



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VISVA BHARATI UNIVERSITY

SANTINIKETAN, BIRBHUM

731235

www.visvabharati.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In 1863, on a twenty *bigha* plot at the site of the present institution, *Maharshi* Devendranath Tagore, the poet's father, had built a small retreat for meditation. Rabindranath Tagore's school, *Brahmacharyasrama*, which started functioning formally from December 22, 1901 with no more than five students on roll, was in part a fulfilment of the wishes of his father.

This educational institution was a conscious rejection of the hegemonic education system introduced in India by the British rulers. Rabindranath initially sought to reiterate the intrinsic values of education in ancient India: this school was to provide "for the coordinated study of different cultures".

Simplicity was a cardinal principle. Classes were held in open air under the shade of trees where man and nature entered into an immediate harmonious relationship. Teachers and students shared a single integral socio-cultural life. The curriculum had music, painting, dramatic performances and other performative practices.

Beyond the accepted limits of intellectual and academic pursuits, opportunities were created for invigorating and sustaining the manifold faculties of human personality. The institution chose for its motto the Vedic text "*Yatra visvam bhavatyekanidam*" ('where the world makes a home in a single nest').

On 23 December, 1921, Visva-Bharati became a registered public body which adopted a constitution of its own. The aims and objects as set forth on the occasion have since then remained the objectives of Visva-Bharati.

In May, 1951, Visva-Bharati was declared a Central University and "An Institution of National Importance" by an Act of Parliament. It was granted the status of a unitary teaching and residential University.

Timeline:

Santiniketan *Brahmacharyashrama*: 1901

Visva-Bharati formed/established: 1918/1921

Kala-Sangit Bhavana: 1919

Sriniketan Project initiated: 1922

Palli Samgathana Vibhaga (Institute of Rural Reconstruction): 1922

Palli Siksha Bhavana (Institute of Agriculture): 1922

Siksha Satra (school): 1924

Brahmacharyashrama re-named as Patha Bhavana (school): 1925

Vidya Bhavana (Institute of Advanced Studies; re-named): 1925

Siksha Bhavana (Undergraduate level): 1925

Kala Bhavana: 1933

Sangit Bhavana: 1933

Vinaya Bhavana: 1947-48

Vidya Bhavana (Emerged as Institute of Humanities and Social Sciences): 1972

Siksha Bhavana (Emerged as Institute of Science): 1972

Bhasha Bhavana (Institute of Languages, Literature and Culture): 2009

Vision

Objectives of Visva-Bharati

To study the mind of man in its realisation of different aspects of truth from diverse points of view.

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.

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

To seek to realise 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.

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 and in the name of One Supreme Being who is Shantam-Shivam-Advaitam.

The objectives of the University shall also include harmonizing the cultures of India, the East and the West by, among other things, admission of students and appointment of *adhyapakas* from various regions of India and various countries of the world and by providing incentive thereof.

Visva-Bharati and Santiniketan envision a creative space where knowledge could be viewed in a different frame supportive of inclusive social development; frames of poetry, language, art and music along with harmonious growth of society and mankind as envisioned by Tagore.

The **core values of the university** are:

Excellence;

Accountability and Transparency;

Holistic and Inclusive Human Development;

Mutual Cultural Interface;

Eco-Centric Education;

Social Responsibility/Reform.

Visva-Bharati strives to incorporate the academic with the social, the traditional with the modern, the inclusive with the unique, the marginal with the mainstream, the artistic with the scientific and the Home with the World.

Mission

The goal of rural reconstruction as envisioned by Tagore in different phases at Sriniketan is the major strength of the University. This is in sync with the ideology of sustainable rural development model focusing on inclusive social growth and comprehensive development which is advocated today.

Sriniketan was the focal point of implementation of ideas of social change and welfare which is also the vision that Visva-Bharati wishes to continue and foster in the decades to come. The key focus of the University lies in Tagore's belief that without development of rural India, India as a nation could not prosper. The advent of rural development began with Tagore engaging in the task of rural reconstruction; recuperating the situation of the peasants and rural artisans; developing agriculture and cottage industries; applying the co-operative principle to the task of general welfare; merging different villages as regional units that would include schools, workshops, granaries, co-operative stores and banks; and, finally, common meeting places for enjoyment and settling of disputes. Assistance was provided to the participants/recipients on issues of welfare, enlightened them with healthcare and sanitation issues.

Emphatic Mission Parameters the various parameters that are focal points at Visva-Bharati and are the areas collectively that the university lays great emphasis at academic, administrative and socio-cultural levels:

Overall excellence, accountability and transparency;

Holistic human resource development;

Mutual cultural interface with multiple institutions and organisations.;

Establishment and consolidation of ecology-centric education and Green Campus;

Social responsibility/reform;

Consolidation of global centre for language, performing and liberal arts and promoting liberal education;

Effective teacher recruitment, training and deployment;

Comprehensive focus on academics and research;

Continuous upgrading of existing courses and introduction of new courses;

Professional library network;

Provisions for all-round students' welfare and remedial coaching;

Extensive barrier- and *divyangnanjan*-friendly environment;

Grievance redressal mechanisms with democratic ease of access and address;

Encouragement of women and tribal development;

Rural integration and social responsibility at academic- and ground-levels;

Rural and agricultural sustainability;

E-governance and quality assurance through IQAC, etc.;

Infrastructure development and resource mobilization/sharing across the twin campuses including Kolkata offices;

Eco-friendly sustainable measures at various levels; finally,

Engagement with alumni.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. An overarching holistic academic environment that includes various institutes with full fledged programmes from kindergarten to PhD and beyond
2. All inclusive academic syllabi, course contents and programme variable/s that includes varying co-curricular activities at the primary/tertiary/higher levels of formal education systems as the wide choice in subjects on offer.
3. Traditional academic, pedagogical and cultural practices that are unique and representative of this part of the nation, especially in the institutes of visual arts and crafts as well as music, dance and drama.
4. Long tradition of outreach and inclusive pedagogical practices and programmes;over sixty villages have been adopted under the various programmes.
5. A number of departments and institutes have received extra-mural funding from government agencies like UGC, DST, DBT, ICAR, CSIR and so on under different schemes.
6. Strong and lively students and faculty exchange programme and MoUs with national and international academic institutions.
7. Culturally diverse and multiethnic academic departments/centres at national and international levels

with academic programmes and languages, literatures and culture studies of various Indian, Asian and European states.

8. Geographically and ecologically unique twin clean and green campus spaces amidst nature in a serene and calm backdrop perfect for academic and cultural continuity.
9. Wide range of national and international students hailing from various tiers of society.
10. Adequate and unobtrusive infrastructure that blends with the surrounding landscapes and indigenous architectural traditions yet at the same time incorporating contemporary technological advances.
11. Strong faculty members with proven academic track records in publications and research.
12. Responsible, responsive, accountable, transparent and effective administrators and administration system.
13. Value added services like railway ticketing counter, SBI Santiniketan and Sriniketan branches and ATMs, Axis Bank ATM, Santiniketan and Sriniketan Post Offices including Passport *sevakendra*, book stores, greengrocers, grocery and general suppliers and so on.
14. Visva-Bharati is dotted with many heritage structures and architectural marvels that give it a distinctiveness that is both aesthetic and well a historic. Most of these structures serve a specific philosophical and pedagogical construct as envisioned by Rabindranath Tagore.
15. Visva-Bharati maintains a ragging-free campus at both Santiniketan and Sriniketan.

