per their choice.

c)   In cases where dissertation presentation on behalf of the students is part of the curricula, the students are given absolute liberty to choose the topic.

d)   The students can opt for any elective irrespective of any consideration, related to their core subjects.

e)   Extracurricular activities are always encouraged to provide students absolute freedom to pursue their creative endeavour.

f)   The functions and festivities which constitute a major part of our curricula offer students scope and opportunity to pursue their creative ability. These

participatory learning activities are all aimed to provide a student much space for holistic development.

The University has an exclusive Department of lifelong learning and Extension designed by our founder. Tagore stood for holistic development covering all aspects of prosperity of rural life like improvement of agriculture, education, health, livelihood and handicrafts etc. Keeping parity with the present situation, this Department is encouraging its students not only to become self-reliant but also to assist villagers to adopt cooperative way of living with integration, local initiation, local leadership and local self governance in every aspect of public life.

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

The University has a well-defined policy of inviting experts to deliver lectures, talks in seminars, symposiums and workshops with the avowed objective of dissemination of knowledge among the students community. For instance, Rabindra-Bhavana organises a lecture on Tagore and his creativity on last Sunday of every calendar month in 'Rabindraprabaha' series. The University has **'Study Circle'** which invites eminent speakers of national and international repute to deliver talk on any relevant topic.

In a week-long programme to pay our tribute to our founder starting from the day of his demise 9th May, invited speakers discuss at length on various aspects of Tagore. Apart from these regular programmes, each department organises seminar where speakers from all over the world are invited for deliberation.

The University invites 'Scholars in Residence, Emeritus Professors, Visiting Professors for advancement of learning.

Scholars in Residence– Three; **Emeritus Professor**– one; **Adjunct Faculty**– Three; **Visiting Professor**– Eight.

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

In tune with the cry of the day, the university has clearly adopted e-learning methods which include use of computers, power point presentation, over head projectors and other technological devices to complement traditional mode of teaching.

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

The University makes utmost use of the modern technical equipments in teaching learning process. To name a few:
a) e-learning through computer aided system.
b) Teleconferencing with scholars and over the globe.
c) Skype method of communication.
d) Multimedia devices.

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

The faculty involved in Department of Computer Science and more distinctly the computer Centre, are monitoring the use of Free and Open Source Software Packages for faculty of the University.

The benefits accrued from this community unravel the window of higher knowledge to all. As such the benefits viz. easy access to higher knowledge etc. are incorporated in the academic process of the University.

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

The University has taken several steps to implement this–

a)   The library remains open day and night throughout the year except three public holidays.

b)   Kala-Bhavana and Science Departments keep their laboratories open day and night except public holidays.

However traditional class rooms are yet to be converted into 24×7 learning places.

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

The University is concerned about academic and mental stability and well being of the students. Hence the following methods have been adopted.

a)   Frequent counselling of students to assess their requirement, their problems if any and to find out the remedial measure.

b)   **For psycho-social guidance** In order to maintain a healthy mental set up of the students and to combat the various psychological issues confronted by students, the university has established a students counselling centre where psychologist counsels the students on regular basis. The counsellor visits the university twice a week and helps the student with mental discomfort to overcome them.

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

The methods used by the faculty:

a)   PowerPoint Presentation

b)   Audio-visual method.

c)   Use of multimedia in teaching deliberations

d) Through practical based project work, field study.
e) Sensitizing the students with the contemporary issues and problems in the respective field area and assisting them to find out solutions.
f) In suitable cases, including entrepreneurship skill through introduction of experiential learning courses.
g) A few Departments offer e-courses too.

For instance, Palli Siksha Bhavana offers three e-courses on Disaster Management Research Ethics and Intellectual Property Rights compulsorily to all P.G Students.

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

Visva-Bharati creates and nurtures atmosphere of creativity since school stage. The two schools Patha Bhavana and Siksha Satra which are embedded in the academic system of the University has **Nature Study** as a course component with a view to make the students conversant and connoisseurs of beauty and utility of nature. The *'Sahitya Sabha'* or literary meetings inculcates literary flavour among the young learners. The concept of *Ashram Sammilani*, promulgated by our founder instils a sprit of self-reliance and fraternity for other students.

At a later stage to promote creativity in literature, fine arts and visual arts, students are encouraged to participate in bringing out magazines, wall magazines, dance, song and other creative pursuits in all functions and festivities.

Visits to media houses and industries also help to make students aware of the world outside study hours.

For inculcating scientific aptitude, nature study is always encouraged right from the early school stage.

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

Student project as a part of Internal Assessment is mandatory for all students at various levels of U.G., P.G. M.Phil and Ph.D. courses of study. Even Tagore Studies course which is compulsory for all undergraduate students has Student Project as a major part of internal assessment where the students are required to submit a project, befitting their curriculum.

* **Number of projects executed within the university**
   a) One major project is taken up by students of Journalism and Mass communication Department each year The students bring out its training publication (lab journal) **"Visva-Bharati Chronicle".** This offers the budding communicators a real taste of the practical field of journalism. Students also prepare visual and audio news capsules, full fledged films, web projects under the guidance of the experts from the respective field.

b) Department of Environmental Studies (DES) along with students of Patha Bhavana, Siksha Satra and faculty members of Visva-Bharati is involved is a project, slated to name the different trees of Santiniketan and Sriniketan.

c) The students and faculty members of DES organised two out-reach programmes on environmental health and sanitation with local village community.

* **Names of external institutions associated with the University for Student Project Work**
  Integrated Science:
  a) Institute of Technology–Kharagpur
  b) Indian Institute of Technology Mumbai
  c) Indian Institute of science– Bangalore
  d) Bhava Atomic Research Centre– Mumbai
  e) Tata Institute of Fundamental Research– Mumbai
  f) Defence Research Development organisation– New Delhi.
  Biotechnology:
  a) National Institute of Cholera and Enteric Diseases.
  b) Chittaranjan Cancer Research Institute, Kolkata.
  c) Benaras Hindu University– Vranasi
  d) S.S.K.M Hospital, Kolkata
  e) Centre for Cellular and Molecular Biology, Hyderabad,
  f) Jawaharlal Nehru University, New Delhi
  g) Jawaharlal Nehru Centre for Science Research, Bangalore
  Department of Environmental Science:
  a) Variable Energy Cyclotron Centre, Kolkata
  b) National Institute of Technology, Durgapur, West Bengal

* **Role of faculty in facilitating such projects**
  The faculty of these aforesaid departments always promote and foster these Inter-Institutional student projects to expose the expertise of our students to outside world.

2.3.14 **Does the university have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?**
Yes, the university is proud of a band of faculty members who are well qualified in their respective disciplines and are equipped enough to meet the requirement of the curriculum.
However, in case of shortfall of faculty, the lacuna is filled up with guest lecturers, visiting professors and other temporary assignments.

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

The faculty is quipped enough to prepare teaching learning material with electronic equipments, made available to them by the University.

Computer, LCD Projector, EPI Diascope for projection, books and other equipments befitting this requirement are made available to the faculty.

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

Students feedback about teachers is procured by the University. The Alumni Association is involved in regular interaction with faculty. As such, the feedback received from those two groups of stakeholders facilitate teaching learning process.

2.4 Teacher Quality

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

To cater to the need of the charging society the University makes modification in its curriculum quite often. To make the faculty quite conversant with the modified curriculum the University sends faculty for orientation, refreshes courses, summer and winter schools and organises training programmes in the campus quite regularly.

2.4.2 Furnish details of the faculty:

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc./D.Litt.	04						04
Ph.D	114	21	63	12	90	22	322
M.Phil	06	01	02	03	18	17	47
PG & Others	16	03	14	10	76	38	157
Temporary Teachers							
Ph.D	22	07					29
M.Phil							
PG							
Part-time Teachers							
Ph.D							
M.Phil							
PG							

Educational Qualification of Permanent Teachers
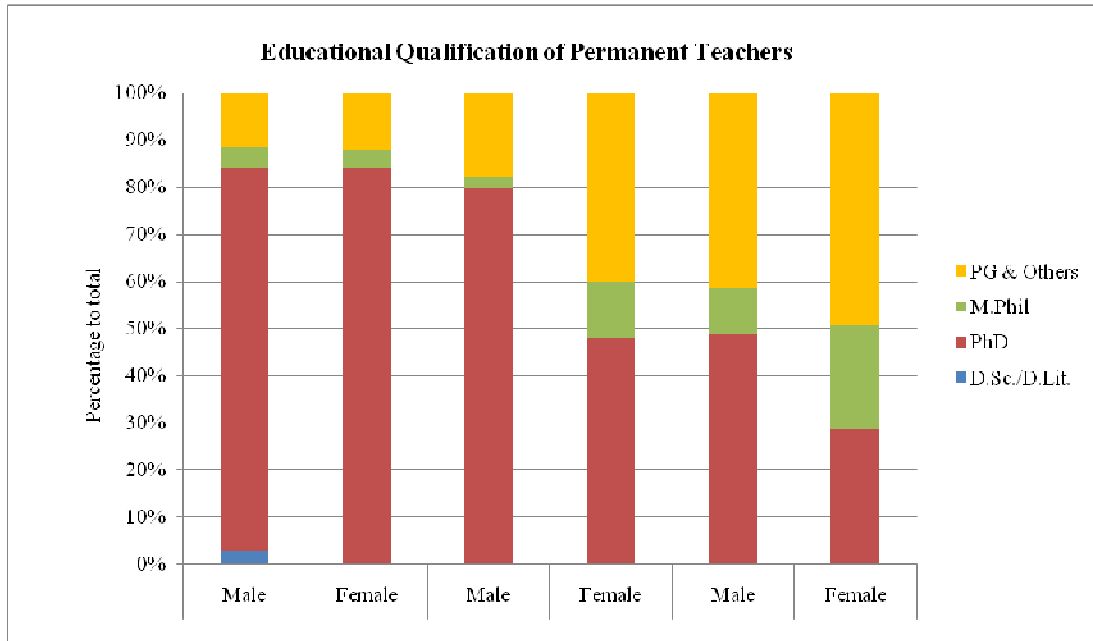
2.4.3   Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Department / School	% of faculty from the same university	% of faculty from other universities within the State	% of faculty from universities outside the State	% of faculty from other countries
Bhasha Bhavana				
Bengali	29.5	64.5	6	0
DEOMEL	10	80	10	0
Sanskrit	7	36	57	0
Hindi	25	8	70	0
Chinese	66.7	0	11.1	22.2
Japanese	57	0	14	28
Indo-Tibetan	30	0	40	30
Odia	0	0	100	0
Santali	0	50	50	0
Arabic, Urdu, Persian & other Islamic Studies	0	0	100	0

Kala Bhavana				
Painting	60	30	10	0
Sculpture	70	20	10	0
Graphic Art	57.1	14.3	28.6	0
History of Art	25	0	75	0
Design	60	20	20	0
Palli Samagathana Vibhaga				
Palli Charcha Kendra	0	80	20	0
REC	50	25	25	0
Silpa Sadana	40	30	25	5
Social Work	52.9	0	5.8	29.4
Palli Siksha Bhavana				
ASEPAN	22.7	59.1	18.2	0
CIHAB	75	25	0	0
EES	72.73	9.09	18.18	0
Plant Protection	37.5	50	12.5	0
Rabindra Bhavana	0	100	0	0
Sangit Bhavana				
Rabindrasangit, Dance and Drama	39.4	15.2	45.4	0
Hindustani Classical Music	39.4	48.5	12.1	0
Siksha Bhavana				
Biotechnology	0	71.4	28.6	0
Botany	6	61	33	0
Chemistry	25	65	10	0
Environmental Studies	20	0	80	0
Mathematics	20	80	0	0
ISERC	14.29	57.14	28.57	0
Physics	24	76	0	0
Statistics	0	85	15	0
Zoology	18	82	18	0
Computer & System Sciences	11.1	66.7	22.2	0
Vidya Bhavana				
Economics &	0	100	0	0

Politics				
Philosophy & Religion	60	10	30	0
Ancient Indian History, Culture & Archaeology	11.11	22.22	66.67	0
Centre for Journalism and Mass Communication	0	66.7	33.3	0
Geography	27.3	54.4	18.2	0
Anthropology	0	75	25	0
History	23	38.5	38.5	0
Women's Studies Centre	50	0	50	0
Vinaya Bhavana				
Education	14.28	35.7	50	0
Physical Education	0	37.5	62.5	0
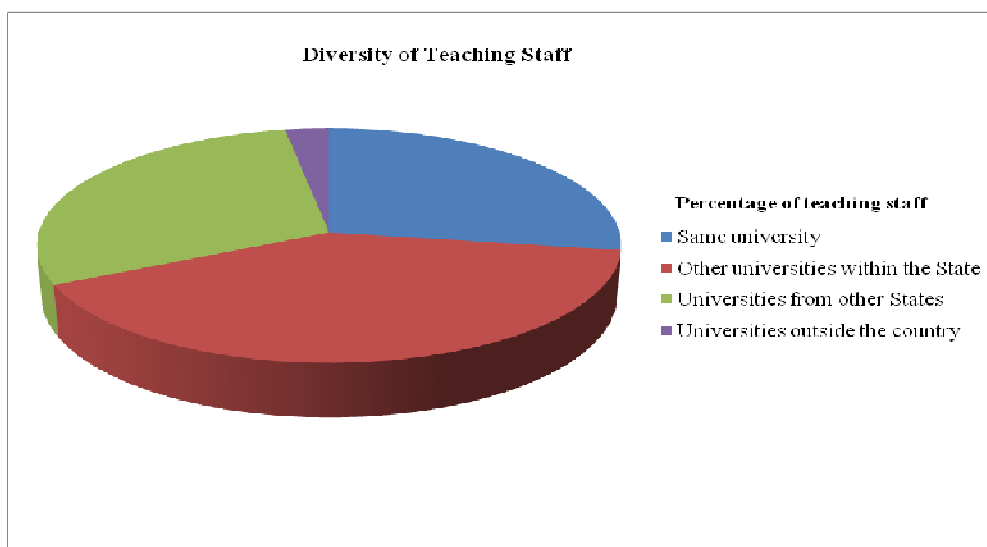
2.4.4   **How does the university ensure that qualified faculty are appointed for new programmes / emerging areas of study (Biotechnology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?**

The University strongly believes that qualified faculty is a desideratum for good teaching. As such for every new course introduced, new faculties are introduced during the last four years.

Biotechnology– One Professor, Three Associate Professor, Five Assistant Professors.

Integrated science– Contractual and guest teachers have been appointed.

New Programmes:
a)   Comparative literature- Two Assistant Professor
b)   Centre for Women's Studies– Two Assistant Professor

Adjunct Faculty– Three

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

Emeritus Faculty– Three, Visiting professor– Eight

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

In its zeal to academically recharge and rejuvenate faculties the university has formulated certain modalities.

Partial Research Grant of Rs. 10000/- to all faculty members.

Study Leave– The teachers are incentivised by allowing study leave as and when prayed for.

Nomination to national/international conferences/seminars

Teachers are nominated as representatives of the university in the national and international conferences and seminars.

In service training,

Orientation courses on "Tagore and Santiniketan" are held every year to sensitise the faculty about the Founder of the institution.

Organizing national/international conferences etc.

The University encourages faculty to organize national and international conferences. One international conference on "Interaction with Tagore: Global and Local Personalities" was organised by Rabindra-Bhavana with funding from UGC. Several international conferences and seminars, organised by faculties of Visva-Bharati and largely attended by local and foreign dignitaries add brilliance academic scenario.

2.4.7   **How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?**
State   **:**   Nil
National   **:**   Nil
International   **:**   03

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

Academic Staff Development Programmes	Number of faculty
Refresher courses	61 in the year 2010 30 in the year 2011 31 in the year 2012 39 in the year 2013
HRD programmes	
Orientation programmes	06 in the year 2010 15 in the year 2011 22 in the year 2012 44 in the year 2013
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, workshops, etc.	03 in the year 2010 09 in the year 2011 06 in the year 2012 21 in the year 2013

2.4.9   **What percentage of the faculty have**
*   **been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies?**
    60%
*   **participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies?**
    85%
*   **presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies?**
    84%
*   **teaching experience in other universities / national institutions and other institutions?**
    15%
*   **industrial engagement?**
    04%
*   **international experience in teaching?**
    05%

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

a) Workshops for curricula revision and development are held every five year.
b) Examination reforms are discussed in almost every year.
c) Content, knowledge management workshops are held every year in consonance with the requirement of the academia.

2.4.11 **Does the university have a mechanism to encourage**
* Mobility of faculty between universities for teaching?
* Faculty exchange programmes with national and international bodies?
If yes, how have these schemes helped in enriching the quality of the faculty?
The University encourages its faculty to visit academic institutions for enhancement of expertise. The teachers visit several academic institutions in different parts of India and abroad as Guest Faculty and Visiting Professors.
In all the Memorandums of Understandings, signed between Visva-Bharati and other foreign institutions, these is provision for faculty exchange programme. For instance, nine Chinese teachers from Yunnan University had taken part in the teaching and research programmes of the department.
On our part, a delegation from Sangeet Bhavana also visited Yunnan University and performed a colourful cultural programme in 2013.
It is a accepted fact that these faculty exchange programmes enrich the faculty through exposure to international academic scenario.

2.5 Evaluation Process and Reforms
2.5.1 **How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?**
The evaluation processes i.e., written examination (end-semester), continual assessment, dissertation submission, seminar presentation, practical examination, field work assessment etc. of the university as per undergraduate and postgraduate ordinances are made available to all the academic Departments/Centres under each Bhavana/Vibhaga (Institute) of the University. The same are printed and distributed among the students at the beginning of their respective semester classes. Thus the university through several mediums keep the stakeholders aware of the evaluation process.

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

a) The University has implemented semester system with G.P.A. awarded at the end of each semester examination and C.G.P.A. awarded at the end of final semester examination for all undergraduate and postgraduate programmes.

b) To eliminate the mistakes in question papers, the university carries out moderation before submission of final paper sets to the university.

c) Spot student registration is done at the time of students' counseling and admission to the course.

d) Admit Cards are computer generated and issued to the candidates fifteen days ahead of a particular examination.

e) Internal marks are collected in prescribed form prior holding of examination. Appointment of Examiners, Paper Setters, Moderators, Practical Examiners, Reviewers are done through Computer.

f) Decentralization of assessment activity for undergraduate and postgraduate examinations is carried out in all departments/centres of the University.

g) Liberal application system for re-evaluation of answer scripts.

h) Ph.D. entrance test (VBRET) is conducted on a single day in the University and the University is planning to conduct Ph.D. Course Work examination at a time in all the departments/centres of the University.

i) Evaluation of Ph.D. thesis is done within a span of seventy (70) days and Ph.D. result is declared within almost 90 days from the date of submission of thesis by a candidate.

j) Automation of University Examination Management System will take place within a year, for which tender process has been finalized.

k) An archival of old records in digital format had been initiated.

l) Verification facility through email for Degree certificate is made available for employer, educational institutes and government establishments.

m) Capacity Building through discussion and meeting is done once in a month.

n) Customarking feature of the University symbol is used in answer script and degree certificate to check fake and fraudulent documents.

o) University has a dedicated examination section. Review meetings regarding examinations are conducted regularly.

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

The average time taken by the university for declaration of examination results is forty (40) days. In some examinations, the university has published the results within seven (7) days.

In case there is delay, telephone calls, email, special messengers are sent to inform the stakeholders.

The results published by the university are uploaded in the university website. Besides this, the results are displayed on the notice board of the respective

Bhavana/Vibhaga (Institute) and in the notice board of Central Administrative Building of the University.

