

INSTITUTIONAL DISTINCTIVENESS 2018-2019

Visva-Bharati University
(A Central University)
Santiniketan, West Bengal-731235

Visva-Bharati steers its stakeholders towards introspection and self-learning. It envisions a world where each and every individual have their rightful place and are given due recognition in all sectors of human endeavour. Visva-Bharati hence strives to continually attempt to turn this vision into reality, building on its historic legacy of being an institution of National Importance embarked upon the ideas of Rabindranath Tagore. The makes dedicated efforts to prepare the students under its care to:

- lead professionally successful lives enriched by the love of learning
- build personally fulfilling lives radiating integrity and strength of character
- sustain purposeful engagement with the world with a balanced perspective
- meet with confidence the challenges they encounter in their lives
- flourish in different cultural milieus in an increasingly interconnected world
- uphold the core values of respect for diversity, inclusiveness and humanism
- emerge as leaders charged with new ideas and the capacity to make a difference.

Distinctive Qualities of the University

Belief in Scientific Methods for Agriculture - Scientific methods of farming was introduced. Improved seeds were imported. Mechanization of farming and Crop rotation was initiated.

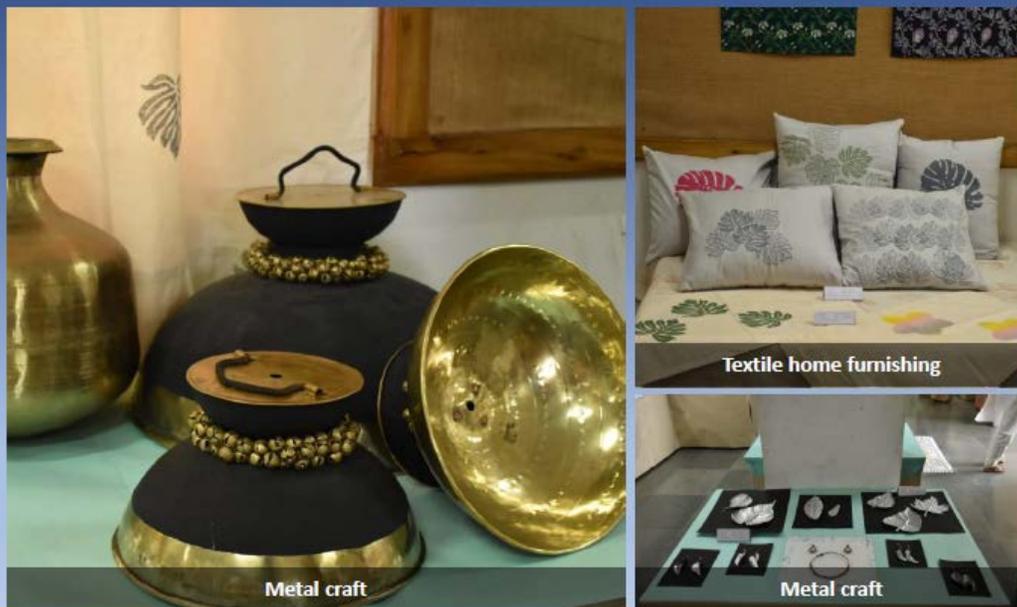


Ekangi (*Kaempferia galanga*) Cultivation as crop diversification for doubling farmers income- an initiative taken by RKVK, Birbhum, W.B- a Success story



Development of Handicrafts- Vocational training to village apprentices and providing crafts training to the students of the academic departments of Santiniketan and Sriniketan. New designs in leather goods were created and various crafts such as lacquer and batik work, book binding and fabric painting were introduced. Part-time employments for rural women were generated.

Handicrafts and textile products of Silpa-Sadana, Sriniketan



Village Welfare- This includes [a] Sanitation and health [b] Economic improvement, promotion of education and [c] Social and moral progress. The Health Societies were organized by the local communities and lectures were provided on food, village sanitation and preventable diseases. Initiatives were taken through village societies for settling disputes by arbitration, and to bring about mutual trust which has practically died out in the villages, but which was at one time the backbone of village life.



Education- Educational initiatives were implemented at all levels. The curriculum was of the holistic type and included basic literacy, gardening, cooking, math, crafts, recreational activities etc. The major strength of the institute lies in open education system which would be environment friendly, devoid of all sorts of stringent rules and regulations. Simplicity, joyful and creative self-expression in terms of music, painting and dramatic performance etc were the ideals for imparting knowledge to the students.

Sustainable Development through Co-operatives- Development of village welfare was also initiated by building cooperatives. The Visva-Bharati Central Co-operative Bank was started in 1927 with the aim of combating rural indebtedness. Economic research and rural surveys were also carried out by the welfare section. Tagore's concept of sustainable development of India is rooted deep in rural regeneration, since the majority of the population of India resides in villages. It has two major aspects-[a] Cooperatives and [b] Panchayats. The University intends to revive of the spirit of the rural masses so that they could be self-sufficient and free from dependence on outside assistance for their economic and social well being.