Institutional Weakness

1. **Medical Facilities:** Pearson Memorial Hospital has emergency and consultancy services, indoor patients' care, minor surgeries, pathology services, male and female wards including isolation units: in total 35 beds. Despite this, Santiniketan – a safe haven and cultural space for elderly citizens staying in the adjoining areas – and by extension, Visva-Bharati, still require serious medical care upgrade. Plans are afoot to go for a collaborative effort with the private sector in the area of healthcare at an early date.
2. **ICT Classrooms:** though there are a number of ICT classrooms and many audio-visually enabled teaching-learning spaces including laboratories, studios and the like, Visva-Bharati is aiming at a 100% ICT enabled teaching-learning systems in the next five years.
3. **Laboratory Facilities and Equipment, Consumables, etc.:** though there are more than adequate laboratory facilities, equipment and consumables, it is found that students would benefit more from more such infrastructural teaching-learning spaces and aids.
4. **Internet and Wi-Fi connectivity 24x7:** Visva-Bharati enjoys widespread internet facility and almost twelve hours of Wi-Fi connectivity. This is not enough as the university has gone into online mode of classes and students and teachers and administrative staff require more responsive and stable connectivity with greater bandwidth and Wi-Fi connectivity round the clock.
5. **Hostel Accommodation and Infrastructure:** though Visva-Bharati has over thirty hostels including two very big hostels, and two more hostels are already underway, the university, primarily a residential institution, needs more hostels, especially for international students, visiting researchers and project fellows.
6. **Lack of Funds:** Visva-Bharati has already taken loans from HEFA; yet this is not adequate and Visva-Bharati needs to look into ways, avenues and funding agencies for resource mobilisation. These funds would have gone a long way in rectifying the weaknesses and helped us meet the challenges by acting upon the opportunities.
7. **Revenue Generation:** tied up with the lack of funds, Visva-Bharati, already having generated some revenue from the museum and sales of books, still needs to generate more to be able to be in a strong position financially. The university is looking into possible ways and methods of such generation of funds.

Institutional Opportunity

1. Visva-Bharati is uniquely placed to continue with renewed vigour, academic and pedagogical direction/s as well as social-connectivity and bonding – its long tradition of holistic and all-inclusive education system in tandem with, primarily, the institutes of social work and rural reconstruction as well as agricultural sciences. The unique socio-cultural space in the neighbouring villages that Visva-Bharati holds may be extended further in more in-depth outreach and community services.
2. Similarly, the institutes of visual arts and crafts as well as music, dance and drama – the repository of Santiniketan, Visva-Bharati, Bengal and Indian cultural capital and regional socio-cultural index are integral to the developing of the Santiniketan brand of visual and performing arts. This particular area of high culture – arts and performance – need to be taken further with more opportunities for traditional practices and lost pedagogical histories to be included.
3. Visva-Bharati is on the positive learning curve regarding online mode of educational and pedagogical practices as was introduced during the Covid-19 induced lockdown. The university is looking to integrate online mode of classes and teaching-learning systems. Emphasis on e-resources and online connectivity will help improve the gap between absolute supply and total demand that keeps increasing. Embracing SWAYAM and MOOCS as well as contributing towards these platforms will strengthen and empower students and institution alike.
4. Visva-Bharati is poised to become a clean-green campus as it is already located within ecologically pristine area and has over time incorporated ecological awareness within its academic and cultural repertoire as is exhibited in its functions and *utsavs*. Moreover, strict regulation and creation of awareness of people's habits and comprehensive waste-disposal systems have made it easier to contain and control polluting spillage and littering. As there is a lot of tourist influx into Visva-Bharati all the year round, we are best placed to take positive, reinforcing, educatory and regulatory roles.
5. Visva-Bharati is uniquely placed to collaborate with academic and other institutions at the national and international levels through exchange of knowledge, personnel, including students and scholars, as well as become the hub of cultural and scientific knowledge, both indigenous as well as foreign.

Institutional Challenge

1. Visva-Bharati faces a difficult challenge in restructuring the entire twin campuses of Santiniketan and Sriniketan into a comprehensive and safe differently-abled-people-(*divyanganganjan*) friendly teaching-learning-living space for students, teachers, administrative staff and visitors.
2. Restructuring, repositioning, revamping, repairing, as well as construction of new spaces and existing infrastructure at academic, administrative, social and campus levels with specific focus of classes, laboratories, studios, playing fields, hostels, employees' living quarters, libraries, guest houses, auditoriums and the like.
3. As global academic practices have been affected and impacted upon by the Covid-19 pandemic, online platforms and portals for dissemination of pedagogy and other related academic activities like MOOCS, SWAYAM and online modules need to be assimilated, introduced and subscribed to by various departments, centres, institutes as well as centrally at the earliest in order to be in sync with worldwide conditions and parameters.
4. Visva-Bharati, Santiniketan and Sriniketan, within and outside the institution, quickly require better medical care and opportunities than what the Pearson Memorial Hospital can provide, which is actually more than what can be expected from a university hospital. As the medical hubs of Durgapur and Bardhaman are at least more than fifty kilometres away and Santiniketan houses young students as well

are retirees and pensioners, a fully-fledged medical establishment with emergency medical and trauma unit would go a long way in safeguarding life and limbs of around eighty thousand people not taking into account the numerous visitors who throng to the university.

5. Visva-Bharati will need to invest comprehensively in e-resources as well as comprehensive and connected e-resources archival and distribution systems and merge the same with the existing library and information management system in place within the university. This connects seamlessly with the emphasis on enabling online study as mentioned above.
6. Visva-Bharati, which was ranked eleventh (under universities) in the 2016 National Institutional Ranking Framework (NIRF) has slipped to number fifty in 2020; though it still outscores a university which was ranked in the first ten in Teaching-Learning-Research parameter by eight percent. The biggest collective challenge for us will be to drastically improve the NIRF performance, score and ranking.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Visva-Bharati follows the Minimum Course Curriculum for undergraduate courses under Choice Based Credit System (CBCS) since 2017. New programmes and courses have been introduced and existing programmes and courses have been upgraded, revised and reformulated across various departments, institutes and centres of the university which are relevant at the local and the global paradigms of academia, industry, market and society at large.

Individual departments/centres as well as various discipline-clusters, institutes and other interactive user-provider platforms of the university have, in the last three years and more since 2017, dealt with the formulation and implementation of various Programme Specific Outcomes (PSO), Programme Outcomes (PO) and Course Outcomes (CO) in their own unique and enabling ways based upon guidelines from the centre. Discourses regarding gender, environment, human values and professional ethics are also embedded within the syllabi and course contents of offer. Feedback systems from students regarding the finer points of the syllabi and suitability-viability are probed and tested.

Some of Visva-Bharati's priceless contribution to world knowledge and culture may be seen in the institutes of Visual Arts and Music, Dance & Drama. In their own unique ways, these two academic and cultural spaces are both maintaining an unbroken chain of tradition and culture that is uniquely global, regional and national as Tagore had already brought and incorporated a one-of-a-kind positive hybridism of world. Similarly, he had been a pioneer in inclusionary community development as can be seen in the institutes of rural reconstruction and agricultural sciences that not only approached these ideas from an academic point of view but included the communities and villages within the ambit of practical efforts and community help. The two institutes of rural reconstruction and agriculture are very popular educational/academic destinations and there is a major demand for them among students all over India and abroad. The institutes of science, humanities/social sciences, languages-literatures and education are also equally connected with global trends and their syllabi and research practices bear this out. The Department of Yogic Art and Science, newly instituted at Visva-Bharati, plans to be a bridge between the traditional and the modern.

Teaching-learning and Evaluation

In addition to normal classroom and laboratory/field work, differentiated learning for slow learners, off-the-record mentoring, tutorials, online courses and classes (especially during the Covid-19 induced lockdown), joint-collaborations, seminars, workshops and conferences, remedial coaching are practiced and followed at Visva-Bharati. Hands on experiential and participatory learning practices including field work and internships are adhered to at Visva-Bharati. Senior scholars and students often help with teaching assistance and tutorials that foster a deep sense of learning and teaching experience. NET/SLET coaching for interested students are organised for clarifications and specialised knowledge skills.