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

Yes, the university ensures transparency in the evaluation process when the course/paper teacher of a particular course/paper with adequate expertise in that field ordinarily evaluates the answer script of that particular course/paper of a particular examination. As such the quality of proper assessment is ensured.

After publication of results, when a student is not satisfied with the credit point awarded against a particular course/paper of any examination of the university, he/she may opt for re-evaluation of answer script(s) of all by paying a fee fixed for this purpose.

The amended rules with regard to re-evaluation of answer scripts of the University are given hereunder :

The salient features :

a) Where the difference of marks awarded by the original examiner and the marks awarded by the reviewer(other than the first examiner) is up to 5% , the marks awarded by the reviewer shall be taken as the final award of marks;

b) Where the aforesaid difference is above 5% but up to 12%, an average of the marks awarded by the original examiner and the reviewer(other than the first examiner) shall be taken as the final award of marks; and

c) Where the aforesaid difference is above 12%, the answer-scripts shall be sent to the third examiner/reviewer (other than the first examiner and reviewer) for re-evaluation and the marks awarded by the third examiner/reviewer shall be taken as final.

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

Yes, the university has an integrated examination platform for the following processes with highlighted mark.

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

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

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

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

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

Yes,

a) The University has set an adjudication committee comprising of three faculty to pursue the evaluation reports of Ph.D Scholars and expedite the process of

conducting Viva-voce examination. Whenever there is a need of minor correction or rectification of typographical matters or re-submission of thesis, the same may be informed to the Ph.D Scholar concerned for redressal and placed in the Research Board under whose direction the matter is redressed.

b) The university has implemented the use of e-mail by which soft copy synopsis of Ph.D thesis is sent to the assigned examiners along with appointment letter. On receipt of consent of the examiner, the soft copy of the thesis is sent immediately to the examiner followed by bound form of thesis. The result is good to have the evaluated report very quickly.

c) Conduct of Ph.D viva-voce examination of Ph.D candidates is done in the Office of the Controller of Examinations to ensure transparency, time saving and accountability.

d) The award of Ph.D Degree notification is uploaded in the University website the very day if is approved by the Hon'ble Vice-Chancellor.

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

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

a) There is a good mechanism for redressal of grievances with reference to examinations. Whenever there is any grievance before/at the/after conduct of the examinations, a candidate who is appearing or appeared may bring the same to the Head of the Department concerned or Dean of the Institute or Controller of Examinations. Upon receipt of such grievance, a meeting is called by the Controller of Examinations wherein H.O.D concerned and Dean of the Institute are invited to redress the grievance. If required the candidate concerned is asked to submit the points of his/her grievance.

b) When any grievance is put forth after publication of results, there is liberal system of re-evaluation of answer scripts by which grievance is redressed.

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

The Statutory bodies like Academic Council (Siksha-Samiti), Executive Council (Karma-Samiti) etc. have approved the Academic Calendar for examinations of the University, by which form fill up, issue of admit cards, examination schedule, invigilation programme, venue of examinations are notified. The administration of the University also delegated certain powers as per statutes of the University to the Controller of Examinations to discharge the matters which are of confidential nature and requires urgent attention.

2.6.   Student Performance and Learning Outcomes

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

The University is keen to articulate its graduate attributes. Since admission of a student at under graduate level, the faculty monitors his/her performance at every stage through regular counselling and interactions. Tutorials are held on a regular basis to assess the performance and shortcomings of a student. In case the deficiency in a particular area of a student is detected, remedial classes are held to overcome the impediment. In a nutshell, the university talks all possible measures to promote academic acumen of a young would-be graduate learner.

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

The University informs the staff and students about the outcome of each academic programme through regular counselling throughout the year.

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

The University's teaching, learning and assessment strategies are structured with a view to inculcate innovativeness in approach. Employability in another key factor which is taken into consideration while formulating the strategy. The strategy is framed in consultation with external experts in various fields. Job fairs and campus interviews are regularly held to assist the learners to get a good job. The Course curriculum is revised time to time to cater to the need of changing local and global scenario.

2.6.4   How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

Visva-Bharati collects students feedback and regularly arrange students-teacher meetings where learning outcomes are analyzed. If it is observed that there are impediments to learning, the university faculty and other stakeholders find out ways to overcome the impasse. Remedial class is one such measure to overcome any obstacle to learning. Review meetings are held regularly and recommendations are discussed in higher academic bodies like Academic Council.

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

The University takes recourse to modern technologies in the form of multimedia and computer technology and GIS Remote Sensing in suitable cases.

Any other information regarding Teaching, Learning and Evaluation which the university would like to include.

In its attempt to make a synthesis of Tagorean idea of nature-centric, value based and humanistic education and contemporary advanced scientific knowledge, Visva-Bharati has introduced an unique system of teaching-learning system where equal weightage is accorded to teacher, taught and the teaching material : with the introduction of semester system and choice-based credit system the university offers a student to pursue core and elective courses as per his choice. In the examination system, review system is introduced to address the grievances of students, if any. Library and equipment facilities of highest order are offered to each student. A new course in M.Phil level emphasizing "Tagore as an universalist" has been introduced from the current academic session.

Creative research in Kala-Bhavana

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION
3.1   Promotion of Research
3.1.1   Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.
The University has a Research Board to monitor and address issues, related to research.
Composition:
a)   Vice-Chancellor – Chairperson
b)   Principals of all Bhavanas

c) One Professor and one Assistant Professor of each Bhavana, to be nominated by the Vice-Chancellor.
d) Two external members.
e) Deputy Register (Academic and Research), Visva-Bharati, Secretary

Recommendations: The Research Board has formulated new Ph.D ordinance which has been placed in the Academic council and approved.
A few recommendations of the Board:

a) **Language of instruction and writing theses –**
English shall ordinarily be the medium of instruction as well as the language for writing the theses in Ph.D. programmes except in the following cases:
In the departments engaged in the study and research of creative and/or performing arts. **Or Cultural Studies & Comparative Literature,** either English or Bengali or Hindi may be considered as the medium of instruction as well as the language for writing a thesis, if recommended by the concerned Patha-Samiti (Board of Studies). In the language departments, the medium of instruction as well as the language for writing a thesis shall be the concerned language of the department. In the departments where classical languages such as Sanskrit, Pali, Prakrit, Arabic, etc. are taught, permission may be granted for writing a thesis in English or in a non-classical language in which the University has expertise for evaluation. Such permission shall be granted by the Research Board on the recommendation of the concerned Patha-Samiti (Board of Studies).

b) **Plagiarism:**
If a student of a Ph.D. programme is found to be guilty of plagiarism in preparing his/her Ph.D. thesis, the University shall reject the thesis submitted by the concerned student. The relevant degree, if already awarded to him/her, shall be cancelled and withdrawn by the University. Decisions in this regard shall be taken by the Research Board and it is expected that all research ethics will be maintained by the candidates.

3.1.2   What is the policy of the university to promote research in its affiliated / constituent colleges?
Not applicable.

3.1.3   What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/projects?
* **advancing funds for sanctioned projects**
In case of non-availability of sanctioned fund in due time, the university grants advance fund for sanctioned projects.
* **providing seed money**
The university provides seed money in the form of partial research Assistance Grant of Rs. 10,000/- to all faculty members.

* **simplification of procedures related to sanctions / purchases to be made by the investigators**
Purchase procedure has been simplified to expedite the process and researchers are given freedom to make purchases.
* **autonomy to the principal investigator/coordinator for utilizing overhead charges**
Full autonomy is granted to Principal Investigator, subject to adherence to purchase rules.
* **timely release of grants**
Once the allocation of grant is sanctioned by appropriate authority, there is hardly any delay.
* **timely auditing**
Internal auditing procedure is very fast.
* **submission of utilization certificate to the funding authorities**
All steps are taken to submit utilization certificates to the funding authority expeditiously.

3.1.4   How is interdisciplinary research promoted?
* **between/among different departments /schools of the university and**
* **collaboration with national/international institutes / industries.**
There are several interdisciplinary research programme. To name a few:
a) The Department of Geography has initiated an interdisciplinary programme with department of Environmental Science, Visva-Bharati.
b) The Department of Odiya has undertaken interdisciplinary research programmes with Anthropology, Philosophy, History and other language Departments.
c) The Department of Chemistry pursues interdisciplinary research with Dept. of Botany in National Products Chemistry and with Dept. of Integrated Physical Science in Photo Physics.

3.1.5   Give details of workshops/ training programmes/ sensitization programmes conducted by the university to promote a research culture on campus.
a) In **Agronomy** discipline the following programmes were organized involving 310 (Three hundred ten) number of practicing farmers and farm women as Trainees of these Training Programmes:
(i) Collection of soil sample; (ii) Preparation of soil sample for soil testing and interpretation; (iii) Preparation and use of vermicompost; (iv) Seed production technologies in kharif season; (v) Multiplication of *Azolla*; (vi) Seed production technologies of black gram and green gram in summer season.
b) In **Horticulture,** the following Programmes were organized involving 350 (Three hundred fifty) number of practicing farmers and farm women as Trainees of these Training Programmes:

(i) Crop diversification of different Horticultural Crops, (ii) Cultivation of Cucurbitaceous Vegetables, (iii) Cultivation of Solanaceous Vegetables, (iv) Layout and planting of guava & mango orchard, (v) Improved package and practices of Kharif Vegetables, (vi) Improved package and practices of Broccoli and Capsicum, (vii) Improved package and practices of Rabi season vegetables.

c) In **Fishery**, the following Programmes were organized involving 350 (Three hundred fifty) number of practicing farmers and farm women as Trainees of these Training Programmes:

(i) Culture & management of IMC & exotic carps, (ii) Carp Hatchery Management and Production of Carp Spawns, (iii) Breeding and culture of air breathing fish, (iv) Low cost fish feed preparation, (v) Composite fish culture with giant prawn, (vi) Management Practices of Fish Diseases, (viii) Fish based integrated farming, (ix) Fingerling rearing in nursery pond.

d) In **Animal Science**, the following programmes were organized involving 240 (Two hundred forty) numbers of practicing farmers and farm women as Trainees of these Training Programmes:

(i) Identification & control of poultry diseases with special reference to bird flu, (ii) Identification and control of diseases in dairy animals, (iii) Extensive duck farming, (iv) Extensive pig farming, (v) Preparation of urea straw fodder molasses mixture, (vi) Low cost feed preparation for poultry.

e) In **Home Science**, the following programmes were organized involving 145 (One hundred forty five) numbers of practicing farmers and farm women as Trainees of these Training Programmes:

(i) Nutrition Gardening, (ii) Value addition and preservation (mango), (iii) Training programme on tie and dye, (iv) Training on Batik work, (v) Preparation of agarbati.

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

a) The university selects first the specific areas in which higher research is proposed to be undertaken.

b) Accordingly the university offers eminent persons in the stipulated area adjunct professorships.

c) The selected adjunct professors not only undertake higher research in the core area but also stimulates the entire research scenario of the university by regular interaction with researchers and teachers. They also deliver lectures and talks and take a few classes in postgraduate and research levels on research methodology and other allied area to boost up research as a whole.

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

The grants from UGC are not even adequate to meet operational and maintenance expenses of the University. However faculty members are encouraged to apply for research grants to various funding agencies. Faculty members are given support to apply for such projects. Presently, University has eighty projects of total value of Rs. 24.90 crores funded by agencies other than UGC. In addition, University also has forty-four projects of total value Rs. 18.33 crores funded by UGC.

3.1.8   **In its budget, do the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.**
University has no affiliated college.

3.1.9   **Does the university encourage research by awarding Post Doctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the university and other sources.**
At present there is none enjoying Post Doctoral Fellowship funded by Visva-Bharati. However in each Bhavana 2-3 scholars are enjoying post doctoral fellowships, awarded by other institutions.

3.1.10   **What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?**
2-3%. The research output submitted by the scholars is reported to the statutory bodies of the University such as Acacemic Council (Siksha Samiti), Executive Council (Karma-Samiti), Samsad (court) etc. The research output is disseminated among the students, scholars and teachers by conducting lectures in the department concerned and in the 'Study Circle'. The outstanding output of the scholar is also published in the form of a book which is useful for the students, researchers and teachers not only of this university but also of others institutions.

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

Conferences	Dates	Outstanding participants
International Conference on Global Climate Change (ICGC C– 2010)	February 19-21, 2010	Prof. Puspajit Mandal and Prof. Shibani Chaudhury, Organizing Secretary: Dr. Umesh Kumar Singh and Dr. S. Balachandran

Two-day National Conference on Application of Statistics in Life Sciences & Engineering	December 10-11, 2011	Prof. Bikas Sinha, Member National Statistic Commission, New Delhi, Prof. K. R. Sundaram, Professor and Head, Bio Statistics Division, AIMS, Kochi. Prof. G.C.Mishra, Professor, BHU Prof. K. Sinha, BAU, Ranchi
Fifth All India Conference of China Studies organised by Institute of Chinese Studies, Delhi in collaboration with Cheena Bhavana, Visva-Bharati	December 15-16, 2012	Prof. Monoranjan Mohanty (Emirates Professor) , Prof. Sabare Mitra (JNU), Prof. Alka Achaya, Director ICS, Delhi, Prof. Sreemoti Chakroborty, Delhi University.
Three-day International Conference on "Beyond *Gitanjali*: Tagore, Poetry and Poetics"	14-16 February, 2014	Dr. Blanka Knotkova, Charles University, Prague; Prof. Samik Bandyopadhyay; Prof. Sharmila Roy Pommot; Prof. Fakrul Alam; Prof. Manzoorul Islam; Prof. Soumya Chakraborty; Prof. Kathleen O'Connell;

3.2   Resource Mobilization for Research

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

The inadequate funds do not allow the University to make provision for students projects in Science Departments. However students and faculty members are provided some support for excursion tours also called fields visits, related to academic exposure in some departments.

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

Palli Shiksha Bhavana:

Rathindra Krishi Vignan Kendra has identified some indigenous genotype of banana and coconut with distinguished quality attributes and is under the process of documentation.

Shiksha Bhavana:

Biotechnology:

One patent approved (in collaboration with IICB, a CSIR National Institute, Kolkata).

Zoology:

a) An Indian Patent for a hepatoprotective and anti-jaundice compound, Carniloside, has been applied to the Department of Science & Technology (DST), Govt. of India, New Delhi (0136DEL2010).

b) A new Vanadium compound showing anti-diabetic activity has been applied for International patent in collaboration with Tezpur University (PCT/IN2011/000386).

c) A volatile oil from an endemic plant of Assam showing anti-cancer activity on lung cancer cells has been applied for an Indian Patent in collaboration with North-East Institute of Science & Technology, Jorhat Assam (0670DEL2011).

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

	Year wise	Number	Name of the project	Name of the funding agency	Total grant received
A. University awarded projects					
Minor projects					
Major projects	2012		Kalanukramik Rabindra-Sangit Prakalpa	Visva-Bharati	10 lakhs
B. Other agencies - national and international (specify)					
Minor	Running since 1984 (year to year sanction)	01	Intensive Sugarcane Development Project (ISDP)	Deptt. of Agriculture, Govt. of W.B.	Rs. 7,41,000/- (2013 – 2014)
Major	Long-term project, continuing since 1986	01	All India Coordinated Research Programme on Weed Control (ICAR)	Indian Council of Agricultural Research, New Delhi	Rs. 34.4 lakhs
Minor projects		01	"Badal Sircar and the Third Theatre"	UGC	Rs. 1, 50,000.00
Minor		01	Animal Mask Dance of South Odisha : A Profile	UGC	Rs.50,000/-
Minor		01	BBTR Project	Crystal Crop Protection Private Ltd., Delhi	Rs. 5.28 lakhs
Minor		01	EPJ project	Makhtesim Agan India Private Limited,	Rs. 1.98 lakhs

				Hyderabad, A. P.	
Minor		01	BBSR Project	Crystal Crop Protection Private Ltd., Delhi	Rs. 3.19 lakhs
Minor		02	Nutrient Optimization and Yield Intensification of major cereal systems of eastern India	International Plant Nutrition Institute	Rs. 3.96 lakhs
Minor		03	Bio efficacy and Phytoxicity evaluation of some herbicides and insecticides in different crops against different weeds and insect scenario"	Bayer Crop Science Limited	Rs. 3.48 lakhs
Minor		02	Bio efficacy study of Pro-gibb (gibberellic Acid) 40 % WSG in Rice	Sumitumo Chemical India Limited	Rs. 1.21 lakhs
Minor		01	Establishment of model nursery (1 ha) for medicinal plants under National Mission on Medicinal Plants	Department of Food Processing Industries & Horticulture, Govt., of West Bengal	Rs. 4,00,000/-
Minor		01	Bio-Efficacy Studies of Some New Generation Molecules (PGR) on different crops	Willowood Chemicals Private Ltd., New Delhi-11002	Rs. 2,90,900
Minor		01	Study on Bio-Efficacy, Phytotoxicity and Residue analysis of Some Herbicides in Different Crops	Willowood Chemicals Private Ltd., New Delhi-110025	
Minor		01	'Bio-efficacy and residue studies of some fungicides on different crops'	Willowood Chemicals Pvt. Ltd., New Delhi	Rs. 7,48,000
Minor		01	Bio efficacy and Phyto-toxicity evaluation of	SYNGENTA India Ltd.	Rs. 8.2 lakhs

			some herbicides and insecticides in different crops against different weeds and insect scenario		
Minor		01	Improvement of productivity of land through diversity and activity of soil organisms in various agro-ecosystems of the System Rice Intensification (SRI) in West Bengal	Sri Dorabji Tata Trust (SDTT), Mumbai	Rs. 0.64 lakhs
Minor		01	Evaluation of fertilizer potential of Sea weed saps on different crops	CSIR- Central Salt and Marine Chemicals Research Institute, Bhavnagar, Gujarat	Rs. 8.52 lakhs
Minor		01	'Bio-efficacy, phytotoxicity and residue analysis of some herbicides on different crops'	Willowood Chemicals Pvt. Ltd., New Delhi	Rs.7,79,900
Major	2010		Development of organic-inorganic hybrid (nano) materials and their biological relevance	DST, New Delhi.	Rs.35.5 L
Major	2010	02	Ionic liquids and catalysts with ionic tag: Preparation and their application in organic synthesis. (SR/S5/GC-05/2010)	DST, New Delhi.	Rs. 38.25 L
Major	2011		Asymmetric catalysis in water/aqueous media: Design and Applications of Chiral Catalysts for C-C Bond-forming Reactions	DST, New Delhi	Rs. 16.56 L

Major	2011	01	Expolartion of intriguing supramolecular features of various metallosupramolecular networks of transition metal ions with N,S,O-donor organic ligands in water media. No. SR/FT/CS-77/2011	DST, New Delhi. (Fast Track Project)	Rs. 24.8 L
Major	2011		"Socio-economic Institutional and Gender Issues Influencing Spatiotemporal Variation and Sustainability of Participatory Irrigation Management Reforms in India"	Indian Council of Agricultural Research	Rs.35 lakhs
Minor	2011-2014		Allele Mining for Stress Tolerance in Traditional and Wild Relatives of Rice (Oryza sativa L.)	UGC	Rs. 8, 99, 300/
Minor	2011-14		*Metal nanoparticles embedded in oxide thin films for memory device application*	UGC	Rs. 7.46 lacs
Minor	2011-2014		Screening and characterization of antimicrobial compound(s) from *Ceriops decandra*, a beneficial mangrove plant from Indian Sundarban estuary.	UGC	
Major	2011-14		'Development of seaweed liquid fertilizer from seaweeds of Chilika lake for pulses and vegetable crops and entrepreneurshiop development in rural areas'	Department of Science and Technology, Govt. of India, New Delhi	Rs.10,61,000/-
Major	2011-16		"A comprehensive understanding of the	DBT	Rs. 799.34 lakhs