Student exchange and credit transfer facilities with foreign academic institutions are practiced in a number of departments and institutes.

Use of latest technology in the classroom and laboratory/playing fields/artists' studios and so on as well as the emphasis on ICT and technology enabled classrooms with LCD projections and audio systems are in place throughout the campuses.

Visva-Bharati's (over forty), libraries and e-resource centres are well connected with the latest resources and pedagogical systems in sync with national servers and hosts. Wi-Fi connectivity, online classrooms and classes as well as examinations portal are also in place.

The syllabi of all departments/centres at Visva-Bharati are regularly revised and updated and there are multilayered system-checks like Boards of Studies, Research Board and Academic Council to regulate all course contents and programme viability as well as market-academic sustainability.

Each course under all undergraduate (and some select postgraduate and higher) programmes of study at Visva-Bharati has Programme Specific Outcomes (PSO), Programme Outcomes (PO), Course Outcomes (CO) as well as Course and Programme Objectives. These help in student, teacher and course evaluation and individual emphasis on slackers and/or weak students.

Visva-Bharati has a continuous internal assessment system in place from even before the implementation of the Minimum Course Curriculum for undergraduate courses under CBCS in 2017. Various modes of examinations, including viva-voce, assignments, class projects and presentations, are in place. Mid-term tutorials and internal assessments and the end-semester final examinations are all handled by the examination department and all students' interface including application and admit cards and so on are handled online.

Research, Innovations and Extension

Visva-Bharati has PhD programmes in sixty-five disciplines, MPhil in twenty and Postgraduate Diploma in three with various sub-disciplines under departments, centres and institutes that change every year depending on the availability of vacancies under each eligible supervisor. The number of PhD/MPhil scholars registered under the various departments and centres at Visva-Bharati are prodigious in number and the demand keeps on rises every year.

Apart from the PhD and MPhil/PGD programmes there are a number of special assistance programmes with extra-mural funding from different government agencies like UGC, DST at 13 departments and around 120 research projects under individual faculty members where various research project-fellows and project-assistants are engaged in research activities. Collaborations and joint-research activities with other academic institutions are in place at Visva-Bharati. Field work and off-site research activities as well as visiting research

scholars working at various institutes at Visva-Bharati are positively encouraged.

Innovations in various holistic and all-inclusive pedagogical practices like visual and performing arts as well as handicrafts with emphasis on local artisans and their role in social-bonding and economic viability are institutionalised pedagogical practices at Visva-Bharati. The use of co-curricular activities like arts and crafts, social service, ecological contact and connectivity begin from the basic entry level at Visva-Bharati. The various *utsavs* and programmes at Visva-Bharati – incorporated, assimilated and internalised within the university curricula and pedagogical practices are symptomatic of the cartographically inclusionary and thematically innovative ways and means that give unique cultural identity and traditional continuity to the ethos of the Tagorean philosophy of education and culture which Visva-Bharati propagates institutionally.

The extension activities at Visva-Bharati, primarily through the work and curricula of the institutes of rural reconstruction and agricultural sciences have seen the university adopt over sixty villages in and around Santiniketan-Sriniketan. Outreach programmes, health and hygiene camps, formal and agricultural education among the outlying areas and collection of over rupees fifteen lakh and distribution of relief materials for over two-and-a-half months to 5812 families in over eighty villages during the Covid-19 lockdown: these are some of the regular activities including the one under lockdown that the university usually engages in.

Infrastructure and Learning Resources

Visva-Bharati has ten academic institutes and the Tagore specific research archives and museum-space spread over 1100 acres in the twin campuses of Santiniketan and Sriniketan. Visva-Bharati has playgrounds, basketball courts, tennis courts, gymnasiums, swimming pool, fine-arts studios, performance spaces for dance-music-drama, computer centre, museums space, libraries, art galleries, auditoriums, classrooms, audio-visual rooms, audio-visual galleries, seminar and conference rooms, language laboratory, yoga centres, theatre gallery and so on spread over the twin campuses.

Resources – academic, pedagogical, tertiary and co-/extra-curricular including e-resources – are available in the over forty libraries throughout the two campuses including sectional and seminar libraries (apart from the primary and nodal Central Library) totalling over 9 lakh volumes and holdings. In addition to this, the Rabindra Bhavana Library in the Uttarayan Museum Complex has all the primary holdings, as well as priceless artefacts and objects of art, associated with the life, work and times of the Tagore family totalling over forty thousand books and materials. There is a separate manuscript archive and the Library Management Software LibSys-7 and OPAC Computerized bibliographic Catalogue are functioning since

Academic and cultural spaces coexist within the campuses of Visva-Bharati. The unique socio-cultural ambience of the institution is reflected in

Hostels for students and research-fellows, teacher/employee quarters and services like canteens, gymnasiums, Wi-Fi connectivity, computer facilities, e-resources, libraries, bookshops (including Visva-Bharati's own outlet), Pearson Memorial Hospital, Sriniketan Outdoor service, Dinabandhu Andrews Hospital, ambulance services, railway reservation counter, SBI Santiniketan and Sriniketan branches, ATMs, Visva-Bharati Cooperative Credit Society and *Samavaya Samiti* (general provisions store), greengrocers, several small markets, yoga and mediation services/spaces, auditoriums, several guest-houses, swimming pool and recreational facilities, open air classes, Santiniketan and Sriniketan Post Office including Passport *sevakendra*, two police stations including one women's police station, art galleries, university buses for transport of students and staff, etc. are at hand.

The core *Ashrama* area as well as parts of the university campuses are still paved and lined with laterite soil paths with a distinct rural atmosphere sprinkled with traditional architecture, beautiful campuses, tree lined pathways and alleys, water-bodies and adjoining deer-filled forest.

Student Support and Progression

Student-centric support systems are embedded in the curriculum across all institutes. As a large part of the students are either hostel boarders and/or paying-guests/private boarders, the university support systems are integrated in the curricular as well as the co/extra-curricular programmes: tutorials, general mentoring, access to teachers and officials including students' grievance redressal cells and other statutory complaints and disciplinary bodies. The Students' Activity Centre at Visva-Bharati also supports many curricular and extra-curricular activities including debates, quizzes, job placement meets and so on.

Students have access to various schemes like book-banks, student-wardens in hostels and various government and non-government scholarship including for SC/ST students.

Special and remedial classes – including by senior students and research fellows and scholars, spoken English and other soft-skills are regularly organised at the central Office of the Director of Physical Education, Sports, National Service and Students' Welfare and department/institute levels.

Medical counselling and comprehensive medical care including round the clock doctors at the Pearson Memorial Hospital as well as medical insurance-cover for all students with free medicine are established practices at Visva-Bharati.

Students' Career Counselling and Campus Placements have landed our students with careers at corporate houses, NGOs and other professional spaces like media and press.

NSS and NCC opportunities abound at Visva-Bharati.

As Visva-Bharati follows a holistic academic pattern, students can approach the university at the kindergarten level and continue their higher programmes of study (Bachelors, masters, MPhil and PhD). Thus, the rate of progression of students from one level of academic study to the next higher level is very high and consistent within the university. A percentage of students move to other institutions to carry on their specialised areas of research and study at the Masters, MPhil and PhD levels.

A large percentage of students qualify for various national and international competitive examinations like UGC NET, SLET/SET, CAT and so on. Drop outs are very low though a percentage of students discontinue their higher studies in favour of job opportunities.