			Nasopharyngeal Carcinoma (NPC) in the North-Eastern Region of India"		
Major	2011-2014		"Biochemical and Molecular Profiling of West Bengal Folk Rice Germplasm with reference to Abiotic Stress Tolerance"	DST, Govt. of West Bengal	Rs. 10, 26,800/-
Minor	2011-14		"Allle mining of stress tolerance in traditional and wild relatives of rice *Oryza sativa* Linn."	UGC	Rs 8.99 lakhs
Major	2011-14		*Electrical, Magnetic and Microstructural Characterization of some Composite Biopolymer*	CSIR, Govt. of India	Rs. 15.74 Lacs
Minor	2011-14		A comparative study of biotransformation mechanisms of earthworm *Lampito mauritii* and *Eisenia fetida* exposed to soil of industrial origin.	UGC	Rs.8,70,800.00
Minor	2012		Better Understanding of Electrostatics and Dynamics in Protein and their Role in Protein Function Using New Synthetic Fluorescent Amino Acids as Probe. No. F. 20-5(17)/2012(BSR).	UGC, New Delhi.	Rs. 6 L
Major	2012-2014		Biodiversity by MOEF	National Environmental Fellowship	Rs. 12 Lakhs
Major projects	2012	01	Development of Shallow Parser tools for 12 Indian Language (SPT-LL)	Government of India, Ministry of Communication and Information Technology, Department of	36.00 Lakhs

				Information Technology	
Major	2012-14	01	"Odia Lexicography :A Critical Study on Evolution'	UGC	Rs. 7,94,000/-
Major	2012-2015		cDNA-AFLP to identify differentially expressed genes in *Vignamungo* upon inoculation with Mungbean yellow mosaic India virus	DST-Fast Track	Rs. 24 Lakhs
Major	2012-2015		Identification and characterisation of *Phaseolus vulgaris* microRNAsdifferentially expressed in biotic stress condition by deep sequencing of small RNA transcriptomes	DBT, Govt. of India	Rs. 44.5 Lakh
Major	2012-2015		"cDNA-AFLP to identify differentially expressed genes in Vigna mungo upon inoculation with Mungbean Yellow mosaic Indian virus."	DST, Fast Track Project, Govt. of India	Rs. 24 Lakhs
Major	2012-15		"Identification and characterisation of *Phaseolus vulgaris* micro RNAs differentially expressed in biotic stress condition by deep sequencing of small RNA transcriptomes."	DBT, Govt. of India	Rs. 44.12 Lakhs
Major	2013		Electronic Structure of Carbon Based Nanohybrid Materials (Ref. No. 01(2744) EMR-II/2013)	CSIR, New Delhi.	Rs. 10 L
Minor	2013-2015		"A study on the probable reasons behind selective susceptibility of proteins to age and/or oxidative stress using bioinformatics tools"	UGC	Rs 1.2 Lakhs

Major	2013-15	01	"Rabindranath Tagore and Science"	UGC	Rs. 9.33 lakhs
Major	2013-16	01	"Effect of irradiation and packaging on Sapota fruits (*Achrus zapota* L.) under different storage condition"	Department of Atomic Energy, Govt. of India (DAE/BRNS)	Rs. 24,84,500/-
Major	2013-16		"Therauptic and immunomodulatory potential and mechanism of action of *Tinospora* spp. Against visceral leishmaniasis,"	UGC	Rs. 13.19 Lakhs
Major		01	'Bio-efficacy and residue trials of some insecticides fungicides, herbicides and some new generation molecules on different crops'	Willowood Chemicals Pvt. Ltd., New Delhi	Rs.18,10,600/-
Major	2013-15		"Evaluation of age-associated alterations in anti-oxidative defence in *Saccharomyces cerevisiae*and its role in accumulation of oxidative stress"	CSIR	Rs. 28 Lakhs
Major	2013-16		'Therapeutic and immune-modulatory potential, and mechanism of action of *Tinospora* spp. against visceral leishmaniasis'	UGC	Rs. 13.19 Lakhs
Major	08.11.2010, ongoing in the fourth financial year 2013-2014		Dye sensitized solar cell: photoinduced electron transfer in porphyrin based donor-acceptor dyads attached to nanostructured films	DAE-BRNS	Rs. 30,50,511/-
Major	2013-2014		Dye sensitized solar cell: photoinduced electron transfer in porphyrin based donor-acceptor dyads attached to nanostructured films	DAE-BRNS	Rs. 30,50,511/-

Major	2013		Water quality assessment of river Ajoy- A tributary of river Ganga	UGC	Rs. 12,06,800/-
Major	2013		Rabindranath Tagore and Science	UGC	Rs. 9.6 lakh
Major	2013-16		*Physics and Mathehtics of PT symmetric system*	SERC, DST, Govt. of India	Rs. 13.40 lacs
Major	2013-2016		"Evaluation of age associated alterations in anti-oxidative defense in *Saccharomyces cerevisiae* and its role in accumulation of oxidative stress."	CSIR	Rs. 28.05 lakhs
Minor	2013-16		Hydrogeochemical and Stable isotope investigations on the fluoride enrichment processes of groundwater in parts of Birbhum district, West Bengal, India, 3 years	UGC	Rs.2,29,000.00
Major	2013-14	03	"Development of Track Tracing and Track Finding Algorithm for Charged Particles Produced in High Energy Antiproton Collision Experiments"	Board of Research in Nuclear Science(BRNS), DAE	Rs. 16 lakhs (approx.)

A Chronological Anthology of Tagore's works funded by Ministry of Culture, Govt. of India; allocated amount 55 lakhs.

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

Name of the project	Name of the funding agency	Total grant received
BBTR Project	Crystal Crop Protection Private Ltd., Delhi	Rs. 5.28 lakhs

EPJ project	Makhtesim Agan India Private Limited,Hyderabad, A. P.	Rs. 1.98 lakhs
AAKIL AARSI-The Mirror of Mind,A Community based Art activity with the Santhal Community in Fuldanga and Pearson Palli sharing the process of paper making from natural fibre(Dry Bamboo Leaves) as part of Negotiating Routes: Ecologies of the Byways II	Khoj International Artists Association, New Delhi, 2011	Rs.1.5 lakh
BBSR Project	Crystal Crop Protection Private Ltd., Delhi	Rs. 3.19 lakhs
Nutrient Optimization and Yield Intensification of major cereal systems of eastern India	International Plant Nutrition Institute	Rs. 3.96 lakhs
Bio efficacy and Phytoxicity evaluation of some herbicides and insecticides in different crops against different weeds and insect scenario"	Bayer Crop Science Limited	Rs. 3.48 lakhs
Bio efficacy study of Pro-gibb (gibberellic Acid) 40 % WSG in Rice	Sumitumo Chemical India Limited	Rs. 1.21 lakhs
Bio-Efficacy Studies of Some New Generation Molecules (PGR) on different crops	Willowood Chemicals Private Ltd., New Delhi-11002	Rs. 2,90,900
Study on Bio-Efficacy, Phytotoxicity and Residue analysis of Some Herbicides in Different Crops	Willowood Chemicals Private Ltd., New Delhi-110025	Rs. 7,79,900
'Bio-efficacy and residue studies of some fungicides on different crops'	Willowood Chemicals Pvt. Ltd., New Delhi	Rs. 7,48,000

Bio efficacy and Phyto-toxicity evaluation of some herbicides and insecticides in different crops against different weeds and insect scenario	SYNGENTA India Ltd.	Rs. 8.2 lakhs
Improvement of productivity of land through diversity and activity of soil organisms in various agro-ecosystems of the System Rice Intensification (SRI) in West Bengal	Sri Dorabji Tata Trust (SDTT), Mumbai	Rs. 0.64 lakhs
'Bio-efficacy, phytotoxicity and residue analysis of some herbicides on different crops'	Willowood Chemicals Pvt. Ltd., New Delhi	Rs.7,79,900
'Bio-efficacy and residue trials of some insecticides fungicides, herbicides and some new generation molecules on different crops'	Willowood Chemicals Pvt. Ltd., New Delhi	Rs.18,10,600/-
Assessment of efficiency of EL++ in increasing marketable yield of selected cucurbitaceous vegetable crops	Krishi Rasayan Pvt. Ltd. Kolkata	Rs. 37,400/-
Trial on different grades of customized fertilizes on growth and yield of potato.	Indo-Gulf Fertilizers	0.715 lakhs
Evaluation of hybrids of some field crops. (completed in 2012-13)	Devgen Seeds corporation Ltd., Hyderabad	0.50 lakhs
Evaluation of different Godrej products (completed in 2012-13)	Godrej Agrovet Ltd, Mumbai	0.40 lakhs
Bioefficacy of Bispyribac sodium in Rice (BBSR)	Crystal Crop Protection Pvt. Ltd., New Delhi	3.19 lakhs
Bioefficacy of Bensulfuron-methyl in transplanted Rice (BBTR)	Crystal Crop Protection Pvt. Ltd., New Delhi	5.28 lakhs

Designed Colours for LEDL Motors (Project Completed in 2009)	LEDL, Coimbatore India - an industry	It is not a grant but a professional design fee received through DJAD.
Water Quality Assessment of Coal Bed Water for Proving	Essar Oil Ltd.	Rs 277200/-
'Bio-efficacy of Grace Hume 12% (based on Humic acid) and Bloomer NB (based on Nitro Benzene 35%) for sustainable production of Lady's finger (Abelmoschus esculentus)'	Grace Bio-Care Pvt. Ltd., Kolkata	Rs. 89,000.00
'Bioefficacy of Fipronil 80% WG against two important insect-pests of rice and Bioefficacy of Acephate 75% SP against some major pests of rice'	Crystal Crop Protection Pvt Ltd.	Rs. 3,50,000/-

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

Palli Shiksha Bhavana
a) State recognition: Soil Testing Laboratory
b) National recognition:
c) Rathindra Krishi Vignan Kendra (ICAR)
d) All India Coordinated Research Project on Weed control (ICAR)
e) Plant Tissue Analysis Facility (National Horticulture Mission)

Shiksha Bhavana:
a) Biotechnolgoy- National recognition by DBT, Government of India
b) Botany- UGC- SAP, DST-FIST
c) Chemistry- UGC- SAP, DST-FIST
d) Mathematics- UGC- SAP, DST-FIST
e) Zoology- CAS-UGC-SAP
f) Physics- DST-FIST

Vidya-Bhavana:
a) Geography- DST, UGC, ICSSR
b) History- UGC-SAP
c) Economics- UGC-SAP

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

Name of the project	Name of the funding agency	Total grant received
"Rabindranath Tagore: East-West Confluence"	UGC DRS (SAP)	Rs. 34.50 lac
"Rabindranath Tagore and Science"	UGC	Rs.9.6 lac
"Badal Sircar and the Third Theatre"	UGC	Rs.1.5 lac
Editing of the Praśnavyākarana- A lost Jaina treatise	ICPR	Rs 5 lakh
A Micro Level Study on Paippaladins of Eastern India	UGC	Rs.5,40,000/-
AAKIL AARSI-The Mirror of Mind,A Community based Art activity with the Santhal Community in Fuldanga and Pearson Palli sharing the process of paper making from natural fibre(Dry Bamboo Leaves) as part of Negotiating Routes: Ecologies of the Byways II	Khoj International Artists Association, New Delhi, 2011	Rs.1.5 lakh
'Impact of Global and Local Economic Shocks on the Rural Economy-A case study in West Bengal, India	UGC	Rs.5.19lac
Strengthening Decntralization in Rural Bengal through Panchyati Raj Institutions and Self help Groups: Some Emerging Issues	UGC	Rs.6.79 Lac
"Screening and characterization of antimicrobial compound(s) from Ceriopsdecandra, a beneficial mangrove plant from Indian Sundarban estuary"	UGC	Rs.9.15 Lakhs
"Replication in KSHV Latent DNA—a mechanistic approach"	DBT	Rs. 30 lakhs
"Evaluate the mechanism of resveratrol mediated apoptosis in cigarette smoke induced breast cancer"	DBT	Rs. 34.52 lakhs
Nonlinearities and synchronization of quantum cascade laser.	UGC	Rs. 5,44,021/-
India-LHC Grid Collaboration – Enhancement of Regional Worldwide Computing Grid(WLCG).	DST, Govt. of India	Rs. 29.7 lakhs,
StudyofNewParticleswiththeCMSattheLargeHadron ColliderandHeavyIonPhysicswiththeLHCatCERN	DST, Govt. of India	Rs. 431lakhs
Drought management of jute under deficit rainfall areas	CRIJAF, ICAR,	Rs.13.45 lakhs

	New Delhi	
National Invasive Weed Surveillance (NIWS) Project (Completed in September, 2010)	Ministry of Agriculture and Cooperation, Govt. of India	Rs.12 lakhs
Reimagining the Homeland:Representation of India in the Travel narratives of Dean Mohomet and Abu Taleb	UGC	Rs. 1 lakh
The Self and the World in the Travel Writings of Rabindranath Tagore	UGC	Rs. 2 lakh
"Molecular taxonomy of stress tolerant cyanobacteria and characterization of stress proteins and antioxidant defence systems in selected anhydrobiotes."	Department of Science and Technology, Govt. of India(2010-2013)	Rs. 29 lakhs
"Taxonomy capacity building project on Algae-AICOPTAX."	Ministry of Environment and Forests, Govt. of India	Rs. 32 Lakhs
"Development of seaweed liquid fertilizer formulation for pulses and vegetable crops and its popularization for development of entrepreneurship in rural areas."	Department of Science and Technology, Govt. of India (2010-2013)	Rs. 12.75 lakhs
"Age and reactive species mediated modification of macromolecules and its physiological consequences in Yeast (*Saccharomyces cerevisiae*)."	DST, Fast Track project, Govt. of India	Rs.18.76 Lakhs
"Biochemical and molecular profiling of West Bengal folk rice germplasm with reference to abiotic stress tolerance."	DST, Govt. of West Bengal	Rs 10.27 lakhs
"Nonlinear structures in quantum plasmas" (since 2012)	DST	Rs. 13,08,000.00
"Statistical Approach for Segmentation of Color Image and Its Application for Text Extraction from Color Backgrounds"	UGC	Rs. 1.25 lakhs
"Development of an Intelligent Recognizer of Component Analysis of Manhole Gas Mixture"	DST	Rs. 33.00 lakhs
'The Rural World in Contemporary Literature: Changing Perceptions in Colonial Bengal 1930-50'	UGC	Rs. 5,21,200/-

b. **Inter-institutional collaborative projects and grants received**
    i) **All India collaboration**
    ii) **International**

Name of the project	Name of the funding agency	Total grant received
Collaborative trial programme for slow releasing micronutrients.	Coromandel International Ltd.	Rs. 38,500/-
Collaborative research programme for evaluation of cucumber, egg plant and okra hybrids	Seminis Vegetable Seeds (India) Pvt. Ltd. (Completed in 2009)	Rs. 56,100/-
Development and Integration of Biomass and Concentrating Photovoltaic System for the Rural and the urban Energy Bridge: BioCPV.	Indo-UK Collaborative Research Initiative on *Bridging the Urban and the Rural Divide (BURD)*. Sponsoring agency: DST (2012-2015)	22670325.00
Technology Mission on Jute (MM-1.5) collaborative project with CRIJAF (ICAR), Barrackpore	CRIJAF (ICAR), Barrackpore	Rs.13.45 lakhs
'Bio-efficacy of Grace Hume 12% (based on Humic acid) and Bloomer NB (based on Nitro Benzene 35%) for sustainable production of Lady's finger (Abelmoschus esculentus)'	Grace Bio-Care Pvt. Ltd., Kolkata	Rs. 89,000.00
'Bioefficacy of Fipronil 80% WG against two important insect-pests of rice and Bioefficacy of Acephate 75% SP against some major pests of rice'	Crystal Crop Protection Pvt Ltd.	Rs. 3,50,000/-

"Implementation and promotion of IPM technology for the control of eggplant (brinjal) fruit and shoot borer (Leucinodes orbonalis)in Indo-gangetic plains of South Asia"	Department for International Development (DFID), London, UK	Rs. 9,06,444/-
"Pioneering Development of a Public-Private partnership in the use of Agribiotechnology for Sustainable solutions to insect-pests on Crucifer crops in India"	Vater and Sohn Eiselen-Stiftung, Ulm, Germany through AVRDC, Taiwan	US$6000

3.3   Research Facilities

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

Infrastructural requirements: Several buildings have been constructed to meet the infrastructural requirement.

a) New Science Building to cater to the need of emerging subjects in science.
b) Bhasa-Bidya Bhavana to facilitate research in literature and social science
c) Building for non-language departments.
d) Introduction of a new building as A.K. Das Gupta Centre to facilitate research New faculties have been recruited. Equipments and furniture in adequate number are also provided.

3.3.2   Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.

Though the university does not have an Information Resource centre by name, however all information, notices lecture of the faculties and any other relevant document are uploaded instantly on the university website and thus the utility of having an Information Resource Centre is at least partially fulfilled.

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

The University has a University Science Instrumentation Centre (USIC) where large instruments are kept in a particular place for use of researchers.

3.3.4   Does the university provide residential facilities (with computer and internet

facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/ international)?

The University provides residential facilities, decked with equipment for researchers and visiting academics in:

a) International Guest Houses
b) Pancavati.

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

a) In Rabindra-Bhavana which is considered as the largest repository of Tagore related articles, a specialized research centre has been established for Tagore-centric Research.

b) The newly introduced Rabindra-Sangeet Research centre is related to research in melody and technicalities of Rabindra Sngit (Tagore Song)

c) Indira Gandhi centre is slated for research on national and international understanding.

d) In collaboration with the Raja Rammohan Library Foundation, Rural Extension Centre is providing internet facilities at Raipur village. The initiative to extend computer facility with INTERNET and LAN for the villagers has been undertaken.

e) In collaboration with the doctors from Thakurpukur Cancer Hospital, Kolkata an awareness generation programme on "Let us Conquer Caner" for the villagers at Sriniketan was organized.

f) In collaboration with the Angikar Social Welfare Society, an awareness generation programme on : Thallasemia" was organized at Sriniketan for the villagers.

g) In collaboration with the PRIA & Samannay – NGO one day workshop on "Academia-Civil Society Organization Interface" was organized at Sriniketan for the Secretary of Village Development Societies.

h) In collaboration with the District Rural Development Cell (DRDC) a vocational training programme was organized on LAC handicrafts for the selected village women.

i) In collaboration with the Saint John Ambulance, Suri, training programme on 'First-Aid' was organized for the village youths.

j) In collaboration with the INDO-GERMAN WATER project sensitization programme on use of safe drinking water was organized in two villages.

3.3.6 Does the university have centres of national and international

recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

a) The centre caters to the need of the researches of other institution by providing research materials, computer facility etc.

b) The Department of Chemistry has international collaboration with Prof. Guillen Aromi, Universitat de Barcelone, Spain, Prof. Enrique Colacio, Universidad de Granda, Spain, Prof. Jean-Pierre Tuchagues, France, Prof. Thomas Frauenheim, University of Bremen, Germany.

c) The Department of Environmental Studies has collaborative research with University of Leeds, University of Nottingham, and University of Exeter, UK and also with IIT-Chennai, and IIT Bombay for generation of electricity by integrating concentrated Photovoltaic and Biogas produced by anaerobic digestion of biomass for the electricity to the rural tribal community (DST Funded).

The facilities offered by the Departments of Visva-Bharati attract other internationally reputed institutions to join in collaboration in various research projects.

3.4   Research Publications and Awards

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

The University has three principal research journals

a) Visva-Bharati Patrika

b) Visva-Bharati Quarterly

c) Rabindra Biksha published from Rabindra-Bhavana.

Editorial Board:

Visva-Bharati Quarterly

a) Vice-chancellor, Chairman

b) Editor

c) Five members approved by Vice-Chancellor

Editorial policies:

a) Visva-Bharati Patrika is a miscellany and as such incorporate articles on literature and social science with obvious emphasis on Rabindranath Tagore.

b) Visva-Bharati Quarterly : As a miscellany it includes articles on literature and social sciences.

c) Rabindran Biksha: It centres round Tagore and prefers articles based on archival materials.

Visva-Bharati Quarterly is listed in international date base viz.

A special achievement in research publication.

The nature publishing Index:

The Nature Publishing Index ranks institutions according to the number of primary research articles they publish in Nature journals. *Nature* and its family of Nature-branded sister journals is world-renowned as the pre-eminent platform for publication of the very best international research. These rankings are based on the number of papers that were published within the last 12 months. These rankings only include papers that were published as research articles (Articles, Letters and Brief Communications) or reviews in *Nature* and/or Nature monthly research journals. The index is updated weekly. According to the index date range: 16-04-2012 to 15-05-2013 for Research Articles, Visva-Bharati ranked 179 among 725 Institutions/Universities in the Asia-Pacific region.

3.4.2   **Give details of publications by the faculty:**

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

* **Monographs**
* **Chapters in Books**
* **Books edited**
* **Books with ISBN with details of publishers**
* **Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)**
* **Citation Index – range / average**
* **SNIP**
* **SJR**
* **Impact Factor – range / average**
* **h-index**

	Articles in peer reviewed journals	Monograph	Chapters in Edited Books	Edited Books	Books	Total
Vidya Bhavana	233	26	103	19	24	405
Bhasha Bhavana	694	2	190	54	58	998
PSB	458	28	78	27	19	610
Kala Bhavana	49	5	14	1	9	78
Vinay Bhavana	45	3	17	1	19	85
PSV	220	0	44	5	19	288
Sangeet Bhavana	85	0	21	0	17	123

| Shikkha Bhavana | 1324 | 1 | 68 | 8 | 39 | 1440 |
| Rabindra Bhavana | 103 | 3 | 80 | 25 | 0 | 211 |
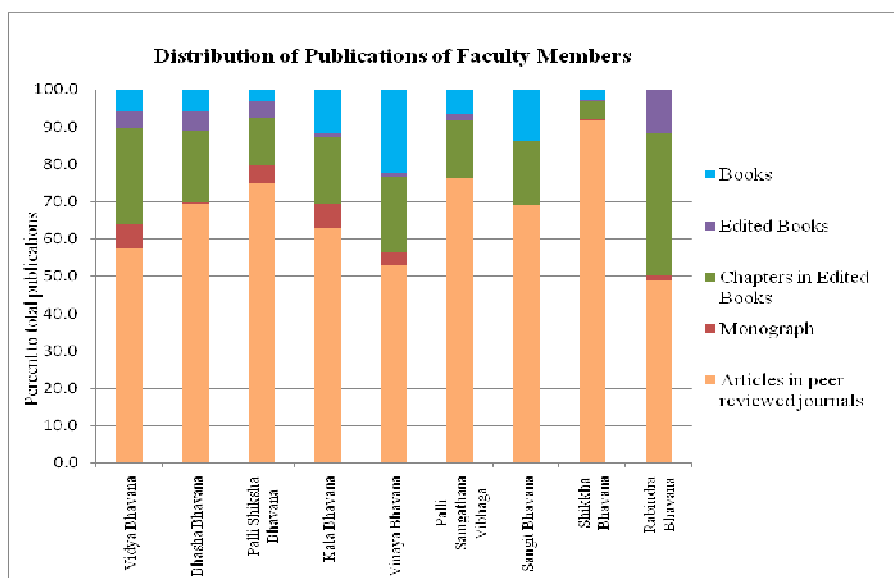
3.4.3 Give details of

* **faculty serving on the editorial boards of national and international journals**
* **faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies**

Sudipta Bhattacharya –
Permanent Member of the Editorial Advisory Board of the International Journal: The International Journal of Pluralism and Economics Education, edited by Jack Reardon, Inderscience Publishers, Geneva. Will be Guest Editor on Economics Education in India: Past, Present and Future, Vol.4, No.4, Dec, 2013.

Pranab Kanti Basu –
Member of the editorial board of *Prachya*, Journal of the Centre for South Asian Studies, University of Kolkata.

Asha Mukherjee- Appointed Member in the Advisory Board of the Argument: Biannual Philosophical Journal published from University of Cracow, Poland.

Dr. K. Mavali Rajan – Member in Editorial Board, International Journal Social Science Review.

Dr. Mausumi Bhattacharyya – Guest Editor, Global Media Journal, Summer

2014 Issue, India Chapter

Prof. Manas Ray – Member, Editorial Advisory Board, Global media Journal, USA.

Prof. Jagat Ram Bhattacharyya – Editor of Tulsī Prajñā - A Peer Reviewed research journal of Jain Vishva Bharati University, Ladnun – 341 306, Rajasthan from 1998 to 2012.

Prof. S. Ghosh – Member, Editorial Board, Journal of Community Mobilisation for Sustainable Development, ATIC, IARI, New Delhi.

Prof. Debasis Bhattachrya - Managing Editor of *International Journal of Statistics and Management System.*

Prof. Udaya Narayana Singh – Co-Editor of International Journal of Inter-Cultural Relations; 2008-onwards.

3.4.4   **Provide details of**
*   **research awards received by the faculty and students**
Faculty:
Goutam Ghosal –
August, 2012 – Awarded *Sri Aurobindo Puroshkar* from Sri Aurobindo Bhavan, Kolkata, for contribution to Sri Aurobindo Studies.
Somdatta Mandal –
Received Shastri Indo-Canadian Faculty Enrichment Fellowship in 2011.
Received Fulbright Teaching Fellowship in 2009.
Mr. Sudipta Das –
Junior Research Fellowship (UGC) in December, 2012.
Short Term Research Programme of Japan Foundation
Md. Aliul Azim –
Junior Research Fellowship (UGC) in July 2012.
Ms. Gita A Keeni –
Japan Foundation Fellowship Programme (2011-12).
Dr. Padmini Balaram –
Award for the Indigenous Research Paper and Oral Presentation on *Swastika in the East and West*, Ubon Ratchathani University, Thailand, 2011.
International Fellowship for Research: NTICVA 2014-15 Small Study Research Grant to research on 'Direct and Indirect Influences of Indian Chintz Textiles on *Wa Sarasa* of Japan'. Awarded by **NTICVA** (Nehru Trust for the Indian Collection at Victoria and Albert Museum, UK. April 2014-March 2015
International Fellowship for Teaching in USA: Fulbright-Nehru Visiting Lecturer Fellowship to teach **Colours and Natural Dyes of India: Their use in Textiles and Surface Design** at **University of Nebraska Lincoln in USA,**

2013. Awarded by United States India Education Foundation. Fall Semester 2013:19 August – 18 December 2013.

Students:
MEXT Scholarship – 2

Sl. no	Name of the students	Year	Name of the University
1.	Aneesha Nishat	2012 ~ 2013	Nagoya University, Nagoya, Japan
2.	Sudip Singha	2012 ~ 2013	Nagoya University, Nagoya, Japan

National Scholarship –
Sudipto Mondal, Rameez Wahid, Prakash Kishore.

* **national and international recognition received by the faculty from reputed professional bodies and agencies**
Goutam Ghosal –
Received Nolini Kanta Gupta Smriti Puroshkar, Kolkata, 15 April 2009.
Received First Prize, Pratibha Patil Poetry Award, 12 November 2009.
Somdatta Mandal –
Received the Meenakshi Mukherjee Memorial Prize 2014 from Indian Association for Commonwealth Literature and Language Studies for the Best Scholarly Essay published in the year 2012-13.
Prof. Arunaranjan Mishra :
Awarded, Vikram-Kalidasa Puraskar' along with a cash prize of Rs. 5000/- only as my article "Traces of Meghadutam in Bhamaha's Kavyalankarah" was considered the Best Paper in the Senior (above 50) category at the Kalidasa Samaroha (29.10.09 to 04.11.09) organized by Kalidasa Academy and Vikram University, Ujjain.
Dr. R.N. Mishra –
Awarded "Hindi Sahitya Samman by Hindi Sahitya Sammellan Proyag, Alld, 2010.
Prof. Jayeeta Ganguly awarded the first prize in Raj Bhasha Sruti Lekha Competition on 25th September 2011.
Dr. Sangwhan Shin, an ex-faculty member of the department was awarded with the Academic Excellent Book of 2011 for 'Nagarjuna's Thought' by Ministry of Culture, Sports and Tourism of Korea(s).
Prof. Manoranjan Pradhan – Odisha Sahitya Academy Award (2011)
Prof. Kailash Pattanayak – Jhankar Award (2010) for Literary Criticism
Prof. Sabita Pradhan – Awarded as a women critic by Orissa Lekhika Samsad on 06th March 2011.

Sujay Malakar and Surajit Biswas received Junior Fellowship from Ministry of Human Resource 2011-12.

Dr. B. Duary - Recognition award 2011 by DWSR, ICAR for successful completion of NIWS project –Ministry of Agriculture and Cooperation, Govt. of India.

3.4.5 **Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in *Shodhganga* by depositing the Ph.D.**

Average number of successful M.Phil/Ph.D scholars: 2 per faculty

Yes university participates in *Shodhganga* by depositing 35 Ph.D theses

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

As per decision of Research Board a committee has been formed to look into the research proposals before recommending then to higher funding authority. No case of plagiarisms has been reported so far.

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

Yes, the university does promote interdepartmental/interdisciplinary research. More than ten interdepartmental/interdisciplinary research projects have been undertaken.

About twenty departments are engaged in interdepartmental/interdisciplinary research projects like

Departments under Kala Bhavana, Sangit Bhavana, Department of Social Work, Silpa Sadan, Department of Education, Rathindra Krishi Vigyan Kendra, Department of Chemistry, Department of Zoology, Department of Botany, Department of Biotechnology, Department of Physics, Department of Environmental Studies, Department of Geography, Rabindra Bhavana are involved in such endeavours.

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

The University has arranged Research grant of Rs. 10000/- for all faculty members.

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

Incentive is provided in the form of appreciation by recording the achievement in the resolutions of Academic council, Executive council and court.

3.5 Consultancy

3.5.1   **What is the official policy of the University for Structured Consultancy? List a few important consultancies undertaken by the university during the last four years.**

The University offers structural consultancy as and when requested by Govt. and reputed non-govt. organisation.

a)   The University offered consultancy services in publication and cultural function to Raj Bhavan, Kolkata on the occasion of celebration of hundred years of award of Nobel to Rabindranath by Lord Carmaichael in Raj Bhavana in 1913.

b)   Offered consultancy service in setting up a Tagore museum in Mauritius.

c)   Requested to offer consultancy service in setting up a Tagore Gallery in National Library, Kolkata.

d)   A partnership programme with Narayana Hridaylaya in already on.

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

a)   The university has a close linkage with industry.

b)   **Job fair** – 17 companies of various sectors participated in the 'job fair' at the university campus on 4th and 5th July, 2014 and a good number of students were selected for placement.

c)   Silpa Sadana i.e. Industrial Training Institute is in close touch with industry as almost all the pass-out students of different Diploma courses of Silpa Sadana are employed in reputed industries in India and abroad.

3.5.3   **What is the mode of publicizing the expertise of the university for consultancy services? Which are the departments from whom consultancy has been sought?**

The details of the faculty are available in our website. As such the interested parties have the option to select from them.

Almost all science departments including Integrated science and Palli Sanghathan Vibhaga are approached for consultancy work

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

The University is happy to receive a certain portion of the honorarium received by the faculty for consultancy service.

3.5.5   **List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.**

<u>**Palli Siksha Bhavana:**</u>

a)   Faculties of the institute provide career counselling and guidance to the students for the preparations of ICAR-Junior Research Fellowship Examination, ICAR-Senior Research Fellowship Examination, ICAR-NET Examination and competitive examinations such as Agricultural Research

Service Examination, West Bengal Agricultural Administrative Services without any additional remuneration.

b) Free consultancy to the farmers over telephones, by appointments and personal contacts by the faculties.

c) Faculties of Palli Siksha Bhavana take part regularly in vocational training, farmers' training, entrepreneurship development training and training for extension personnel are being conducted by the Rathindra Krishi Vignan Kendra (RKVK).

d) Regular soil testing service to the farmers and researchers by the Soil Testing Laboratory.

e) Weed survey and surveillance are done in different crops, cropping systems, non-cropped areas and aquatic bodies in different agro-climatic zones of West Bengal by the scientists of AICRP-Weed Control, an ICAR sponsored centre.

f) Regular awareness programme on Parthenium weed in the surrounding localities by AICRP-Weed Control centre in conjunction with faculties and students of the institute.

g) Advisory service to farmers regarding weed menace and control measures in crops and cropping systems by AICRP-Weed Control centre.

h) The Agricultural Farm caters to some extent good quality seeds of high yielding varieties of common field crops grown locally at reasonable lower price.

i) The Horticultural Farm of the institute raises and freely supplies grafted saplings of fruit trees to the local members of Self Help Group on the occasion of *Hala Karshana*, the Festival of Ploughing each year.

Areas of income generation:

a) An income of approx. Rs.25000/- each year by leasing of the mango orchard by the Agricultural Farm.

b) Around 1 lakh income by the Agricultural Farm from its different agricultural production.

c) An income of approx. 5000/- each year by the Dairy Farm of the institute.

d) Income by Horticultural Farm approx. Rs. 25000-30000/-

Bhasha Bhavana:

Bengali- Bengali Operating System (OS) developed by Microsoft Corporation was a fruit of professional consultancy by the two Faculty Members of the Department (2005). Income generated was Rs 1, 00,000/- (Rs. One Lakh only) submitted to Visva-Bharati by Microsoft Corporation.

Kala Bhavana: Painting

a) Statue Relief of Mahatma Gandhi IGNCA New Delhi. Income generated/total

project 8,50000.

b) Statue of Rabindranath Tagore National Library Kolkatta 2008. Income generated/Total Project Cost 12,00000.

Rabindra Bhavana:

a) Prof. Uday Narayan Singh supervised as Director or Consultant several major research projects on Language Movement (funded by MSU & Centre for Social Studies), NLP (DoE), Digital Documentation (SASNET & SIDA, Sweden), Machine Translation (MC&IT), and Linguistic Data Consortium in Indian Languages (LDC-IL) - MHRD. Besides the above, he was the Chief of the National Translation Mission (NTM) specially approved by the Prime Minister of India, and also the Chief Consultant of the Microsoft's Validation Project for Vista; Director, NSOU-CIIL Joint Project on Bangla Online, 2002-04 and Director, CIIL-SAG (Ministry of Defence) Spoken Corpora and Contemporary Corpora Projects in Hindi, Bangla and Manipuri, 2005-07. In addition, he had conceived of and executed the Bhasha Mandakini Project under which 560 films were made on Bangla, Tamil and Kannada language, literature, and culture. For the large projects designed and supervised, also look at:

b) The *National Translation Mission* (or, *NTM*) at www.ntm.org.in

c) The *National Testing Service* (or, *NTS*), and at www.ciil.miles.net & www.nts.net

d) The *Linguistic Data Consortium for Indian Languages* (or, *LDC-IL*) at www.ldcil.org.

e) Besides the *Centre of Excellence in Classical Tamil* (*CECT* as described in www.ciil-classicaltamil.org), which has now flowered into a new institution – called the CICT at Chennai.

f) Prof. Tapati Mukhopadhyay is the Chairperson of a Committee constituted by UGC for monitoring construction of women hostels in a few colleges of Chhattisgarh.

Shiksha Bhavana:

a) <u>Zoology</u>: Prof. Santanu Ray - TATA steel (1.0 lakh), C-STEP, Bangalore (1.0 lakh)

b) <u>Chemistry</u>: (i) Overhead Charges of research projects, (ii) Charges for NMR of sample analysis.

Palli Samgathana Vibhaga:

<u>Silpa Sadana</u>: Textiles products designing, Furniture designing & production, Ceramics & Pottery

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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

Visva-Bharati has a long tradition of discharging its responsibilities to the larger community beyond the campus in its adopted fifty villages through the Department of Social Work, Rural Extension Centre (Adult Education Centre), Vinaya Bhavana (School of Education). During the last XIth plan period most of the departments across the Bhavanas had undertaken extensive outreach programmes as a part of Institutional Social Responsibility (ISR).It may also be noted in this connection that the two schools under Visva-Bharati regularly visit in nearby villages notably the Santal villages in and around Santiniketan and Sriniketan to organise different types of socially responsible activities as 'Service to the community'.

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

The National Service Scheme (NSS), in which about 6,000 students participate on a regular basis, is one means of promoting university-neighbourhood engagement. Apart from the NSS, several departments especially Department of Social Work, Rural Extension Centre, Silpa Sadana, Centre for Journalism & Mass Communication have included in their curricula the field trips to nearby villages. They take up neighbourhood survey and development schemes as 'Health Awareness Camp', 'Anti-Drug Campaign', 'Proper rehabilitation of the destitute', 'Awareness regarding importance of sanitation', 'Legal Awareness Camp', 'Cultural activities', 'Nature Awareness Camp' etc . Details of these may be found in the reports of individual departments.

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

The members of faculty involved with the NSS get a monthly allowance; students receive merit certificates for participation in activities (e.g. blood donation camps); students are being encouraged for certain projects (e.g. campus beautification, eco-friendly zone, plantation of saplings); faculty and staff members are encouraged to be involved in NSS and similar activities; many students involved with centres such as Women's Studies and the university's Counselling Cell are involved in providing services to the community.

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

Many departments have carried out surveys and research/extension activities which have had a direct impact on the lives of the larger community in and around Santiniketan and Sriniketan. Over 1,00,000 people are being benefitted directly from such activities. Department of Social Work and the Rural Extension Centre run training programmes in skill development that have benefitted thousands of individuals. Department of Environmental Studies has been instrumental in propagating the nuances of the hazards of pollution during the festivals every year. Department of Social Work undertakes programmes related to 'Labour issues' to ensure social justice and empower the underprivileged and the most vulnerable sections of society .The Women's Studies Centre is exploring possibilities to undertake gender sensitization work among communities in and around Santiniketan and Sriniketan.

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

Yes. Records are kept of NSS activities and the Dean of Students keeps track of students' involvement in such activities. Introducing a credit course on same is in the pipeline.

The departments evaluate the projects related to social activities of the students on regular basis.

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

Students of Visva-Bharati get enriched by understanding of society and social processes that go beyond the confines of the syllabus. Extension activities help them to achieve this. The Departments inculcate values through extension activities, include taking care of the mother nature, community consciousness, respecting human relations, the ability to carry others along when trying to fulfill a specific task.

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

All the activities described above (see especially 3.6.2 and 3.6.4) have specific methods and protocols to develop community participation. Details of community participation in activities can be found in the reports of specific departments and centres.