Student participation at various sports and co-curricular activities and competitions are also high and many have won awards at the national and regional levels.

Governance, Leadership and Management

Visva-Bharati has a *Paridarsaka* (Visitor; usually the Honourable President of India), a *Pradhana* (Rector; usually the Honourable Governor of West Bengal) and an *Acharya* (Chancellor; usually the Honourable Prime

Minister of India) who are there to guide the university.

The *Samsad* (Court), the *Karma Samiti* (Executive Council), the *Siksha Samiti* (Academic Council), the Institute Board, Research Board and departmental level *Patha Samiti* (Board of Studies) are the university's apex statutory bodies that decide upon academic and administrative issues.

The university has as its full-time head the *Upacharya* (Vice-Chancellor), who along with the *Karma Sachiva* (Registrar) and other officers like the *Chhatra Parichalaka* (Proctor), *Vitta Adhikari* (Finance Officer; also, *Artha Samiti* – Finance Committee), *Granthagarika* (Librarian) and other administrative staff of the university particularly the Joint Registrars and Deputy Registrars as well as Section officers, are responsible for the overall academic and administrative functioning of the university.

There are two Principals of the two schools under Visva-Bharati, namely *Patha Bhavana* and *Siksha Satra*.

The *Chhatra Parichalaka* (Proctor) is at the helm of all university hostels and students related disciplinary affairs.

The Director of Physical Education, Sports, National Service and Students' Welfare is directly associated with students' welfare, activities and opportunities.

Boards of Studies at the departmental level, the Institute Boards at the Institute level and the *Siksha-Samiti* (Academic Council) which is the apex body deal with all academic related affairs including syllabi contents, courses, programmes and MPhil, PhD related guidelines and supervisions.

The IQAC deals with the of academic excellence and career advancements, promotions and direct recruitments of teachers.

Similar APAR scores are also used for vertical movement of administrative staff.

The proper budgetary allocation, control of funds from funding agencies and their movements within the financial framework of the university as well as proper and timely financial audit are regularly initiated.

Most financial, accounting and related work are managed through proprietary systems and are digitised and online for accuracy, transparency and accountability.

Visva-Bharati has a transparent and corruption-free administrative and academic system. Rigorous checks and balances through RTI and CVO ensures accountability and systems-transparency.

Institutional Values and Best Practices

Visva-Bharati has a gender-equal and -friendly campus as well as academic and professional environment. All government and medical guidelines are in place including the Internal Complaints Committee for Prevention of Sexual Harassment Against Women in the Work Place which is open to both students and employees for redressal of complaints and issues and students' gender sensitising cells of various departments and institutes. There is a Women's Police Station within the university campus right next to the biggest girls' hostel; safety and security for girl student-boarders of the university as well as day-scholars is maintained through tightened security cover which includes female security personnel as well as CCTV cameras installed in strategic

locations all over the twin campuses. Academically, courses are offered in various departments regarding gender studies; there is a separate Centre for Women's Studies and there are gender awareness drives and programmes (like the commemoration of the International Women's Day) in many departments.

Visva-Bharati is surrounded by greenery and water-bodies. Proper waste disposal systems – specialised for dry, solid, liquid, e-waste and bio-medical are in place. Visva-Bharati is a plastic-free zone and has minimum paved area within the campus. Thus, most of the drainage channels are earthen and therefore there is a natural recharge of rain water. Visva-Bharati makes use of open well to meet its drinking and irrigation water requirements. The harvested water is used as longer-term storage as ground-water recharge. Ecological concerns, awareness, academic and pedagogical assimilations, including the compulsory Environmental Studies are well established practices and programmes within the university.

Visva-Bharati's foundation is based upon ideals of positive reformative action. The Acts and Statutes clearly state the all-inclusive nature of the institution. Cultural assimilation and hybridism from all over the globe is evident in the pedagogical practices and cultural capital especially in the institutes of visual arts, crafts and music, dance and drama. Visva-Bharati is famous for its busy and variegated cultural programmes and *utsavs* that are part of the central concept of integrating nature within the concepts and practices of educational dissemination. Community awareness and outreach of the university facilitates bonding with the local community/s.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	VISVA BHARATI UNIVERSITY
Address	Santiniketan, Birbhum
City	Santiniketan
State	West Bengal
Pin	731235
Website	www.visvabharati.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Bidyut Chakrabarty	03463-262451	9474612896	3463-262451	visvabharatinaac2020@gmail.com
IQAC / CIQA coordinator	Rup Kumar Kar	09474-612896	8116066794	9474-612896	rupkumat.kar@visva-bharati.ac.in

Nature of University	
Nature of University	Central University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	23-12-1921
Status Prior to Establishment, If applicable	Other
Establishment Date	22-12-1901
Any Other, Please Specify	Brahmacharya Ashram

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	14-05-1951	View Document
12B of UGC	14-05-1951	View Document

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Santiniketan, Birbhum	Rural	1129.567	174015	BA, MA, BSc, MSc, MPhil, PhD, BDes, MDes, BFA, MFA, B.Music, M. Music, MSW, BSW, BRS, MRS, BEd, MEd, PG Diploma, Advanced Diploma, Certificate		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
ICAR	109529_5747_3_1610795577.pdf	
NCTE	109529_5747_4_1607428723.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	76				159				430			
Recruited	31	8	0	39	69	12	0	81	261	89	0	350
Yet to Recruit	37				78				80			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				1800
Recruited	567	82	0	649
Yet to Recruit				1151
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				488
Recruited	204	32	0	236
Yet to Recruit				252
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	1	1	0	0	0	0	1	2	0	5
Ph.D.	101	19	0	45	13	0	132	56	0	366
M.Phil.	0	0	0	2	0	0	14	2	0	18
PG	5	0	0	14	1	0	43	15	0	78

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Assam Language Unit	Srimanta Sankardeva	Government of Assam

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	887	102	0	0	989
	Female	840	112	0	0	952
	Others	1	0	0	0	1
PG	Male	669	28	0	0	697
	Female	643	45	0	0	688
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	43	17	0	0	60
	Female	33	3	0	0	36
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	111	86	0	0	197
	Female	29	31	0	0	60
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	11	1	0	0	12
Female	2	0	0	0	2
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.82	LAST NAAC REPORT.pdf
Cycle 2	Accreditation	B+	2.65	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agricultural Economics	View Document
Agricultural Engineering	View Document
Agricultural Entomology	View Document
Agricultural Extension	View Document
Agricultural Statistics	View Document
Agronomy	View Document

Ancient Indian History Culture And Archeology	View Document
Animal Science	View Document
Anthropology	View Document
Arabian Persian Urdu And Islamic Studies	View Document
Assamese	View Document
Bengali	View Document
Biotechnology	View Document
Botany	View Document
Centre For Comparative Literature	View Document
Centre For Journalism And Mass Communication	View Document
Centre For Modern European Languages Literatures And Cultural Studies	View Document
Centre For Women Studies	View Document
Chemistry	View Document
Chinese Language And Culture	View Document
Computer And System Sciences	View Document
Crop Physiology	View Document
Design	View Document
Economics	View Document
Education	View Document
English	View Document
Environmental Studies	View Document
Genetics And Plant Breeding	View Document
Geography	View Document
Graphic Arts	View Document
Hindi	View Document
Hindusthani Classical Music	View Document
History	View Document
History Of Art	View Document