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

Visva-Bharati, as an institution has not received any award. Individual teachers have, however, received so. Details are under the entries for individual departments

and centres. It is to be mentioned that during the visits by several state and central government agencies, the excellence of the extension activities for community development by the Palli Samgathana Vibhaga was duly acknowledged.

3.7 Collaboration

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

The collaboration with various Indian institutions and foreign universities has opened up new vistas of diversity in concepts and thoughts on campus. The MOU signed between Yunnan university of China and Visva-Bharati emphasizes joint research activities, exchange of faculty members, graduate and undergraduate students for research and study. It was also emphasized that financial arrangements will have to be negotiated and depend on the availability of funds.

It was also emphasized in the MOU that Yunnan University will undertake to help Visva-Bharati develop China Bhavana. As such financial gain not withstanding, mutual gain in cementing academic bond which will be congenial for the overall development of both universities is indeed fruitful for Visva-Bharati.

Bangladesh Bhavana is going to be constructed soon as the behest of Bangladesh Govt.

3.7.2 Mention specific examples of how these linkages promote

* **Curriculum development**

In a recently signed MOU between the Department of Education, Binay Bhavana and Ramkrishna Mission Sikshan Mandir, Belur Math, Howrah, a college of teacher Education and Visva-Bharati, the curriculum development in B.Ed. course of Visva-Bharati is largely influenced by syllabus and suggestions of the partner institution. The inclusion of Swami Vivekananda's philosophy in the course curriculum under Makers of India series in curriculum of B.Ed. course in Vinaya Bhavana substantiates the impact of binary relationship on development of curriculum.

* **Internship**

Exchange of students and faculties at all levels viz. U.G, P.G, M.Phil and Ph.D is a redeeming feature of the MOU.

* **On-the-job training**

The staff members frequently visit the partner institution for attending training workshop and seminars.

* **Faculty exchange and development**

In almost all MOUs, Faculty Exchange and Development is an integral component.

* **Research**

Research is a major thrust area of international MOUs. For instance, in a MOU between Edinburg Napier university and Visva-Bharati it has been emphasized that the universities will also enter into discussions about exchanges and delivery of postgraduate taught and research degree programmes.

Joint Ph.D supervision:

In a MOU signed between Defence Research Laboratory, Tejpur with Visva-Bharati, joint Ph.D supervision has been accorded due weightage Visva-Bharati shall recognise and affiliate DR as its Ph.D research centre. The scientists DRL may be registered at Visva-Bharati as approved guides for supervision of Ph.D research.

* **Publication**

  Publication also figures prominently in the MOUs. In a MOU, signed between Kala-Bhavana, Visva-Bharati and Burapha University, Thailand it has been categorically stated that the host university is responsible for all expenses for publication of an exhibition catalogue which includes name of artists and artworks and a briefing to each work. This catalogue is expected to be published by Bhurapa in 2015 and Visva-Bharati will do Vice versa in 2016.

* **Consultancy**

  The faculty of both institutions will offer consultancy service to the students of both the universities.

* **Extension**

  Both Vinaya Bhavana, Teachers Training Institute of Visva-Bharati and Ramkrishna Sikshan Mandir had agreed upon to organise various extension activities from time to time for the benefit of Headmasters, teachers and administrators of adjoining neighbourhood secondary schools.

* **Student placement**

  This is not explicitly stated in MOU.

* **Any other (please specify)**

  Credit transform of students has figured in general between Ecole superieure DES Beauty Arts – Tours Angers Le Mans) and Visva-Bharati.

  Both the institutions are committed to transfer the students marks/credits just after the study period.

3.7.3 **Has the university signed any MoUs with institutions of national/international importance/other universities/industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?**

Yes, Visva-Bharati has signed several MoUs between national and internationally acclaimed institutions.

Yes, it has enhanced and enriched the concerned research through broad exposure and good training.

Sl. No.	Name of the Indian Institution	Name of the Foreign Institution	Date of Twinning Arrangement
1		Yunnan University,	21/04/2011 (05

		Kunming & Visva-Bharati	Yrs.)
2		Drury University & Dept. of Environmental Studies, Siksha-Bhavana, Visva-Bharati	23/11/2010 (05 Yrs.)
3		Ecole Superieure Des Beaux-Arts Tours Angers Le Mans, FRANCE with Kala-Bhavana, Visva-Bharati	10/08/2013 (03 Yrs.)
4		Royal Academy of Art (KABK) The Hague, Netherlands with Kala-Bhavana, Visva-Bharati	05/08/2013 (05 Yrs.)
5		University of Connecticut & Visva-Bharati	04/11/2006 (08 Yrs.)
6		Edinburgh Napier University & Visva-Bharati	05/01/2014 (05 Yrs.)
7		Royal University of Bhutan & Visva-Bharati	17/06/2011 (05 Yrs.)
8	Bose Institute, Kolkata & Visva-Bharati		21/02/2013 (05 Yrs.)
9	North East Institute of Science & Technology CSIR with Visva-Bharati		February 2010 (05 Yrs.)
10	DRDO, DRL Tejpur with Visva-Bharati		08/04/2014 (05 Yrs.)
11	Ramkrishna Mission Sikshan Mandir (College of Teacher Education), Belur Math, Howrah & Vinaya Bhavana (Dept. of Education), Visva-Bharati		2014 (05 Yrs.)

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

Any other information regarding Research, Consultancy and Extension which the university would like to include.
Highly qualitative and collaborative research at both national and international level is a redeeming feature of academic ambience of Visva-Bharati. Outreach

programmes conducted by several departments and Bhavanas of Visva-Bharati keep up Tagore's ideal of serving ailing humanity.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES
4.1   Physical Facilities
4.1.1   How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The University has made provision for adequate number of class rooms, library facility and accommodation for hostels. The University provides a wide   range of physical infrastructure for the students. This includes playground adjacent to almost all the Bhavanas/Institution, gymnasium, Yoga and Meditation Centre with library, etc. The University has made schedule in such a manner which helps the students to use the infrastructure.

The students are given access to use the playground and gymnasium in the morning from 6:00 am to 9:00 am and in the evening from 4:00 pm to 6:00 pm so that students do not miss their classes.

The Yoga and Meditation Centre was established at Dwijabiram Heritage Complex to create a hub where students, faculty, staff of the University can meditate and read books related to Yoga Asana, Pranayama etc. Keeping the schedule of the classes in mind, the Yoga and Meditation Centre and its library are kept opened in morning from 6:00 am to 9:00 am and in evening from 3:00 pm to 7:00 pm.

To ensure maximum participation of students in all the events, a better communication with students is required. Dean of Students' Welfare maintains a student's Data-Base, wherein contact address of students such as phone number, email address are available. Through instant messaging techniques such as Bulk SMS, students are informed about every training programme or activity. Instant communication with the students helps the University Authority to ensure maximum involvement of the students in all types of activities of the University.

Further, notification, circulars and notices regarding every activity/event are uploaded in the University websites which help the students to be aware of various activities of the University and enhance their enthusiasm to participate in various activities such as games & sports, cultural events etc.

Students are awarded with prizes and mementos for their performance and participation in various cultural and sports activities to encourage them to participate.

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

The university has constructed several buildings to promote good teaching-learning environment.

A few recent initiatives:

a)   New building of Bhasa-Vidya Bhavana

b) New building of Sangit Bhavana (Institute of Music, Dance and Drama)
c) New Building of Vinaya Bhavana (Institute for Teacher's Training)
d) Golden Jubilee Building in Sriniketan.
e) New building for Silpa Sadana (Industrial Training Institute)
f) Annexe Building of library
g) Integrated Science Building

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

The University provides adequate research facilities namely computer and other electronic gadgets, adequate number of books, e-journals, e-books to create a conducive atmosphere for higher learning and research.

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

Yes. In all Bhavanas adequate facilities for academic and administrative activities are provided in the form of office room. A common room for students is also provided. There are separate rest rooms for women students and staff.

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

a) Ramp for physically challenged students has been introduced in new constructions like central library, Lipika auditorium etc.

b) Brail system is introduced for visually challenged in the central library.

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

*   Capacity of the hostels and occupancy (to be given separately for men and women)

   *   Boys' hostel
   i)   Number of hostels: 12
   ii) Number of inmates: 1066
   iii) Facilities: Electricity, Purified Drinking Water, Kitchen, Hospital, Playground, Gymnasium, Newspaper, Magazines, Telephones, Television, Common room, Visitor's room, indoor games etc.

   *   Girls' hostel
   i)   Number of hostels: 13
   ii) Number of inmates: 1058
   iii) Facilities: Electricity, Purified Drinking Water, Kitchen, Hospital, Playground, Gymnasium, Newspaper, Magazines, Telephones, Television, Common room, Visitor's room etc.

*   Recreational facilities in hostel/s like gymnasium, yoga centre, etc.

A centrally located gymnasium and yoga centre are slated for students in_.

* **Broadband connectivity / wi-fi facility in hostels.**
   Broadband connectivity is provided in hostels.

4.1.7   Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

A hospital viz Pearson Memorial Hospital under the aegis of Visva-Bharati caters to the medical need of staff and students of Visva-Bharati.

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

Promotion of sports:

(a) In order to involve students in various sports activities and to develop their physical well-being, University has made games and sports compulsory for the first year students, which is extendable to second year. There are six sports nodal units in both the campus of the University (i.e. Santiniketan and Sriniketan), where facilities are provided for playing outdoor games such as basket ball, lawn-tennis, football, volleyball, throw ball, Kho-Kho, Kabaddi, athletics, cricket. There are twelve sports trainers on contractual basis, two for each sports nodal coaches who train the students. These 12 trainers include 3 women trainers, who help the women players of the University to develop their skill in sports. A well defined infrastructure is also offered to develop their skills in indoor games such as judo, yoga, chess etc. Instructor specialized in Judo, Cricket and Basket Ball are hired for training the students.

(b) University has two gymnasium equipped with all modern equipments. The Multi-speciality gymnasium at New Sports Complex at Vinaya-Bhavana is facilitated with infrastructure to play various indoor games such as table-tennis, badminton, weight lifting.

(c) Swimming pool of international standard is on its verge of completion and shortly it will be in use.

Cultural events/activities

Every year students of the University between the age group of 18-25 years participate in UNIFEST, which is organized by Association of Indian Universities, held at Zonal and National Level in various parts of the country. Prior to the participation in UNIFEST, every year Dean of Students' Welfare office of the University organizes Intra-University Cultural Fest cum Selection Trial in which students participate in various events falling in the categories of Fine Arts, Music and Literary.

List of competition organized in the University:

FINE ARTS

i)   Collage

ii)   Poster Making

iii) Spot Painting

iv) Spot Photography

v) Clay Modelling

vi) Rangoli

vii) Cartooning

MUSIC EVENTS

i) Classical Instrumental, Solo (Percussion)

ii) Classical Intrumental, Solo (Non-percussion)

iii) Light Vocal

iv) Western Vocal

v) Classical Vocal, (Solo) Hindustani, (Khayal/Dhrupad)

vi) Group Song, (Indian) (Western)

vii) Classical Dance, (Solo)

viii) Folk Dance

ix) Group Dance

LITERARY EVENTS

i) Quiz

ii) Debate

iii) Elocution

Student/group of students who hold the first position in the above mentioned events are selected for East Zonal UNIFEST. Subsequently, they are selected for UNIFEST at National Level.

Emphasis is given to the students to participate in various cultural events organized by other University across the country. Eg. Students take part in Damodashree National Essay Writing Competition organized by S.S Khanna Girls' Degree College at Allahabad.

Other than Intra-University Cultural Fest cum Selection Trial, Ceremonial Parade during Independence Day and Republic Day are organized. Students involved in National Cadet Corps, (NCC), National Service Scheme (NSS) take part in the Parade. Rehearsal goes for more than a week prior to Independence Day and Republic Day so that students could give their best during the Parade.

4.2 Library as a Learning Resource

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

Library Development Advisory Committees, they consist of Vice Chancellor (Chairman), 5 Head of departments, Head of Computer Centre and University Librarian.

4.2.2 Provide details of the following:

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

8649 sq mts

* **Total seating capacity**
   550
* **Working hours (on working days, on holidays, before examination, during examination, during vacation)**
   Central Library
   All days except weekly holidays
   (Wednesday & Sunday):   7 a.m. to 8 p.m
   Wednesday and Sunday: 10 a.m. to 5 p.m
   During Vacation: 7 a.m. to 8 p.m
   Before Exam: 7 a.m. to 8 p.m
   During Exam: 7 a.m. to 8 p.m
   Other holidays: 10 a.m. to 5 p.m
   Sectional Libraries
   Working days: 10 a.m. to 5 p.m
* **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

   Lounge area for browsing   :   1 (Central Library)

   Relaxed are for reading   :   1 (Central Library)

   I.T. Zone for accessing e-resources :   1 (Central Library)
* **Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection**
   Floor Plan and Sign Boards are provided

   Braille unit for Visually Challenged Users (2 in no), talking books, personal assistance.

   Open access and OPACs are the mode of access to collections

4.2.3   Give details of the library holdings:
a) Print (books, back volumes and theses) - 8,51,100
b) Average number of books added during the last three years - 9659

Libraries	2010-11	2011-12	2012-13
Central Library	6525	4081	3946
PSB	1270	1422	829
Vinaya Bhavana	359	499	26
Sikha Bhavana	31	91	313
Patha Bhavana	486	287	-
Darshan Bhavana	74	74	74
Hindi Bhavana	439	208	94
Sangit Bhavana	2049	435	17
Palli Samagathana Vibhaga	632	490	829
Cheena Bhavana	200	67	79

Rabindra Bhavana	427	401	346
Kala Bhavana	414	352	54
Siksha Satra	645	394	18
Total	**13,551**	**8,801**	**6,625**

c) **Non Print (Microfiche, AV) -** 1445

d) **Electronic (e-books, e-journals)**

   E-books   :   3836

   E-Journals   :   63

   Total   **:**   **3899**

   (Access to 87,911 e-books and 52,634 e-journals through various consortia)

e) **Special collections (e.g. text books, reference books, standards, patents)**

   Special collections in text books, reference books, local history, rare books, manuscripts amounting to 31,548 documents

f) **Book Banks -** No

g) **Question Banks**

   Yes. Provided through the Institutional Repository

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

   * **OPAC**

   * **Electronic Resource Management package for e-journals**

   * **Federated searching tools to search articles in multiple databases**

   * **Library Website**

   * **In-house/remote access to e-publications**

      ∗   OPAC, WebOPAC as well as printed catalogue cards

      ∗   Library Website

      ∗   Library Brochure

      ∗   In-house newsletter

      ∗   Remote Access (being purchased)

      ∗   Federated Search (being purchased)

      ∗   Uploading of all digitised books and theses on to Libsys

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

   * **Library automation**

   LIBSYS – 7 (Unicode web compliant library software), all 13 libraries are networked, issue and return fully automated, WebOPAC, Federated Search System

   * **Total number of computers for general access**

   26

   * **Total numbers of printers for general access**

   01

   * **Internet band width speed 2mbps 10 mbps 1 GB**

10 mbps
* **Institutional Repository** (on DSpace)
   Syllabus
   Question papers (2007 onwards)
   Publications of faculties and other members of Visva-Bharati
   Theses
* **Content management system for e-learning**
* **Participation in resource sharing networks/consortia (like INFLIBNET)**
   a) INFLIBNET (UGC-Infonet (INFLIBNET, IndCat, Sodhganga, Sodhgangotri including Turnitin, iThenticate)
   b) DELNET
   c) American Library, Kolkata
   d) British Council Library, Kolkata

4.2.6   Provide details (per month) with regard to
* **Average number of walk-ins**
   26,561
* **Average number of books issued/returned**
   Issued   :   9123
   Returned   :   6133
* **Ratio of library books to students enrolled**
   57:1
* **Average number of books added during the last four years**
   Books(Print)   : 10,608
* **Average number of login to OPAC**
   10000 (Approx.)
* **Average number of login to e-resources**
   1000 (Approx.)
* **Average number of e-resources downloaded/printed**
   915 (Approx)
* **Number of IT (Information Technology) literacy trainings organized**
   Once in a month and also on request of individual user

4.2.7   Give details of specialized services provided by the library with regard to
* **Manuscripts**
* **Reference**
   The reference librarian and his team maintain the reference section as well as provides reference services to students, faculty and staff (averagely 100 users per month).
* **Reprography/Scanning**
   Outsourced. Facility is open from 8 am to 8 pm on all days. Self-scanning facility too is provided.

* **Inter-library Loan Service**
Very popular service. Provided through link-up with DELNET, British Council Library, Kolkata and American Library, Kolkata.
* **Information Deployment and Notification**
Display of new arrivals at the entrance of the Library, e-newsletter, Library Website, Current Awareness Service (fortnightly), Newspaper Clipping Service (fortnightly)and New Arrival Alert Service (fortnightly).
* **OPACS**
OPAC and WebOPAC are available
* **Internet Access**
Available to the users through all the PCs in the Library.
* **Downloads**
Facility is open from 7.30 am to 7.30 pm all days.
* **Printouts**
Facility is outsourced. Open from 8.00 am to 8.00 pm all days.
* **Reading list/ Bibliography compilation**
* **In-house/remote access to e-resources**
* **User Orientation**
14 Orientation programmes were conducted during the current year and demonstration programme on e-resources.
* **Assistance in searching Databases**
The reference section staff provides assistance in respect of all databases, WebOPAC, E-journals, e-books etc. Facilitatse remote access, federated search, use of Turnitin and iThenticate.
* **INFLIBNET/IUC facilities**
Library has INFLIBNET Centre under the name 'Gitanjali Net' with different ICTs related equipments (e.g. Storage, Server, UPS, Computers, Scanners etc.) through which digital and electronic resources are processed, organized, stored and disseminated to the academic community for their research and development. Remote Access too is provided through the network.

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

Budget Head	Amounts Allocated (Rs. in lakhs)	Amount spent for purchasing new Books and Journals (Rs. in lakhs)
Plan	140	100 (expected)
Non-plan /Revenue (Recurring)	9	To meet the recurring expenditure of the libraries

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

Organised various activities like drama by blind students, study circles, book exhibitions, workshops/seminars, observation of Gandhi Punyaha Day, sensitisation programme on gender issues, opening of tea corner, permanent exhibition of Tagore etc.

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

Library collects feedback from its users through e-mail, hardcopy questionnaire, interactive session during users' Orientation Programmes, direct personal contact, and through suggestion box. Collected feedbacks are being analysed in the Library Officers' meeting to sort out the feasible solutions. On the basis of the collected feedback some improvements carried out with immediate effect, if possible. Some are taken-up by the library authority on priority basis as per the nature of the requirements.

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

a)   Renovation of old building (Central Library)

b)   Renovation of toilets

c)   Renovation of floors

d)   Renovation of cycle stand

e)   Extension of Library building (construction of annex building)

f)   Construction of underground water reservoir (50000 Litre) for fire safety

g)   Installations of ACs

h)   Installation of EPABX

i)   Installation of water cooler and purifiers

j)   Installation of fire extinguishers

k)   Installation of CCTV

l)   Installation of high capacity UPS

m)   Installation of server, storage, etc.

n)   Introduction of proper electrical wiring

o)   Automatic timer poll lights at the library premises

p)   Introduction of Wi-Fi

q)   Procured ICTs related equipments (Computers, Scanners, Barcode Printer, Network Printer cum - copier, etc.)

r)   Procured furniture for the library

s)   Development of the library premises with paper block roads, drainage, etc.

t)   Development of infrastructure for the physically challenged users

u) Fencing of the entire library premises
v) Gardening for beautification of the library premises.
w) Central Library: Revamping of Reading Rooms, and Reference Section by air-conditioning, replacement of old furniture with ergonomically designed modern ones,
x) Provision of wi-fi zones, and
y) Opening of Library on holidays
z) Creation of Career Corner in the Library
aa) Out-sourcing of cleaning/ sweeping & stack rectification

4.3   IT Infrastructure
4.3.1   Does the university have a comprehensive IT policy with regard to
- **IT Service Management**
- **Information Security**
- **Network Security**
- **Risk Management**
- **Software Asset Management**
- **Open Source Resources**
- **Green Computing**

An IT resource usage & maintenance policy is followed in the university. A coded policy towards IT assets (acquisition and refresh), security and risks is to be coded.