Horticulture And Post Harvest Technology	View Document
Indo Tibetan	View Document
Institute Of Agriculture	View Document
Integrated Science Education And Research Centre	View Document
Japanese	View Document
Life Long Learning Extension	View Document
Mathematics	View Document
Odia	View Document
Painting	View Document
Philosophy And Comparative Religion	View Document
Physical Education And Sports Science	View Document
Physics	View Document
Plant Pathology	View Document
Rabindra Sangit Dance And Drama	View Document
Rural Studies	View Document
Sanskrit Pali And Prakit	View Document
Santali	View Document
Sculpture	View Document
Silpa Sadana	View Document
Social Work	View Document
Soil Science And Agricultural Chemistry	View Document
Statistics	View Document
Tamil	View Document
Yogic Art And Science	View Document
Zoology	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
124	124	124	124	124
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 60

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3385	3421	2993	2508	2391
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2238	2323	2190	2035	2555
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3385	3421	2993	2508	2391
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
72	76	69	131	37

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2000	2000	2000	2000	2000
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
476	486	500	515	516
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
665	665	654	650	650
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
41054	56708	52645	44785	45284
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
3127	2031	1869	1549	1499
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 1464****4.4****Total number of computers in the campus for academic purpose****Response: 784**

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
3916.43	3623.07	3791.39	6453.39	2194.52

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

1. Visva-Bharati has been following the Minimum Course Curriculum for undergraduate courses under CBCS since the odd semester of 2017. All undergraduate departments and teaching units/centres are in sync with this national system at large which, if followed rigorously and adapted indigenously at both national and institutional levels, will allow the nation to be at par with the best global standards at a pan-Indian range. The CBCS model has been instituted since then in many other courses and programmes of study at Visva-Bharati.

2. Visva-Bharati already had a holistic approach to pedagogy and knowledge-dissemination in a milieu of peaceful tranquillity where nature, ecological sustainability and local community-connectivity were in place and institutionally internalised since 1920s. Over the years Visva-Bharati developed along with newly founded systems of education and traditional knowledge. New courses have been introduced, upgraded, revised and reformulated across various departments, schools, institutes and centres of the university which are relevant at the local and the global paradigms.

3. Individual departments/centres as well as various discipline, schools, institutes and other interactive user-provider platforms of the university have, in the last 3 years and more since 2017, dealt with the formulation and implementation of various PSOs, POs and COs in their own unique and enabling ways based upon guidelines from the centre. Course and POs have also been re-evaluated and integrated into curriculum revisions and projections. All these are reflected in the syllabi of departments and other teaching and research centres.

4. Some of Visva-Bharati's priceless contribution to world knowledge and culture may be seen in the institutes of Visual Arts (*Kala Bhavana*) and Music, Dance and Drama (*Sangit Bhavana*). These two traditional sites of Visva-Bharati trace their genesis and continuity directly from the inspiration and works of Rabindranath Tagore. Thus, in their own unique ways, these two academic and cultural spaces are both maintaining an unbroken chain of tradition and culture that is uniquely global as well as regional and national as Tagore had already brought and incorporated a one-of-a-kind positive hybridism of world culture through his incorporation of Eastern (Asian, India, Japan, China, Indonesia, etc.) and Western (primarily European and American) influences and practices in visual arts, dance, music and drama. Similarly, he had been a pioneer in inclusionary community development as can be seen in the institutes of rural reconstruction and agricultural sciences that not only approached these ideas from an academic point of view but included the communities and villages within the ambit of practical efforts and community help. The two institutes of rural reconstruction (*Palli Samgathana Vibhaga*) and agriculture (*Palli Siksha Bhavana*) are very popular academic destinations and there is a major demand for them among students all over India and abroad. The institutes of science, humanities/social sciences, languages-literatures and education are also equally connected with global trends and their syllabi and research practices bear this

out as far as outcomes and objectives are concerned.

File Description	Document
Link for Additional information	View Document

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

Response: 43.82

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

Response: 124

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

Response: 283

File Description	Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 4.98

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	50	172	92	179

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.	
Response: 18.26	
1.2.1.1 How many new courses were introduced within the last five years.	
Response: 686	
1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.	
Response: 3757	
File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).	
Response: 17.67	
1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.	
Response: 50	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
Response:
<ol style="list-style-type: none"> 1. Visva-Bharati has a long, very healthy and balanced approach/attitude/worldview towards gender, professional ethics, human values and environment sustainability and these are greatly reflected in the curricula across the entire university in various departments, institutes and schools of study. 2. Issues relating to gender, environment and human values are taught through various undergraduate, postgraduate and MPhil-PhD courses and papers in almost all of the language, literature, cultures studies, social-science and humanities, science and visual- and performing-arts departments. 3. The tenets, theories, histories, schools and philosophies related to gender and women's studies as well as ecology and environment are part of taught courses as reflected in primary texts as well as

- in secondary linguistic/literary/ historical/cultural texts and discourses especially in the institutes/departments of literatures, social sciences, rural reconstruction, education and the like.
4. There is a dedicated Centre for Women's Studies as well as a Department of Environmental Science at Visva-Bharati. Environmental Studies/awareness is part of the compulsory course of studies at the undergraduate level. The Department of Geography has added emphasis on environment and ecology as well as special papers regarding local ecology and environment.
 5. Departments of social reconstruction/work, rural studies and the like also teach practical and theoretical courses related to disability studies and women's empowerment which are areas that are also taken up by the agriculture studies department that have a hands-on approach towards gender, environment, sustainable farming and ecological processes in the actual practical agricultural domain in the villages and small towns in and around Santiniketan-Sriniketan.
 6. Ecology and sustainable approach towards the environment are major strands of academic and pedagogical discourses in the various departments under the Institute of Science.
 7. Gender, environment, ecology and human values related issues also feature in the visual arts as well as in the music-dance-drama institutes where portrayal of women, nature, values pertaining to society and nation at large are integral and central to the ethos and training paradigms of the art-and-artists at Visva-Bharati.
 8. Professional Ethics are taught at the MPhil and PhD level where the compulsory preliminary paper related to methodology and background are taught across the university in all departments. This module also informs on plagiarism and other work and academics related ethics. The Central Library at Visva-Bharati also regularly hosts meets and contacts hours for teachers, students and scholars towards familiarization courses and online tours/guided programmes regarding accessing and proper handling of internet resources.

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

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

Response: 1

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 0.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	0	0	0	0

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 15.21

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 515

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Link for additional information	View Document

1.4 Feedback System

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

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document

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

Response: C. Feedback collected and analysed

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 13.4

2.1.1.1 Number of seats available year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5658	3932	3631	2969	2878

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 64.53

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

2019-20	2018-19	2017-18	2016-17	2015-16
1388	1449	1227	1119	1035

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

1. Visva-Bharati has in place – since the mid-1980s and even earlier– an internal assessment system

that is held continuously throughout the semester (earlier: academic year) where students are assessed through a variety of examination modes and methods to the tune of 20% of their academic assessment for that particular semester. At least two assessments are made internally for each paper in each semester. This process helps individual departments and teachers to evaluate and assess individual students and take corrective and remedial steps towards the students' growth and improvement. Various other holistic, nurturing and academic counselling/activities are established for the students across the university.

2. Continuous corrective measures are in place formally/informally at all departments.
3. Remedial coaching/classes and programmes have been initiated before at Visva-Bharati and has met with varying degrees of success. The Director of Physical Education, Sports, National Services and Student's Welfare, Visva-Bharati has organized NET coaching classes employing faculties of Visva-Bharati for needy students of the institute. Tutorials and mentoring system within the department and institutes comprising teachers/research-scholars and senior students have been initiated. Weekly/monthly stock-taking among teachers and meetings with class-representatives on progress of academic calendar means that a process of feedback is in place at the microcosmic level in all academic departments and centres.
4. Special exams (supplementary examination) are conducted for slow learners so that they can qualify the final exams. This option was provided beyond the normal limit of three chances in the final examination.
5. Teachers regularly encourage students to join online classes and programmes and provide them institutional access to various online-resources/e-resources through libraries and online journal sites as well as provide them with pdf copies of texts, journals, instructional videos, reading material and the like.
6. Joint collaborative courses and studio/laboratory work in science, agriculture, visual-arts, journalism as well as other disciplines are regularly done.
7. Seminars, workshops, conferences at the open and students' level are part of the academic calendar at Visva-Bharati.

File Description	Document
Upload Any additional information	View Document

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

Response: 7:1

2.3 Teaching- Learning Process

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

Response:

1. Visva-Bharati has a lot of departments and institutes that actively encourage and positively empower students with hands-on experiential and participative learning. The various departments of agricultural studies and social reconstruction programmes, as well as education departments and

- institutes, have strict students' participation in teaching and assistance roles at various levels of socio-academic interaction. Students act as mentors and guides with farming communities and villages and double as secondary – often primary – sources of knowledge and skills.
2. Senior scholars and students are often given teaching and tutorial roles in classrooms, laboratories, studios and performance spaces in the university. Scholars who are drawing stipend/scholarship/funding are also given parts of academic courses and contents to cover during a semester in collaboration with teachers and members of the faculty. Laboratory supervision, studio responsibilities, musical collaborations, tutorial and mentoring facilities and the like are a continuous process across the university at various levels of academic courses at both formal and informal levels.
 3. Multidisciplinary studies and courses, seminars, workshops, conferences, meet-the-author/sportsperson/painter/musician/scientist are all integral part of the semester system at Visva-Bharati where students and learners are able to interact with the actual producers of knowledge and pedagogy.
 4. Project-work, academic collaborations and social-awareness programmes with students and teachers are constantly being organised at the various institutes and schools of study at Visva-Bharati. Like-minded disciplines with shared academic roles and goals are often clubbed together during such collaborations and student participation and enthusiasm are very high during these events and activity periods.
 5. Visva-Bharati has a large number of social and cultural events and *utsavs* that trace their histories back to the time of the founder-poet's positioning of Indian culture as resistance towards British dominance. Thus, Visva-Bharati has many such programmes that draw a lot of visitors and media interest worldwide. Student participation in these activities is part of the curricula at these departments/institutes.
 6. Visual arts, music-dance-drama, agriculture, science, rural reconstruction, languages and literature, social-sciences and humanities, education: all have their different and unique enhanced, experiential and participatory approaches towards problem-solving and resolution. Students are given individual attention and often their inability to be part of the system of pedagogy will attract special emphasis on learning methodology by individual teachers and collective departments. Post-class/laboratory/studio/playground evaluation and feedback from students regarding viability and effectiveness of course contents and pedagogical systems are routinely done. Students are often academically challenged and pushed beyond syllabi boundaries that make them appreciate the added edge and strongly prepare them for the future ahead of them.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

1. Even before the academic world shifted their academic-pedagogic/teaching-learning processes from the classroom to the internet and online systems, Visva-Bharati, situated as it is away from the big city, had always depended heavily on e-resources and online pedagogical practices. Most departments have multiple LCD projectors and audio-visual display systems in place in classrooms and other academic spaces so that students may be given a multimedia accessible dissemination

paradigm that is in sync with global standards.

2. More ICT enabled classrooms/seminar halls/conference halls/laboratories are quickly coming up and the various libraries at Visva-Bharati have already geared up by making their holdings digitized and accessible online through various platforms with access to online journals and e-resources like INFLIBNET for students, teachers, research scholars and visitors. The majority of the examination processes and admission tests this extended semester were carried out on the internally maintained Moodle platform which is also a major destination for online classes, tests and other teaching-learning activities.
3. Submission of internal assessments, MPhil and PhD presentations and pre-submission presentations as well as the Viva-voce are all being held online now with facilities being upgraded centrally through the Computer Centre (*Ganitra Sadana*) and the Central Library.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 48:1

2.3.3.1 Number of mentors

Response: 70

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document

2.4 Teacher Profile and Quality

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

Response: 75.95

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 75.26

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
405	387	375	364	340

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 18.04

2.4.3.1 Total experience of full-time teachers

Response: 8585.39

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 31.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
46	32	29	28	20

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

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

Response: 27.34

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

2019-20	2018-19	2017-18	2016-17	2015-16
10.37	22.99	27.37	27.29	48.66

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document

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

Response: 1.02

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

2019-20	2018-19	2017-18	2016-17	2015-16
72	76	69	131	37

File Description	Document
Any additional information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

1. Visva-Bharati – as mentioned earlier –has a long history of having a system of continuous internal assessment that has worked wonders in bridging teacher-student academic connectivity and teaching-learning processes in general. The last semester – the semester of the Covid-19 lockdown – has seen a major movement towards online processes of teaching and learning activities. It was but natural that the online system be extended to the examination procedures including the internal assessment systems across the university. Most of the midterm examinations and continuous internal assessments were taken through online media and other remote processes. All examination processes across the university, including MPhil and PhD, have been conducted entirely through

online processes.

2. Records and control of all examination processes are handled centrally and most of them are online and digitized. From the preparations of lists, applications for appearing at examinations, submission of fees, generation of admit cards, examination lists, evaluation details and management, tabulation and verification, publication of results, review systems and the like are all handled by the examinations department.
3. Departments, institutes, schools, faculty members and a combination of all these are regularly conducting internal examinations across the university throughout the semester. Various formats of examinations are allowed and encouraged including viva-voce, class presentations and projects, performances, home-assignments, exhibitions, matches and games, and the like.
4. Visva-Bharati is poised to participate in online courses and examinations processes like SWAYAM and the like.
5. Reviews of examination evaluation are in place for students in case they wish to review their evaluation.

File Description	Document
Link for additional information	View Document

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

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

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

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

1. Visva-Bharati has instituted the CBCS common minimum programme from the 2017 odd semester which has seen comprehensive revisions (including updating and up-gradation) of syllabi and course contents primarily at the undergraduate level across all disciplines/institutes. These newly introduced syllabi – some revised since its inception – come with specific and streamlined course-objectives and learning-outcomes for all programmes and courses that are finely attuned to the viability, contemporaneity and philosophy behind the designs of the course/programme. Each such course/programme – core as well as optional – is now designed and projected with specific skills-sets in mind.

2. These skills-sets are arrived at through rigorous brainstorming at department/centre levels through Boards of Studies and at the Institute/University levels through Academic Council and Institute/Research Boards and other such nodal and higher competent academic committee/councils with external subject-specific experts.
3. All students and scholars are introduced to the various courses of study through an orientation programme/hour where all members of the faculty meet the students and then talk about the courses on offer during that particular semester and explain the course objectives as well as the various teachers/fellows, methodologies, systems, equipment, class-space/laboratory/playground and the like which will be in use and how to go about fulfilling the objectives that will result in the intended/desired programme outcome.
4. Institutes/departments of music-dance-drama, visual arts and physical education who rely on unique methodologies and academic spaces for their functioning incorporate a lot of non-canonical approaches to their discipline and as such their course objectives and learning outcomes require unconventional markers.