4.3.2   Give details of the university's computing facilities i.e.,
- **hardware and software.**
  a) Blade server
  b) Desktops
  c) Laptops
- **Number of systems with individual configurations**
  At Computer Centre
  Blade Server -1 : (HP C 7000 BL 460, Blades populated: 4, Blade configuration: Intel performance xeon)
  Desktop -69 : (Processor-Intel Core2 Duo, 1/2/4 GB RAM, 150/200 GB HDD)
  Laptop – 10 : (Processor- Intel Core2 Duo, RAM 2GB, 232 GB HDD)
- **Computer-student ratio**
  Approx. 500 : 6800
- **Dedicated computing facilities**
  Each department / centre has its dedicated computing facilities.
- **LAN facility**
  Campus OFC backbone for 65 units (GitanjaliNet)
- **Proprietary software**
  MS Windows, MS-Office, Adobe CS
- **Number of nodes/ computers with internet facility**

Approx. 500+
- **Any other (please specify)**

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

Efforts to procure funding are being made for:
a) Expanding the computer centre building.
b) Refreshing the active components of campus network.
c) Creating WiFi Zones in the campus.
d) Creating assistive technology for differently-abled students and staff-members. Provision of new generation of hardware for students and faculty members.

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

a) Students are provided with facility to pursue MOOC.
b) NKN courseware is available for the students .
c) University repository is available on YouTube.

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

Each dept. Provide computer lab for its students.

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

Teachers use OSS and proprietary software for preparing study material. Research journals are available under UGC-Infonet.

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

All class rooms have LCD projection and use facility.

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

Teachers use OSS and proprietary software for preparing study material.

4.3.9   How are the computers and their accessories maintained?

Each department / centre has its independent maintenance policy.

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

All services under NKN are available.

4.3.11 **Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?**
Yes. It is accessible to all.

4.3.12 **Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the university.**
Approximately Rs.7 lakh is allocated for computing resources at computer centre.

4.3.13 **What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?**
The courses are progressively incorporating off-campus project and IT network is used for this purpose.

4.4 Maintenance of Campus Facilities

4.4.1 **Does the university have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.**
Yes, the University has an estate officer but the supervision of infrastructure in under the supervision of university Engineers.
A few campus specific initiatives:
a) Natyaghar an auditorium with all modern facilities had been kept under the supervision of University Engineers.
b) Newly constructed Bhasa-Vidya Bhavana
c) Science Building.

4.4.2 **How are the infrastructure facilities, services and equipments maintained? Give details.**
The University has set up of Engineering, sanitation, garden and Estate Departments through which all repair renovation/maintenance works are carried out. Moreover, since the University campus is not covered under any municipal authority, municipal services like lifting and distribution of water, maintenance of street light, maintenance of sanitation sewerage system etc. are done by the University with their own resources through the above wings. In case of larger and complicated project external expertise from major organisation like CPWD, NBCC, West Bengal Public Health Engineering, WBSEDCL is also sought.

Any other information regarding Infrastructural and Learning Resources which the university would like to include.
Visva-Bharati Central Library including the Departmental libraries caters to the requirement of students, researchers, academic as well. Rabindra Bhavana library is used extensively by Tagore researchers and connoisseur.

CRITERION V: STUDENT SUPPORT AND PROGRESSION
5.1   Student Mentoring and Support
5.1.1   Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?
We have a Students Councelling Centre which caters to the academic and mental support of the students. The centre is under the supervision of Director, Physical Education and the Centre functions regularly and promotes students interest.

5.1.2   Apart from classroom interaction, what are the provisions available for academic mentoring?
The University arranges:
a) Career counselling programmes
b) Regular interaction with the faculties.

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

a)   **Counseling Cell:**
The University has set up a Counselling Cell for the students. A Psychological Counsellor visits the University once in a week and deals with the various issues of the students personally with face to face communication.

b)   **Personality Development Class:**
To guide students and to develop their personality, Students Activity Centre of the University organizes 80 hours Personality Development Training twice in the year 2013-2014. The programme is offered by Tata Consultancy Services (TCS), Kolkata.

c)   **Spoken English Classes/Communication English**
To develop the communication skill of the students, 3 months Spoken English Classes are conducted twice in a year. Students are encouraged to apply for the course to enhance their employability skill.

d)   **First Aid Course:**
This course was also started in the year 2013 by the Students' Activity Centre under the aegis of the Director, PSNS for enhancing the employability skill of the students. A short term 7 – Day course is organized for the students. The training is imparted by external association such as St. Johns' Ambulance Association or Red Cross Society of India.

e)   **Yoga and Meditation Workshop**
As of now, the Yoga and Meditation Centre remains opened for six days in a week except Monday. To ensure that students stay at the best of their health, Yoga and Meditation Workshop has been started in the University. To start with, a 7 – Day free session was organized from 02.07.2014 to 08.07.2014. Other programmes to this effect will be started shortly.

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

The University provides assistance to students for obtaining bank loans in two ways.

a) By explaining the procedure and paraphernalia of the process through which the banks may be approached for bank loans.

b) By forwarding the applications to the bank.

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

The University publishes its updated prospectus annually where the main issues, activities and information about the university are incorporated.

The following information are provided in the annual prospectus.

a) Important Information and guidelines for the applicants. Including online application procedure.

b) Objectives of the University, rules and regulation and railway time table.

c) Introduction.

d) Brief description of all Bhavnas (Institute)

Online access is provided to students to download the brochures.

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

<u>Merit Scholarship</u> : 20% of the roll strength of students of Class X of School Certificate Course, each class of Pre-degree Course and each semester/year in each Department in Undergraduate and Postgraduate Courses, subject to a minimum of one (provided the candidate fulfils the eligibility criteria), shall be allocated every year on the basis of merit and on the recommendation of the Head of the Department and Adhyaksha of the Bhavana/Sadana/Vibhaga concerned.

Sl No.	Rate of Merit Scholarship	Residential (Rs. P.m.)	Non-Residential (Rs. P.m.)
1.	School Certificate – Class X	200.00	150.00
2.	Pre-degree Course		
3.	Undergraduate Course	250.00	200.00

4.	Postgraduate Course	300.00	250.00

Merit-cum-Means Scholarship : 20% of the roll strength in each Semester/year in each Department of the Undergraduate and Postgraduate courses, subject to a minimum of one (provided the candidate fulfils the eligibility criteria) shall be awarded Merit-cum-Means scholarship, who could not be awarded Merit Scholarship, on the recommendation of the Head of the Department and Principal of the Bhavana/Sadana/Vibhaga concerned.

Rates of Merit-cum-Means scholarship will be as follows:

Sl. no.	Course(s)	Residential (Rs. p.m.)	Non-Residential (Rs. p.m.)
1.	School Certificate	150.00	100.00
2.	Pre-Degree Course		
3.	Undergraduate Course	200.00	150.00
4.	Postgraduate Course	250.00	200.00
5.	Diploma Course (regular full-time Course at Kala-Bhavana)	90.00	60.00
6.	Advanced Diploma Course (regular full-time Course at Kala-Bhavana)	140.00	100.00
7.	Certificate Course (regular full-time Course at Kala-Bhavana)	75.00	45.00

- i)   University Merit Scholarship (during the 2013-2014) is given to 299 Students;
- ii) Merit-cum-Means Scholarship (during 2012-2013) is given to 7 students.

5.1.7   What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?
- i)   West Bengal Merit-cum-Means during the year 2012 is awarded to 193 students.
- ii) West Bengal Minority Post Matric Scholarship is awarded to during the year 2013-2014 by 334 students.
- iii) Stipend/Book grant to Arunachal Pradesh Schedule Tribal (APST) is awarded to during the year 2013-2014 by 02 students.

5.1.8   Does the university have an International Student Cell to attract foreign students and cater to their needs?

Yes, the university has foreign students cell led by one Foreign Students Adviser who is a senior faculty of the University and interacts regularly with the foreign students in any matter of their interest.

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

5.1.10 **What types of support services are available for**
* **overseas students**
a) The overseas students are admitted even in supernumerary quota.
b) Personal counselling for individual problems if any are taken up as and when required by the Foreign Student's Cell.
* **physically challenged / differently-abled students**
Ramp facility is offered to students. Brail facility is available in the library. There is a special quota maintained for these students at the time admission as per Govt. rules.
* **SC/ST, OBC and economically weaker sections**
a) A special quota is reserved for SC/ST and OBC candidates at the time of admission as per Govt. rule.
b) Scholarships and stipends are offered to deserving candidates.
c) For students participating in various competitions/conferences in India and abroad, passage money is offered in special cases to students to felicitate travel
* **students participating in various competitions/conferences in India and abroad**
Every year students of the University between the age group of 18-25 years participate in UNIFEST, which is organized by Association of Indian Universities held at Zonal and National Level in various parts of the country. Prior to the participation in UNIFEST, every year Dean of Students' Welfare office of the University organizes Intra-University Cultural Fest cum Selection Trial in which students participate in various events falling in the categories of Fine Arts, Music and Literary.
List of competition organized in the University:
FINE ARTS
a. Collage
b. Poster Making
c. Spot Painting
d. Spot Photography
e. Clay Modelling
f. Rangoli
g. Cartooning

MUSIC EVENTS
a. Classical Instrumental, Solo (Percussion)
b. Classical Instrumental, Solo (Non-percussion)
c. Light Vocal
d. Western Vocal
e. Classical Vocal, (Solo) Hindustani, (Khayal/Dhrupad)
f. Group Song, (Indian) (Western)
g. Classical Dance, (Solo)
h. Folk Dance
i. Group Dance

LITERARY EVENTS
a. Quiz
b. Debate
c. Elocution

Student/group of students who hold the first position in the above mentioned events are selected for East Zonal UNIFEST. Subsequently, they are selected for UNIFEST at National Level.

* **health centre, health insurance etc.**
  The University caters to the medical need of the students through Pearson Memorial Hospital.
  Health Insurance:
  All the students of the University are covered under Vidyarthi Mediclaim Policy on payment of Rs.580.00 per annum as premium of Insurance policy. Under this scheme, students up to the age of 25 years can avail the facility of cashless treatment and medical reimbursement up to a limit of Rs.50,000/- every year.

* **skill development (spoken English, computer literacy, etc.)**
  a) Spoken English courses are regularly held in the university to augment students ability in conversational English.
  b) Computer literacy– computer centre of the University offers free computer training to all students.

* **performance enhancement for slow learners**
  Remedial courses were arranged to assist slow learners.

* **exposure of students to other institutions of higher learning /corporates/business houses, etc.**
  To facilitate exposure of students to other institutions of higher learning /corporate/business houses etc. the university has adopted special measures:
  a) A reciprocal relationship has been built up with renowned media houses and the Department of Journalism and Mass communication.
  b) The students of Integrated Science and Biotechnology Department visit Industrial Houses and National Institutes for project work.

* **publication of student magazines**

The students of two schools viz. Patha-Bhavana and Siksha-Satra publish their annual magazines regularly.

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

The University organised coaching classes for NET examination.

Successful students in various competitive examinations:

UGC/ICAR/CSIR/GATE NET	SLET	ATE/CAT/GRE/TOEFEL/GMAT	Central/Civil/State Services	Defense Services	Others
525	85	1	16	03	134

5.1.12 **Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as**
* **additional academic support and academic flexibility in examinations**

    The University provides academic flexibility to good student sports persons in respect of examination schedule at least. In case of overlapping of examination schedule with final sports schedule of a student sportsperson, he/she is allowed to take on examination on a different date with another set of question papers.
* **special dietary requirements, sports uniform and materials**
    a) During coaching camp of various games at University, diet rich in carbohydrates and protein are given to the players such as fruits, eggs, banana, sweet etc.
    b) Players participating in Inter-University/Zonal/National tournaments are given daily allowance of Rs.300 per day for foods.
    c) Players participating in Inter-University/Zonal/National tournaments are given Dress allowance of Rs 1,000 per players to buy sports uniform, tracksuit etc.
    d) Playing equipment is also offered to the students for coaching camps.
* **any other (please specify)**

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

Yes, University has a Placement Cell, where students are fed with information on various aspects of career. Students have access to Employment Newspaper and other leading English Daily to get information on jobs opening etc.

The other activities of the Placement cell are as under:

a) **Job Fair**

    Annual job Fair for all the final year students of undergraduate courses, post graduate courses and research scholars was conducted by the Placement Cell

of the University under the aegis of the Director PSNS on and from 4th and 5th July, 2014 at the University Campus. Total 17 Companies from various sector participated in the Job Fair. Students got an experience of facing interview and few of them also got selected for jobs in various companies.

b) **Mock Interview Session**

Prior to the Job Fair, a Mock Interview was conducted for the students to give them an idea of actual interview. Experts from Army fraternity were invited to take Mock Interview Session.

c) **Special Class on 'How to face Interview'**

A special class for the applicants of 'Job Fair' was organized to help them know how to face interview. Faculty members of the University took classes on the said matter.

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

Job Fair was conducted for final year students of Undergraduate, Post Graduate and Research Scholars of the entire University by the Office of the Director PSNS, Visva-Bharati and Conference and Exhibition India, New Delhi on 4th and 5th April, 2014 at newly constructed Girls' Hostel of the University.

Total 146 students had appeared for the interviews in the Job Fair. Among 146 students, 46 students have been selected by the interviewers for jobs and final discussion with CEO of concerned Companies. Among 46 students, few of them have been selected for more than one company.

List of students selected for jobs and final round interview in various companies participated in the Job Fair.

a) Tagore Institute of Vocational Studies
b) Ginni International Entertainment
c) ACS Appliances
d) Swami Vivekananda Group of Institutions
e) Yuvraj Industries

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

The Visva-Bharati Alumni Association is a statutory entity of the University and is engaged in cultural activities promoting the ideals of our most illustrious Founder, Gurudeva Rabindranath Tagore and proudly carrying the torch lighted by Tagore and has concentrated on various cultural activities in furtherance of the cause of Visva-Bharati. He also envisaged that the association shall foster a spirit of fellowship among the former students and workers of the University. In spite of acute financial crunch Tagore himself had carried the message of his creation, Visva-Bharati to the country and abroad. Since its inception in 1951 Visva-Bharati Alumni Association (VBAA) is continuing the activities initiated by Tagore to the

best of the capabilities of the alumni. It has not failed in its sincerity of purpose and has made an indelible mark on the psyche of India. The activities undertaken by the VBAA is many and only a few are enumerated below:

a) Keeping in tune with the recent times VBAA felt the need to amend the rules which was accomplished in 2013. The alumni staying abroad expressed their earnest desire to contribute more to the cause of the university and participate online in major cultural events organized by VBAA. In order to bring this to effect a VBAA website is being created and the process of new membership has been initiated. The non-resident NRI also desired to participate in the election of office bearers of VBAA and the same will be made effective. At present the drive is on for registration of new NRI members so that VBAA achieves a wide global presence.

b) Further initiatives by the VBAA resulted in the inauguration of the Butterfly Park, Orchid Garden and the Eco-zone of Visva-Bharati positively contributing to the environment of Santiniketan. Moreover, plans are ongoing to rejuvenate the central part of Santiniketan namely, the Tin Pahar area with an ancient banyan tree from the time of Tagore and the adjoining Panthashala. An alumnus who is a renowned psychiatrist met the adolescent students at Santiniketan and discussed their various problems, providing solutions to the same. Alumni have regularly participated in Pous Mela, Vasantotsava, and other festivities at Santiniketan, keeping the psyche of Santiniketan as was perceived by Tagore.

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

Yes the university does have a student grievance redressal cell – an "Online Students' Grievance Redressal Cell", which came into being in 2014. The nodal officer of the cell is the Proctor of the university and the deputy nodal officer is the Deputy Dean of the university.

Details as follows -

Nature of grievances – Irregularities related to discipline, intoxicated act in the campus area, issuing press statement against university authority, demonstration in the campus area etc

Redressal – In most of the cases the students were expelled from the university hostels (temporarily/permanently) or suspended from the university or given warnings.

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

Yes the university does promote a gender-sensitive environment to a great extent.

In pursuance with the guidelines and subsequent instructions issued by the Government of India, Ministry of Human Resource Development and the University Grants Commission, New Delhi, Visva-Bharati had constituted a committee in the name of "Standing Committee for Prevention of Sexual Harassment against Women at Workplace" in June 2000, which was renamed as Internal Complaints Committee for Prevention of Sexual Harassment against Women at Workplace in 2013.

The ICC has its own policy and mechanism to deal with issues related to sexual harassment of the female students and employees as per the *Vishakha* guidelines. The victim has to complain within ninety days of the occurrence of the incident in writing or of the last incident (in case of repeated occurrence of the incident).

For the purpose of making an inquiry the "Internal Complaints Committee" shall have the same powers as are vested in a civil court under the Code of Civil Procedure, 1908 when trying a suit in respect of the following matters, namely – i) summoning and enforcing the attendance of any person and examining him or oath; ii) requiring the discovery and production of documents; and iii) any other mater which may be prescribed. The committee is supposed to submit its report after completion of the enquiry within ninety days of receipt of the complaint. On completion of the inquiry the "Internal Complaints Committee" shall provide a report of its findings to the employer within a period of ten days from the date of completion of the inquiry and such report shall be made available to the concerned parties. The employer shall act upon the recommendation within sixty days of its receipt by him.

The committee apart from its regular activities has already started a few awareness campaigning workshops in the name of –"Gender Issues and Us" at different levels like students, teaching and non-teaching staffs. Within a short spell of about two months the committee had conducted three such workshops.

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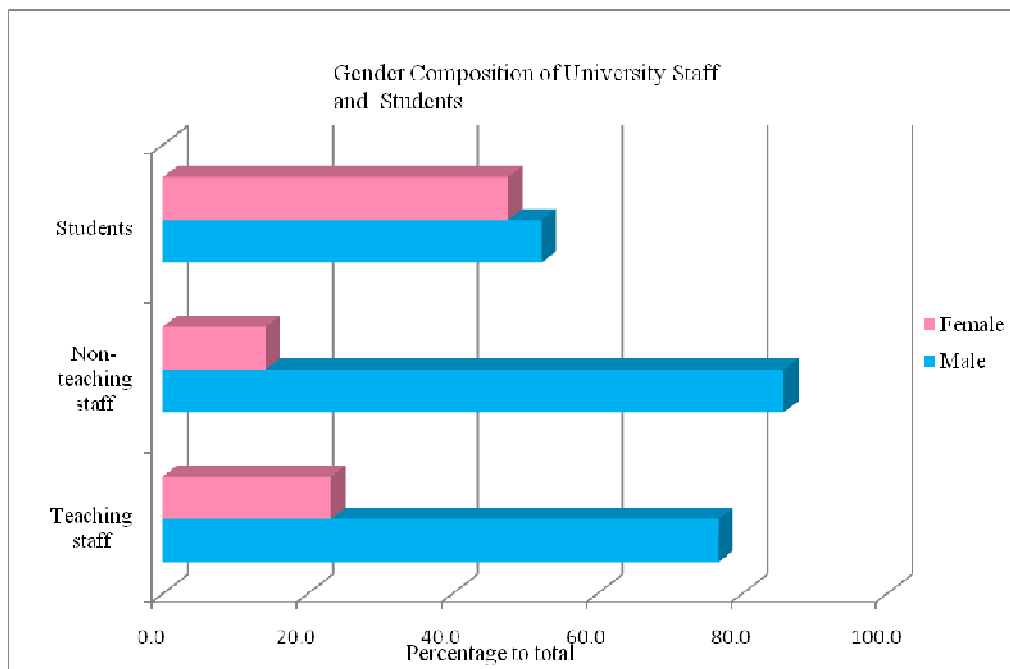
5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Yes, there is an Anti-Ragging Committee in the university. So far two cases have been reported in this section. They are –

Case 1: On 5 January, 2014; Nature of ragging – Physical torture; University action – Expulsion from hostel

Case 2: On 30 February, 2012; Nature of ragging – Physical torture; University action – Suspended from hostel

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

The department like Journalism and Mass communication hold regular Guardian Meet to elicit cooperation of one major stakeholder i.e. Guardians.

Interactive students faculty meetings are frequently arranged in different departments to receive feedback from the students as will.

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

University has left no stone unturned when it comes to ensure participation of women students in intra-inter institutional sports competitions and cultural activities.

Sports: Infrastructure has been developed for involvement of girls' participation in intra-inter institutional sports competitions. The infrastructure for playing volley ball, kho-kho, kabaddi, table tennis, badminton, chess, basketball, athletics, yoga, gymnastic have been introduced in greater manner so that they can rehearse in well manner and perform well in various tournaments.

Special Coach for Judo: To empower the girls with self-defence techniques and to develop their skill in Judo, they are imparted training by Judo Coach.

Cricket Coaching camp for women cricket at University: Special coach from Cricket Association of Bengal has trained the girl player of the University. Later, three women cricketers were selected and had participated in Bengal Cricket Coaching Camp for women 2013.

5.2 Student Progression

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

Student progression	Percentage against enrolled
UG to PG	86.31
PG to M.Phil.	17.74
PG to Ph.D.	23
Ph.D. to Post-Doctoral	12.2
Employed ● **Campus selection** ● **Other than campus recruitment**	11.3 61.1
Entrepreneurs	

5.2.2 What is the programme-wise completion rate during the time span stipulated by the university?
90% approximately

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

List of the students qualified in the various competitive examinations:

UGC/ICAR/CSIR/GATE NET	SLET	ATE/CAT/GRE/TOEFEL/GMAT	Central/Civil/State Services	Defense Services	Others
525	85	1	16	03	134

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

Year	Ph.D Submitted	Ph.D Accepted	Ph.D Resubmitted	Ph.D Rejected
2013-14	118	135	1	Nil
2012-13	129	117	1	Nil
2011-12	99	121	1	Nil
2010-11	113	124	Nil	1

Year	D.Litt Submitted	D.Litt Accepted	D.Litt Resubmitted	D.Litt Rejected
2013-14	Nil	Nil	Nil	Nil
2012-13	1	Nil	Nil	Nil
2011-12	Nil	Nil	Nil	Nil
2010-11	1	1	Nil	Nil

Year	D.Sc. Submitted	D.Sc. Accepted	D.Sc. Resubmitted	D.Sc. Rejected
2013-14	Nil	Nil	Nil	Nil
2012-13	Nil	Nil	Nil	Nil
2011-12	Nil	Nil	Nil	Nil
2010-11	Nil	Nil	Nil	Nil

5.3   Student Participation and Activities
5.3.1   List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.
ORGANISED THE CAB TOURNAMENT:
a)   Ajay Ghosh Memorial Trophy Tournament (Inter-University Cricket in W.B) since 2010.
b)   Inter University Inter College T-20 Cricket Tournament- (2013-14)
c)   Vidyasagar Trophy Inter-University Football in W.B, (2011—12)
d)   Elliot Shield (Inter-Collegiate Football) in W.B 2011-12, 2012-2013
e)   Table-tennis (Men and Women) in East Zone 2011-12

PARTICIPATION IN INTER UNIVERSITY COMPETITION:

GAME	**ORGANISING UNIVERSITY**
a) Football (M)	West Bengal State University
b) Cricket (M)	Jadavpur University
c) Basketball (M)	Banaras Hindu University
d) Basketball(W)	M.G. Kashi Vidyapith
e) Basketball (W) All India	N.T.R University, Vijaywada
f) Athletics (M)	Punjabi University
g) Yoga (M&W)	Kurukshtra University
h) Table Tennis (M&W)	Calcutta University
i) Aquatics (M)	G.N.D University
j) Chess (M)	Jadavpur University
k) Badminton (M&W)	B.I.T Mesra University
l) Kabaddi(M)	V.B.S Purvanchal University
m) Volleyball (M)	L.N. Mithila University
n) Gymnastics (M&W)	Kurukshtra University

PARTICIPATION IN VARIOUS OTHER COMPETITION
a) Ajoy Ghosh Memorial Trophy Tournament
b) Inter University T-20 Cricket Tournament
c) Inter University Inter College T-20 Cricket Tournament
d) St. Xavier's Inter College Tournament i.e.:
    i)   Football – Champion
    ii) Basketball(Women) – Runner Up
    iii) Chess
e) Inter University Football Tournament Organized by Indian Statistical Institution, Dunlop.

ORGANISED VARIOUS COACHING CAMPS AT THE UNIVERSITY:
a) Football (M)
b) Cricket (M)
c) Basketball (M)
d) Kho-Kho (M)
e) Athletics (M)
f) Yoga (M&W)
g) Table Tennis (M&W)
h) Aquatics (M)
i) Chess (M)
j) Badminton (M&W)
k) Kabaddi (M)

ORGANISED SPORTS ACTIVITIES FOR PATHA-BHAVANA (School):
Organised in various tournament:

Inter class Competition:
a) Football (M)
b) Cricket (M)
c) Basketball(M)

Annual Athletic Meet:
a) Patha Bhavana

ORGANISED VARIOUS INTER-BHAVANA COMPETITION

a) Visva-Bharati Annual Athletic Meet at Vinaya-Bhavana Complex.
b) Inter Bhavana Football Tournament at Ashram Ground P.S.B Ground.
c) Inter Bhavana Cricket Tournament at Ashram Ground.
d) Inter Bhavana Athletic Meet at New Physical Education complex.
e) Inter Bhavana Badminton at Ashram Ground.
f) Inter Bhavana Basketball at Ashram Ground.
g) Inter Bhavana Volleyball at Ashram Ground.
h) Inter Bhavana Table Tennis (M&W) at Ashram Ground.

ORGANISED VARIOUS INVITATION MATCHES:

a) On the occasion of Halakarshana the Visva-Bharati School Team played a football match with St. Xavier School at Sriniketan Ground. St. Xavier School won the match.
b) On the occasion of Silpotsava the Visva-Bharati Football team played a football match with Alia University at Sriniketan Ground and Visva-Bharati Won the match.

ORGANISED INTER DEPARTMENT COMPETITION

a) Inter Department Football Tournament for Siksha-Bhavana
b) Inter Department Cricket Tournament for Siksha-Bhavana
c) Inter Department Football Tournament for Vidya-Bhavana and Bhasa-Bhavana
d) Inter Department Cricket Tournament for Vidya-Bhavana and Bhasa-Bhavana

IMPROTANT INFORMATION

a) First time Visva-Bharati Basketball (W) Team Qualified for All India Inter Zonal Competition & Placed 3rd Position in the East Zone Inter University Basketball (W) Tournament.
b) First time Visva-Bharati women Cricket team represent Birbhum District and participated Inter District Cricket Tournament at Nadia and won the first match against Mursidabad.

c) Individual table champion on East Zone Inter University Chess Competition.
d) Three women cricketer selected and participated in Bengal cricket coaching camp for women 2013. Cancel,
e) First time Birbhum district women cricket coaching camp organized at Visva-Bharati.
f) Football team champion at St.Xavier's in Inter College Tournament.
g) Basketball (W) team Runners up at St.Xavier's in Inter College Tournament.
h) First time Vinaya-Bhavana Cricket team became runner up in the Inter University Inter College T-20 Cricket Tournament 2013-2014 organized by CAB.

5.3.2   Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.
Sports
Visva-Bharati Basketball (Women) Team Qualified for All India Inter Zonal Competition & Placed 3rd Position in the East Zone Inter University Basketball (W) Tournament, 2013-2014
Cultural Activities
29th East Zonal Youth Fest held at L.N Mithila University, Darbhanga, 2013-2014

Event	Name of the student	Position
a) Spot Painting	Kanak Sarkar	First
b) Rangoli	Arpita Nalia	Third

Kanak Sarkar represented in National Youth Fest held at Kurukshetra University, February, 2014.

27th East Zonal Youth Fest held at Tezpur University, Assam, 2011-2012

Event	Name of the student	Position
Western Solo	Mreenal Vishwakarma	Second

He represented National Youth Fest held at RJM Nagpur University, January, 2012.

5.3.3   Does the university conduct special drives / campaigns for students to promote heritage consciousness?
The University takes special initiative to promote heritage consciousness in the following manner.
a) Classes and other official work have been shifted from heritage zones i.e Ashram areas of the University.
b) Heritage Areas have been made no-plastic and no horn zone.
c) Shooting is strictly prohibited in an around Ashrama area.
d) Instead of Heavy vehicles, Battery operated car has been introduced in the Ashram area by the University.

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

The students are always encouraged to bring about publication right from school stage. The students of two schools viz. Patha Bhavana and Siksh Satra bring out annual magazines regularly.

Visva-Bharati Chronicle: The Journalism and Mass communication Department bring out this year journal which is a living index of the history of Visva-Bharati.

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

The University does not have a recognised students council at present.

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

Students representation is ensured in Institute Board of each Institute, Academic council and court which are the highest board of the University. The student representatives are slated to focus on students problems in these bodies.

A meeting with stakeholders including alumni

Any other information regarding Students Support and Progression which the university would like to include.

Visva-Bharati attempts to address the over-all taking care of his/her academic, financial and psychological needs through regular interactions and feedbacks.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT
6.1   Institutional Vision and Leadership
6.1.1   State the vision and the mission of the university.

To quote our founder father Rabindranath Tagore, the vision and the mission of the University is: "Visva-Bharati represents India where she has her wealth of mind which is for all. Visva-Bharati acknowledges India's obligation to offer to others the hospitality of her best culture and India's right to accept from others their best."

It is our proud privilege and honour to declare that even after a lapse of several decades, we abide by the vision and mission of our founder with a few additions to cater to the need of present day situation.

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

In a violence-marred and strife-stricken world, our mission to offer our best in terms of knowledge, fraternity and mutual cooperation to other, appears to be the best motto, nurtured by an institution.

To our students this vision and mission conveys the idea to become concerned about others requirements and not foster a selfish attitude towards the others.

The tradition of Visva-Bharati, as imbibed from ancient Indian upanisadic texts is to create a centre of universal understanding and unison where the world will meet in one nest "Yatra Visvam Bhavatika Ekanidam". On the other hand, ancient value system of love and fraternity to others has been envisaged. Since all these traditions and values are the core foundation on which an institution builds its foundation, Visva-Bharati still today believes in these humanistic concepts and value system which in our view, may act as torch-bearer to the present society.

Vision for the future: In tune with the recent spectacular development in technology, the University intends to emphasise an unison of Science with Humanities with special emphasis on Fine Arts and Visual Art. As such interdisciplinary has been accorded highest weightage by demolishing all artificial barriers of arts/science/fine arts discrimination.

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

a) By introducing a structured hierarchical system starting from Vice chancellor and distribution of power and responsibility to other senior members of the administration.
b) A structured management system starting with the highest body Court and phase wise division of power to Executive Council, Academic Council and others.
c) Delegation of power to senior academic administrators to implement a fair fruitful management system.
d) Students alumni, staff and Ashramites are regularly consulted in academic and administrative matters.
e) The Vice-Chancellor regularly interacts with the three Directors, Principals of Bhavanas and Planning Board members in identifying the organisational needs and striving to fulfil them.

6.1.4 **Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.**
All the top leadership posts have been filled up except the post of Pro-Vice-Chancellor. The functions of a Pro-Vice-Chancellor have been distributed among three Provosts.

6.1.5 **Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?**
Yes. Almost all statutory posts have been filled up and meetings are conducted reguraly.

6.1.6 **Does the university promote a culture of participative management? If yes, indicate the levels of participative management.**
The University promotes a culture of participative management by ensuring the participation and expression of interest of all stackholders.
In the academic parlance, any proposal is placed and discussed first in Departmental Board of Studies meeting: The recommendations are forwarded to Academic Council and finally to Vice-Chancellor.

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

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

6.1.9 **How does the university groom leadership at various levels? Give details.**
In the academic level, the University grooms leadership by according due weightage to young Assistant Professor, in the form of allowing them to be present in the Academic council meeting at least temporarily.

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

The University has evolved a sound knowledge management strategy by adopting the following measures .

a) Curriculum revision at regular intervals.

b) By through revision of examination system

c) By collaborating with institution of repute in India and abroad for acquisition of new academic concepts and ideals.

d) By inducting Scholars in Residence, Emeritus Professors and Adjunct Professors to enlighten our teachers, researchers and students.

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

*   **Contributing to national development**

By introducing:

a) Community college for neighbouring villages.

b) Mobile library and offer of medical facilities in our 55 adopted villages.

c) By creating eco-friendly zone.

*   **Fostering global competencies among students**

The students of various departments especially of Chinese and Japanese Departments visit foreign countries and thus are incentivised to gain global competence.

Apart from that there are several international collaborations in a few departments which assist students to mould themselves in global scenario.

*   **Inculcating a sound value system among students**

Since our founder had always cherished a dream of value-based holistic education, the university promotes value system through regular celebration of functions and festivities involving the entire community which form an integral part of our curricula.

*   **Promoting use of technology**

Optimum use of technology is made by ascribing to use of computers, overhead projectors, multimedia etc.

*   **Quest for excellence**

Since the university fosters holistic education, our avowed objective is emancipation of human soul "sā vidyā yā vimuktāye" "that which liberates is knowledge".

6.2   Strategy Development and Deployment

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

*   **Vision and mission**

*   **Teaching and learning**

       * **Research and development**
       * **Community engagement**
       * **Human resource planning and development**
       * **Industry interaction**
       * **Internationalisation**

All these seven points are considered in the development of strategies and policies.

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

The internal organisation structure and decision making process starts from our twin schools. The concept of "Ashram Sammilani" as enunciated by our founder upholds a system where young students take charge all relevant departments viz. food, literature, sports, culture etc. Taking clue from this initial system, the university's internal organization structure functions with three Directors, Registrar and Principals of nine Bhavanas at the helm of the administration with supreme academic and administrative power vested in Vice-Chancellor.

The decision making process starts initially from Bhavana level and finally through various phases is placed in Academic Council and Executive Council for approval.

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

To ensure quality the university adopts the following measures:

a) Any academic proposal is designed to be place in Board of Studies meeting of the same Department.

b) In the second phase it is forwarded and reviewed in the meeting of the Institute Board.

c) If approved, it is finally placed in Academic council

d) If approved it is finally endorsed by the Vice-chancellor.

6.2.4   **Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?**

The University encourages its academic departments to function independently and with full freedom.

The accountability is ensured through regular interaction with faculty member and regular monitoring of the system through constant supervision of administrative authority.

6.2.5   **During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?**

No. of cases pending: Presently, 135 cases are pending.

Name of courts: Bolpur Court, Suri (District) Court, Calcutta High Court and The Supreme Court

Nature of cases pending: Out of the pending cases, 80 cases relate to various service matters. 40 cases relate to estate property and campus matters. 15 cases relate to miscellaneous matters like admission, result, student registration etc.

a) Among the service matters, the highest number of cases relate to Group-D recruitment. Next comes faculty recruitment, followed by pension and retirement benefit matters.

b) Among the estate related matters, majority relate to unauthorized occupation of campus or estate by outsiders.

Important recent judgements against the University: In the last three years, there have been a very few cases where the courts have given judgement against the University. In two cases the Single Bench and the Division Bench respectively of the Calcutta High Court struck down two appointments, but the appointments were subsequently upheld by the Division Bench and the Supreme Court. In another case, the High Court has ordered the University to give compassionate appointment to the Writ Petitioner.

Important recent judgements in favour of the University: In the last three years, most of the cases, disposed of by courts, have been in favour of the University. Important ones are Baidyanath Saha matter and Subodh Mitra PIL matter (in Supreme Court), Abbasuddin Mallick, PIL regarding Patha-Bhavana urine licking incident, PIL by Jogen Chowdhury, PIL by Subodh Mitra, Prabir Mitra matter, Mohit Chakraborty matter in High Court.

In Jogen Chowdhury PIL matter, the High Court, based on the stand taken by Visva-Bharati, has given a far reaching judgement regarding preservation and protection of the Visva-Bharati campus and the environment of Santiniketan. The Court has ordered the government, SSDA, WBPCB etc. to formulate a unique development plan for Santiniketan and to create a buffer zone around the Visva-Bharati campus so as to protect the unique physical environment and cultural heritage of Santiniketan. In Prabir Mitra matter also, the High Court, in three separate cases, has given judgement in favour of protecting the campus from encroachment.

6.2.6 **How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?**

The University has its own mechanism to address any grievance registered by any of its stake holders. In academic departments the Vice-chancellor forwards the complaint to the Principal of the respective Bhavana for his comments. Considering the urgency of the situation and the nature of the grievance, the matter is either sent to a committee constituted by the Vice-Chancellor or it is settled at the Bhavana level.

6.2.7 **Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?**

The University analyses the students feedback on institutional performance and adopts suitable measures in tune with the students demands or sentiments.

6.2.8 Does the university conduct performance audit of the various departments?
The university conducts performance audit in two ways.
a) By making an assessment of the students performance in university examinations and other agency conducted examination.
b) By taking note of the placement scenario of students.
c) By assessing the number of scholarships and other prestigious awarded to students and faculty of the university.
d) By evaluating the teacher student-relationship.

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?
Not applicable

6.2.10 Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.
Not applicable.

6.3 Faculty Empowerment Strategies
6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?
The University is keen to enhance the professional skill of teaching and nonteaching staff.
The steps taken for enhancement of sill of teaching staff.
a) By encouraging faculty to attend Orientation and Refresher courses.
b) By allowing research grant to all faculty members.
c) By helping faculty members to get promotion through Career Advancement Scheme as and when they fulfil the criteria.
d) By recognising and appreciating their quality performance in meetings of the highest board of the university.
In case of nonteaching staff
By skill development programme.

6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.
University follows the appraisal methods like Career Advance Scheme for teaching staff as per UGC norms. Academic Performance Indicators (API) is one of the vital components for CAS for the teaching employees and the librarians. Such appraisal methods have been reviewed time to time as per UGC guidelines. The last UGC new regulation in regard to calculation of API scores has been approved by the University's Apex Body such as Academic Council and Executive Council. The

policy has been implemented. It may be noted that as per the new UGC regulations the capping system has been implemented.

For non-teaching staff, Departmental Promotion Committee and departmental examinations are conducted. Old syllabus for the departmental examinations have been modified. Besides, Modified Assured Career Progression Scheme (MACP) has been implemented which envisages grant of three financial upgradations for non-academic employees on completion of 10, 20 and 30 years of continuous regular service. Annual Performance Assessment Records with an objective assessment of the work and conduct of a non-teaching employee has been adopted. This assessment report is the main criteria for confirmation, promotion, review under FR-56 (J) for premature retirement, etc. of the non-teaching employee.