File Description	Document
Paste link for Additional Information	View Document

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

Response:

1. Visva-Bharati, as stated elsewhere, has already instituted the CBCS common minimum programme in 2017. These programmes – running successfully at the undergraduate level – have already undergone revisions and changes and are anchored with course objectives leading to programme specific/programme/course outcomes. The university is deeply invested in the synchronous objective-outcome realizations.
2. The primary and immediate method of evaluation of the effectiveness of the objectives is to measure and assess the outcomes through the various systems of evaluative methods at the disposal of teachers and faculty members/departments/centres/institutes. This is usually done through the continuous internal assessment systems through which 20% of academic evaluation per semester is enabled.
3. The advantage of this system is that it is held continuously throughout the semester and comprises at least two sets of examinations for each paper/course.
4. Various methods of examinations are held: viva-voce, presentations, projects, assignments, submissions, matches/games and the like and it is through this system of evaluation that the levels of attainment of programme/programme-specific outcomes are judged and gauged.
5. Once the midterm/internal assessment evaluation marks are in – it usually takes a very short time for the marks of the internal assessments to be generated – teachers and faculty members are able to plot and chart the individual student's position in the larger scheme of academic process and progress which helps in the positive and corrective steps on the part of the student towards the end-semester final examinations.
6. As Visva-Bharati has already successfully run this CBCS common minimum programme for over six semesters, the cumulative semester GPA and CGPA results are, hence, perfect and acceptable

indicators of the success and attainment of the program outcomes.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 97.17

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

Response: 2371

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

Response: 2440

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.95

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The University has a Research Board that co-ordinates all research activities of different Institutes of the University. The University also has well defined research programmes leading to different degrees such as M. Phil., Ph. D., D. Lit and D. Sc.

The different research programmes are guided through the M. Phil., Ph.D., D.Lit., and D. Sc. Ordinance/s of the University following UGC guidelines. **Admission to Ph. D. programme:** Following UGC guidelines, students who have qualified in NET, GATE, SET, etc. are exempted from the Ph. D. entrance test. Final selection to the Ph. D. program is through Viva-Voce examination. Academic progress of individual scholars is monitored by Research Advisory Committee (RAC) of respective students.

Fellowship: Scholars/students with fellowships under UGC (NET), CSIR (NET), DST INSPIRE, UGC, CSIR, DST, DBT, DAE, ICAR and any other project, receive appropriate fellowships from the funding/sponsoring agencies including the university non-NET UGC fellowships

Plagiarism, is checked through the UGC approved URKUNF software prior to submission.

Research funding from external government/non-government agencies: Running of Research Projects funded by external funding agencies such as UGC, CSIR, DST, DBT, BRNS, ICAR, etc.: The formation of a selection committee and the proceedings of the same and all subsequent decisions at the department/institute level are then sent for approval of competent authorities.. The University encourages the individual Department/Bhavana to apply for different special funding schemes (such as UGC-SAP, DST-FIST, DST-PURSE) of UGC, DST, ICAR, etc.). The University encourages all faculty members to utilize the different Govt. funded initiatives for collaborative research with scientists from other countries, for example, the university has constituted a committee to look after the implementation of the SPARC (Scheme for Promotion of Academic and Research Collaboration) programme.

Process of Patenting Research Output: If any of the faculty members/research fellows would like to patent his/her research outcome, he/she has to apply for the 'NO OBJECTION' through proper channel to the University authority. The University encourages its faculty members for collaborative need-based research with Industry and the University has well-built Research Consultation policy for the same.

Research misconduct

Finally, the University is very strict in the issue of "Research Misconduct" which includes, but is not limited to, the definitions of the funding agencies for such misconduct. The UGC's policies in these regards are already in practice at Visva-Bharati.

Animal ethics

The code of ethics for Animal Research is strictly followed as per the rules set by the concerned authority. This aims to minimize the probabilities of harm or risk and thus, protection of research participants and/or communities is built into the design of the study. The Ethics Committee (EC), the Institution Ethics Committee for Human Research and Institutional Animal Ethics Committee (IAEC), a local body, approved by Control and Supervision of Experiments on Animals (CPCSEA), actively monitor and safeguards various rights and ethical practices under various statutory national bodies as well as the university rules.

File Description	Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 2.01

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
6	15	5	12	12

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 247

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	43	65	41	68

File Description	Document
Institutional data in prescribed format	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

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

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 21.67

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other

similar recognitions by national and international agencies.

Response: 13

File Description	Document
Institutional data in prescribed format	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 269.46

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	251	1.21	16.75	0.5

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 2202.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
208.4563	634.4872	390.6944	237.9066	730.4925

File Description	Document
Institutional data in prescribed format	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years**Response:** 1.31**3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.**

Response: 132

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 504

File Description	Document
Institutional data in prescribed format	View Document

3.3 Innovation Ecosystem**3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.****Response:****1. Research infrastructure**

Excellent research infrastructure has been created, both through extramural sources such as DST-PURSE, DST-FIST, UGC-CAS, DBT, SPARC and through intramural funding.

1. Human Resource Development:

The University recruits dynamic & vibrant young faculty who regularly up-grade themselves through various conference, seminar and lecture series in India and abroad.

1. Networking and collaborations:

To facilitate networking and establish multi-disciplinary and interdisciplinary research collaborations, the University regularly invites renowned scholars from India and abroad for lectures and discussions and has also signed MoUs with other academic institutions nationally and internationally.

1. Eco system for innovations:

Visva-Bharati has adopted/initiated several innovative teaching/research programmes in inter-disciplinary, cross-disciplinary areas having societal impact so as to bridge the gap between rigid boundaries of pedagogy and innovative and unique practices.

1. Transfer of knowledge:

This promotes and facilitates development and transfer of technology for societal benefit like standalone solar-biogas-hydrogen integrated renewable power plant set up in order to provide sustainable development.

1. Community orientation and entrepreneurship :

Cooperation with local people, along with regional and global industries and entrepreneurs to facilitate faculty members and students to market their innovative research work and adoption of several villages around the campus for development and rural restructuring.

Other projects and activities include:

Enhancing farm income through cultivation of Ekangi, a Medicinal Plant, as part of crop diversification.

Development of innovative Low Cost Resource Conservation Technologies decreases irrigation cost and checks depletion of ground water resource for the cultivation of Paddy (especially in Rabi Season).

System of Rice Intensification (SRI) is an improved method of rice cultivation and is highly economic and viable in the field level functioning.

The objective of Cluster Front Line Demonstration (CFLD) is to increase the productivity of Pulses and Oilseeds using recent technologies.

Development and Integration of Biomass and CPV System: BioCPV (2013-2017) in a tribal hamlet of Kaligunj and Pearson-Pally in collaboration with consortium of academicians from UK (University of Leeds/Sheffield, UK, University of Exeter, University Nottingham) and India (Visva-Bharati, IIT-M and IIT-B).

Promoting and creating awareness of the traditional art forms

Crafts Mela for promoting entrepreneurship

Children's day celebrations

Sandipur Village development committee

Women's Self Help Group convention

Swachhta Abhiyan Awareness at nearby villages

Vinay Bhavana (Physical Education) Women's Football tournament

Inter village football and volley ball tournaments

Fit India programme:

Interaction with nearby school for healthy India:

Karate demonstration

Cultural and athletic meet

Rathindra Krishi Vigyan Kendra (KVK) Refresher course for Grass Root level Extension functionaries

Training Programme on *Azolla* Production

Training on Vegetable nursery bed preparation

Training programme on Pradhan Mantri Fasal Bima Yojana

Animal Health Camp

Entrepreneur development programme

Mela and Festivals organized with an aim towards Community interaction and Entrepreneurship: Visva-Bharati organizes a large number of cultural events, ethnic gathering and fairs following the principles of its founder that help the rural people around the University campus and also develops entrepreneurship capabilities among students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 46

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
9	15	8	10	4

File Description	Document
Institutional data in prescribed format	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**Response:** 66**3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
20	17	16	5	8

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4 Research Publications and Awards****3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee****Response:** B. 3 of the above**File Description****Document**

Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website

[View Document](#)**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website****Response:** E. None of the above**File Description****Document**

Institutional data in prescribed format

[View Document](#)**3.4.3 Number of Patents published / awarded during the last five years.****Response:** 15

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	4	7	3	1

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.4 Number of Ph.D's awarded per teacher during the last five years.****Response:** 1.75**3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 706

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

Response: 404

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 5.25**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
494	589	516	522	495

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

Response: 2.34

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

2019-20	2018-19	2017-18	2016-17	2015-16
162	253	295	239	216

File Description	Document
Institutional data in prescribed format	View Document

3.4.7 E-content is developed by teachers :

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

Response: B. Any 4 of the above

File Description	Document
Institutional data in prescribed format	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 9.03

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 54.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

Visva-Bharati has a transparent and easy-to-access consultancy policy that aims to bring industry and academia closer

1. to create passion amongst students and faculty members towards research and innovation;
2. to ensure integrity, quality and ethics in research;
3. to promote research in various departments/centres;
4. to build Centres of Excellence;
5. to work closely with industry(s) and to report their findings and conclusions freely;
6. to approach any funding agency for support;
7. to establish collaboration with other institutes, public and private sectors and identify R&D projects including consultancy services; and,
8. to ensure smooth functioning and effective Management of R&D at the institution.