6.3.3   What are the welfare schemes available for teaching and nonteaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

Several facilities are provided to both the teaching and non-teaching employees of the University, for instance, accommodation, hospital facilities both indoor and outdoor as well as transport allowance. Besides, the Group D non-teaching staff also get uniforms, shoes, raincoats, cycle allowances and umbrellas.

These facilities, needless to mention, benefit all employees- both teaching and non-teaching to a great extent.

6.3.4   What are the measures taken by the university for attracting and retaining eminent faculty?

The eminent faculty members are provided with accommodation, fairly reasonable remuneration and allowances as well as academic facilities viz. books and equipments.

6.3.5   Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

University has recruited a sizeable number of female faculty members and gender sensitisation programmes are being organised regularly for students as well as teaching and non-teaching employees. Based on this, the University is planning to conduct a detailed gender audit.

6.3.6   Does the university conduct any gender sensitization programmes for its faculty?

Yes, the Internal Complaints Committee of the Visva-Bharati does conduct gender sensitization programmes as per the UGC guidelines.

6.3.7   What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

The University is in the process of setting up an academic staff college.

6.4   Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

Times to time meetings are held with Heads of Departments and Principals of Bhavana to guide them in effective utilization of resources. Powers have been delegated to them to prioritize their own allocations/expenses. Sample check of vouchers is undertaken. Original records are being checked during conduct of internal audit.

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

University has its own internal audit wing. We have introduced periodic internal audit of various Departments. The CAG carried external audit. It also does performance audit from time to time. We are constantly improving system to settle the Audit and IR para. Last year out of pending 66 (sixty-six) CAG para all except 17 (seventeen) were settled.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

a) Security and maintenance of assets of the Visva-Bharati, Kolkata (Performance Audit Report 3 of 2007 Chapter 1)

b) Loss of interest (Report 23 of 2013 Para 5.5)

Both these were included in CAG report for the respective year. We have responded to both these adequately. And Audit has crossed checked and verified the Action Taken Report (ATR).

6.4.4   Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

For the year 2013

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2013

(Amount in ₹)

	Sch. No	Current Year 2012-13	Previous Year 2011-12
INCOME			
Sales/ Services	7	235,267	291,411
Student Fees	8	29,597,432	28,201,545
Grants in Aids/Subsidies	9	1,418,647,193	1,185,681,611
Interest on Investment	10	13,226,180	28,164,756
Income from Properties	11	4,838,856	1,863,118
Income from Services	12	5,220,296	3,545,868
Miscellaneous Income	13	9,658,648	4,353,619
Prior Period Income	14	721,133	6,531,978
		1,482,145,005	1,258,633,906
EXPENDITURE			
Establishment Expenses	15	1,368,681,101	1,187,820,647
Education, Training & Research	16	27,032,949	21,357,312
Preservation & Maintenance	17	22,288,179	15,814,285
Administrative Expenses	18	77,834,107	55,011,069
Prior Period Expenditure	19	1,164,147	142,160
		1,497,000,484	1,280,145,472
Surplus/Deficit carried forward to Capital Fund		-14,855,479	-21,511,566

For the year 2012

VISVA - BHARATI
SANTINIKETAN

CONSOLIDATED INCOME AND EXPENDITURE ACCOUNTS FOR THE YEAR ENDED 31ST MARCH 2012

(Amount in Rs.)

	Sch. No	Santiniketan Rs.	PSV Rs.	Sriniketan Rs.	PSB Rs.	Music Board Rs.	AERC Rs.	Associate Wing Rs.	VB CMS Rs.	Current Year 2011-12 Rs.	Previous Year 2010-11 Rs.
INCOME											
Sales/ Services	7	82302	0	195109			14000			291411	275570
Student Fees	8	246617721	1394088	2189736						282201545	16772018
Grants in Aids/Susidies	9	986404349	1043006652	817766610			13200000			1185681611	1291197583
Interest on Investment	10	234462598	0	40703				4115848	370855	28164756	86870014.56
Income from Properties	11	1691526	1308889	428		215455				1863118	20712282.96
Income from Services	12	3542918	2522	0						3545868	7417378.3
Miscellaneous Income	13	40778816	2639930	0		573	11300			43536319	5670761
Prior Period Income	14	6531978	0							6531978	734214
		1050411208	1060092081	84202586		216028	13225300	4115848	370855	1258633906	1,332,815,822
EXPENDITURE											
Purchase	15	0								0	0
Establishment Expenses	16	1008695606	95316336	75615004		33400	8160301			1187820647	1125142594
Education, Training & Research	17	205771771	425427	360114						213577312	193588220
Preservation & Maintenance	18	140032944	14377192	19285			354864			15814285	138141109
Administrative Expenses	19	49543998	34336640	12341103		28419	768316	205	1388	55010169	55418135
Prior Period Expenditure	20	1421160	0	0						142160	6416
		1092956478	1006613595	77228506		61819	9283481	205	1388	1280145472	1213740074
Surplus/Deficit carried to Capital Fund		-425452271	54784487	69974080		154209	3941819	4115643	369467	-215511566	1190075748
Significant Accounting Policies	21										
Contingent Liabilities and Notes to Accounts	22										

Accounts Officer
Visva-Bharati

Finance Officer
Visva-Bharati

Registrar
Visva-Bharati

For the year 2011

VISVA - BHARATI
SANTINIKETAN

CONSOLIDATED INCOME AND EXPENDITURE ACCOUNTS FOR THE YEAR ENDED 31ST MARCH 2011

(Amount in Rs.)

	Sch. No	Santiniketan Rs.	PSV Rs.	Srniketan Rs.	PSB Rs.	Music Board Rs.	AERC Rs.	Associate Wing Rs.	VB CMS Rs.	Current Year 2010-11 Rs.	Previous Year 2009-10 Rs.
INCOME											
Sales/ Services	7	100448.00			150022.00			25100.00		275570.00	235943.33
Student Fees	8	139667705.00	1444442.00		1344221.00			16650.00		16772018.00	10118049.00
Grants in Aids/Susidies	9	11223992800.00	836989400.00		75099363.00		10000000.00			1291197583.00	878049557.00
Interest on Investment	10	7715623.56	0.00		0.00	603210.00		368181.00		86870014.56	53409228.08
Income from Properties	11	18784479.00	148935.00		43868.96					2071282.96	1043290.00
Income from Services	12	7417378.30	0.00		0.00					7417378.30	4469151.10
Miscellaneous Income	13	5444304.00	2206620.00		0.00	5837.00				5670761.00	1630912.19
Prior Period Income	14	724214.00	0.00		0.00					724214.00	924704.00
		1159646431.86	855129237.00		76637474.96	609047.00	10025100.00	384831.00	0.00	1332815821.82	901812534.70
EXPENDITURE											
Purchase	15	0.00	0.00		0.00					0.00	
Establishment Expenses	16	969720856.00	78317092.00		71022393.00	136200.00	58262228.00	29825.00	90000.00	1125142594.00	857365306.00
Education, Training & Research	17	18190854.00	485412.00		297319.00		376929.00	8306.00		19358820.00	14530967.00
Preservation & Maintenance	18	12331289.00	1264291.00		13895.00		204634.00			13814109.00	18961391.00
Administrative Expenses	19	52310719.00	1648321.00		878265.00	54753.00	513008.00		13069.00	55418135.00	44726004.62
Prior Period Expenditure	20	6416.00								6416.00	4739807.00
		1052560134.00	817151116.00		72211872.00	190953.00	6920799.00	38131.00	103069.00	1213740074.00	940323475.62
Surplus/Deficit carried to Capital Fund		107086297.86	37977821.00		4425602.96	418094.00	3104301.00	346700.00	-103069.00	119075747.82	-38510940.92
Significant Accounting Policies	21										
Contingent Liabilities and Notes to Accounts	22										

Sd/-
Accounts Officer
Visva-Bharati

Sd/-
Finance Officer
Visva-Bharati

Sd/-
Registrar
Visva-Bharati

For the year 2010

V I S V A - B H A R A T I
SANTINIKETAN

CONSOLIDATED INCOME AND EXPENDITURE ACCOUNTS FOR THE YEAR ENDED 31ST MARCH 2010

(Amount in Rs.)

	Sch. No	Santiniketan Rs.	Sriniketan PSV Rs.	PSB Rs.	Music Board Rs.	AERC Rs.	Associate Wing Rs.	VB CMS Rs.	Current Year 2009-10 Rs.	Previous Year 2008-09 Rs.
INCOME										
Sales/ Services	7	1245541.00		82205.00					206746.00	235,943
Student Fees	8	4480850.46	283630.00	238395.00	6600.00		5300.00	745600.00	5760375.46	10,118,049
Grants in Aids/Susidies	9	1141600370.00	736644580.00	62518149.00		7500000.00			1285263099.00	878,049,557
Interest on Investment	10	4126350.00			592176.00		501961.00	174385.00	5394872.00	5,340,928
Income from Properties	11	1884702.00	86986.00	61720.00					2033408.00	1,043,290
Income from Services	12	3851912.00		365.00					3852277.00	4,469,151
Miscellaneous Income	13	4116375.00	192600.00	5576.00	4120.00				4318671.00	1,630,912
Prior Period Income	14	138269.00							138269.00	924,704
		1160323369.46	742077796.00	62906410.00	602896.00	7500000.00	5072261.00	919985.00	1306967717.46	9018125534.70
EXPENDITURE										
Purchase	15	0.00							0.00	
Establishment Expenses	16	1077759218.87	69892215.00	60019502.00	110400.00	7171868.00	145411.00	596246.00	1215694860.87	857,365,306
Education, Training & Research	17	146021107.00	105433.00	190621.00	5906.00		22871.00	11623.00	14938561.00	14,530,967
Preservation & Maintenance	18	11033344.17	988271.00	35879.00					12057494.17	18,961,391
Administrative Expenses	19	41114455.00	1646636.00	996814.00	134485.00	293806.00	437921.00	507065.00	45131182.00	44,726,005
Prior Period Expenditure	20	68207.00							68207.00	4,739,807
		11445577332.04	72632555.00	61242816.00	250791.00	7465674.00	606203.00	1114934.00	1287890305.04	940323475.62
Surplus/Deficit carried to Capital Fund	21	15746037.42	1575241.00	1663594.00	352105.00	34326.00	-98942.00	-194949.00	19077412.42	-38510940.92
Significant Accounting Policies	22									
Contingent Liabilities and Notes to Accounts										

Sd/-
Accounts Officer
Visva-Bharati

Sd/-
Finance Officer
Visva-Bharati

Sd/-
Registrar
Visva-Bharati

6.4.5   Narrate the efforts taken by the university for resource mobilization.

Following steps are considered for resource mobilization:

a) Revision of tuition fees and other academic charges/fees

b) Revision of Hostel Fee, Electricity charges, other charges to remove subsidy

c) Revision of Museum Visit charges, Auditorium Rent, Quarter Rent, Guest House etc.

d) Consideration of levy of Garbage Removal charges and Cleaning Charges from campus dwellers

e) Encourage faculty members to approach other funding agency for projects

f) Approach MP, MLA to spend some part of their MP/MLALAD funds for the institution

g) Cut down on non-essential items like grants to Unions, support to excursion, food packets, paper usage, meeting expenses etc.

6.4.6   Is there any provision for the university to create a corpus fund? If yes, give details.

A corpus fund provision exists. UGC has been approached to fund retired pensioners of Granthana Vibhaga so that the surplus from sale of books generated can be converted into Corpus fund and income from projects, donations can be added to it. The income from the corpus to the extent of eighty-percent can then be utilized for meeting research and developmental activity of the University.

6.5   Internal Quality Assurance System

6.5.1   Does the university conduct an academic audit of its departments? If yes, give details.

Yes, through regularly conducting Board of Studies meetings of the Departments, meetings of the respective Institute Boards and Academic Council meetings where valuable opinions of eminent external experts from other universities and institutions are taken into consideration for overall improvement of the academic programmes.

6.5.2   Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

Based on the recommendations of the academic audit, academic departments of the university put emphasis on the upgradation of the syllabi and introduction of Choice Based Credit System at both UG and PG levels, adoption of modern teaching methodologies like power point presentation in majority of the departments, introduction of better and continuous evaluation systems, review and reexamination of answer scripts etc.

6.5.3 **Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?**

Yes, the central body is Academic Council where Vice Chancellor and all the Professors and Heads of the various academic departments continuously review the teaching and learning processes of the university in consultation with the external expert members.

6.5.4 **How has IQAC contributed to institutionalizing quality assurance strategies and processes?**

IQAC regularly monitors and maintains standards of teaching, examination and research framing regulations on minimum standards of education through implementation of its internal mechanisms recommended by the statutory academic bodies for sustenance, assurance and enhancement of the quality culture of education. It is significant that such internalization of quality would be invaluable in the enhancement of quality within the institution.

6.5.5 **How many decisions of the IQAC have been placed before the statutory authorities of the university for implementation?**

All the decisions of the IQAC in accordance with UGC regulation (new) with reference to Career Advancement and Recruitment in open posts have been accepted by the Executive Council and implemented.

6.5.6 **Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.**

Yes, IQAC have three external members in its committee nominated by the Vice-Chancllor. Those members are invited in the meetings of IQAC where they participate in the discussion on the conscious, consistent and catalytic programmed actions to improve the academic and administrative performance of the university.

6.5.7 **Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?**

IQAC in consultation with the Cells established by the university to look after the academic growth of students of weaker sections of the society perform this function. In addition to that academic departments of the university run remedial/NET coaching programmes on a regular basis to alleviate their knowledge deficiencies.

6.5.8 **What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?**

University as per recommendations of various statutory academic bodies (Institute Board, Central admission Committee, Admission Co ordination Cell, Academic Council etc.) review the teaching and research programmes. Interdisciplinary

courses as well as research programmes have been initiated in different faculties during last five years which are running successfully.

Any other information regarding Governance, Leadership and Management which the university would like to include.

Delegation of power through participatory management is a redeeming feature of Visva-Bharati where the Vice-Chancellor distributes his own power among the three senior faculties in the interest of good governance.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1   Environment Consciousness

7.1.1   Does the university conduct a Green Audit of its campus?

The University with the help of competent faculty members is engaged in naming the trees of Santiniketan and Sriniketan. As the university has a wide variety of plants, naming of the trees are done in some parts and the process is in progress.

Briksharopan festival in Santiniketan

7.1.2   What are the initiatives taken by the university to make the campus eco-friendly?

*   **Energy conservation**

Installation of PVC Solar System on the roof of Central Administrative Building, Visva-Bharati, funds from MNRE (Ministry of New and Renewable Energy, Govt. of India). The university is in process making

more of this system in the hostels and the kitchens for hot water and lighting.

* **Use of renewable energy**
  Integration of Concentrated Photovoltaic and Biogas (by anaerobic digestion from local biomass and waste) for electricity production (DST Funded) in collaboration with UK Universities (University of Leeds, University of Nottingham, and University of Exeter) and also with IIT- Chennai, IIT Bombay and Visva-Bharati as the lead institute is in progress.

* **Water harvesting**
  Rainwater harvesting system is setup at Siksha-Satra with funds from IESWM (Institute of Environmental Studies and Wetland Management, Govt. of West Bengal). The university is in process making more of this type of harvesting system in the hostels.

* **Plantation:** Gurudev Rabibdranath Tagore started the tree planting ceremony in Santiniketan, Visva-Bharati from its very inception. It is one of the very important festival of the university held during the month of August. During this occasion hundreds of trees are planted in the campus and saplings are also distributed to the local people for plantation.

* **Eco-park:** A natural eco-park has been opened recently in the university with a provision of having a butterfly zone. Artists of Kala-Bhavana have made some eco-friendly sculptures natural resources which are placed in the walking trail of the park – this park is one of the pioneers of its kind in India.

* **Efforts for Carbon neutrality**
  Different Research Projects of the university are actively engaged in effort for carbon neutralization with help of various flora and fauna.

* **Solid waste management**
  The University is having a plan solid waste management in the campus as well as Bolpur municipality.

* **e-waste management**
  The e-wastes are collected and sold by auction.

7.2   Innovations

7.2.1   Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

7.3   Best Practices

7.3.1   Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

Format for Presentation of Best Practices

1.   Title of the Practice
This title should capture the keywords that describe the practice.

Model, Holistic, Unique All-Round Education

2.   **Objectives of the Practice**

What are the objectives / intended outcomes of this "best practice" and what are the underlying principles or concepts of this practice (in about 100 words)?

Viswa Bharati carries out educational programmes that begin from the very roots of its Pathshalas and experimental schools like Patha Bhavan and Shiksha Satra and branch out into its 'Innovative Education' from Binoy Bhavan that reaches out to 55 adopted villages through what is called 'The Rural Extension Centre'. Teaching in schools is done outdoors, under trees, so that students get an exposure to Nature, thus imbibing rudimentary ideas of science such as Photosynthesis, Seasonal Changes, Basic Ecology & Entomology, and so on. Coupled with this is an exposure to Singing, Dancing, Painting, Sculpting, etc. embodied in Sangit Bhavan and Kala Bhavan, thus providing the students an all-encompassing education that is rich in its cultural heritage. The rural connection of educational activities constitutes the first step towards the objective of having a 'Community College' that imparts vocational training in our campus. Besides, there is a strong flavour of inter-disciplinarity, as our students have a flexible choice-based system in which, for instance, a science student can credit courses in Sangit, Kala, Humanities and Languages.

3.   **The Context**

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The master mind in education strongly believe today that education should not be restricted in the periphery of class room teaching singularly. Contrarily, it should expand itself in the bounty of nature, thus cementing a bond of intimate relationship with nature. Furthermore it should take into consideration the will and woe of 'others' who are marginalised and outside the main stream. The concept of 'community college', emphasizing the unison of the elite and the milieu is expected to address this vital contemporary issue.

4.   **The Practice**

Second Best Practice:

Keywords

Interdisciplinary, Climate Studies, Harmonious

Objectives of the Practice

Rabindranath Tagore, the Founder of Visva Bharati made it a ritual to have 'Utsavs' such as 'Briksharopan', 'Halakarshan', 'Basantutsav', 'Shilpotsav' etc., that help sensitize the community into harmonious co-existence with Nature. These moorings are put into practice through courses in Environmental Sciences that builds-in, at the outset, a curriculum in Climate Studies, that is contemporarily relevant. This programme draws in interdisciplinary faculty from Life and Physical Sciences as well as Bio-Technology. A part of these courses deals with 'Rural Biotechnology',

carried out in collaboration with the Bose Institute of Kolkata, through which the University strives to interface with the community of farmers by way of another 'Utsav', called 'Maghmela' wherein scientific farming is put into practice by farmers, in exhibiting their new products such as Broccolis, Mushrooms, Capsicums, etc. 'The Krishi Vignan Kendra', a project supported by the Indian Council of Agricultural Research, provides a further impetus to this activity.

5.   **Evidence of Success**
      Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

6.   **Problems Encountered and Resources Required**
      Please identify the problems encountered and resources required to implement the practice (in about 150 words).
      Context:
      In a world confronted with ecological disturbances, the subject 'Climate Studies' needless to say, is indeed significant. The functions and festivities which form an integral part of our curricula and community interactions, combined with farmers activities may add a new dimension to the interdisciplinarity and fruitfulness of the project.

7.   **Notes**
      Optional. Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).
      These two practices may be adopted by any institution which intends to promote holistic education and community interaction.

Any other information regarding Innovations and Best Practices which the university would like to include.