Scope of Consultancy Projects:

1. Investigational and developmental testing;
2. Onsite investigation and tests involving structural integrity testing, design vetting, trouble shooting of material, product, equipment failure and environmental hygiene investigations;
3. Testing of equipment, apparatus, bio-products, agri-inputs, etc;
4. Designing of machines, devices, furniture, textile, sculpture, murals, buildings, etc;
5. Development of new improved materials, products, processes;
6. Analysis of performance of operational or newly completed projects;
7. Technical and feasibility surveys, industrial development project, establishment and management of plantations, landscaping, hybrid seed production, etc;
8. Client specific training for human resource development in the field of pottery, textile, painting, leather works, sculpture, performing arts like dance music, etc;
9. Providing state-of-the-art performance in various festivals, seminars, conferences, etc.

General Principles:

1. Consultancy work may be undertaken by faculty- or staff-members in their area of expertise with prior permission of the competent authority of Visva-Bharati. The consultancy work may also be undertaken by a Department or Centre.
2. The normal duty of the individual faculty/ staff member and the interest of the Department do not suffer.

3. A consultant shall not ordinarily be permitted to be away from the University for undertaking consultancy projects for more than 60 days in a year and he will be treated on duty for these period.
4. Attempts may be made to associate research scholars, post graduate students to the extent as would not hamper their studies.
5. The total remuneration received as fee by a single consultant in a financial year should not exceed 25 per cent of the gross salary from the university.

However, Visva Bharati reserves the right to scrutinize the research proposal and the findings as well as make it available for constructive criticism of peers.

Visva Bharati creates an encouraging atmosphere for research undertaken by allocating space, facilities and other resources for research programmes based on the scholarly and educational merits of the proposed research.

Visva-Bharati Consultancy Policy has all checks and balances in place that regulates and controls quality, scope, categories, procedural policies and budgetary stratagems in academic research.

Intellectual property rights and patent policies are stringently followed and all trademark design, pricing and distribution of funds generated are clearly enumerated; grievance redressal platforms, code of conduct, publications of findings, resolution of disputes and maintenance of records are also addressed.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.6 Extension Activities

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

Response:

1. Visva-Bharati's foundation is based upon the premise of social service and holistic community inclusion. Located in the heart of Birbhum's rural countryside, the university has departments/institutes of social reconstruction/work and the agricultural sciences which were/are always at the forefront of community interaction and inclusive farming and knowledge/skills dissemination.
2. Teaching-learning practices and practical demonstration/activities went hand in hand within communities and classrooms at the same time. Communities and villages are the classrooms and teaching spaces for a large number of courses and academic programmes/departments/centres at Visva-Bharati, primarily the ones situated at Sriniketan which specialise in rural reconstruction/activities.
3. The schools section of the university comprising two schools – *Patha Bhavana* and *Sikha Satra* with the latter situated at Sriniketan – have social liaison in their curricula. Students are tasked to visit villages and learn about the everyday lives of villagers and their sources of sustenance.
4. Students are regularly sensitized to various social issues including sexual harassment, gender inequality and disparity, ecological balance and environmental sustainability, differently-abled people and such like contemporaneous issues at departmental, institute and university levels including the Offices of the Dean of Students' Welfare and the Proctor.
5. Visva-Bharati's cultural events and ceremonies include ploughing and farming (*Halakarshana*), tree-planting (*Vriksharopana*) and rural fair (*Maagh Mela* and parts of *Poush Mela/Utsav*). These are perfect opportunities and sites for social-cultural-economic connection with the larger holistic rural/semi-rural world around the university.
6. Visva-Bharati has historical, academic and socio-cultural ties with over sixty villages. During the Covid-19 lockdown the entire Visva-Bharati *parivaar*, comprising students, teachers, administrative staff and officers, alumni, well-wishers and residents of the university town were engaged in raising funds to the tune of over fourteen lakh rupees and distributing emergency relief material twice a week for over two-and-a-half months from April 2020 to over 5,812 families from 80 villages in and around Santiniketan and Sriniketan. A parallel system of raising relief funds and distribution was also in place comprising members of the faculty of the university and students who raised around six lakh rupees and distributed relief materials to over 1500 families in 15 villages over a period of two months.
7. Visva Bharati has formally adopted 60 vilagges in and around Sriniketan and dsantiniketan neighborhood. The University is in intimate collaboration and academic and socio-economic (e.g. Village Library) liaison with the people of these villages.

File Description	Document
Upload any additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last

five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution including those through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 252

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
49	48	57	58	40

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 178.87

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
6056	611	8863	5558	4300

File Description	Document
Institutional data in prescribed format	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 29.8

3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
36	33	32	30	18

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 24

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	6	6	7	2

File Description	Document
Institutional data in prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

1. Visva-Bharati has eight institutes of higher education and two schools under its academic system. The university has two sprawling connected campuses at Santiniketan and Sriniketan which are scattered and in the midst of nature. There are private non-university areas within and surrounding the university campus. There is a core *Ashrama* area which primarily houses the *Patha Bhavana* school as well as a few departments/institutes, some girls' hostels and the primary playground, the *Upasana Griha*, the original Santiniketan *Baari* and a few other heritage structures along tree-lined avenues and grassy open spaces/areas.

2. Visva-Bharati has a unique blend of old- and new-world traditional classrooms and teaching-learning spaces: from state of the art laboratories and audio-visual galleries to the beautiful landscapes of the core *Ashrama* area where classes are held under trees. Even higher educational classes are often held under outdoor *chhatas* (umbrella).

3. All ten institutes have their separate sets of buildings, often shared; as Visva-Bharati has over 63 academic departments and centres (excluding the two schools), the number of classrooms and similar teaching-learning spaces are numerous as most academic departments/centres have three (or four) batches of undergraduate, two batches of post graduate students and two batches of MPhil students in addition to PhD scholars and research/project associates.

4. Demarcations, borders and boundaries may or may not exist at Visva-Bharati whose organic growth for over a hundred years was in direct oppositional response to enclosed spaces. The playgrounds, basketball courts, tennis courts, gymnasiums, swimming pool, fine-arts studios, performance spaces for dance-music-drama, computer centre, museums space, libraries, art galleries, auditoriums, classrooms, audio-visual rooms, audio-visual galleries, seminar and conference rooms, language laboratory, yoga centres, theatre gallery and so on are to be found all over the two campuses and are essential as teaching-learning areas.

5. Teachers' rooms and studios/laboratories are also used regularly as teaching-learning spaces especially for small focused groups as in optional papers or for tutorials/MPhil/PhD classes.

6. Computers are essential to contemporary teaching-learning processes and Visva-Bharati is heavily invested in them. Apart from computers in departments and centres which are used as academic and practical teaching apparatuses, libraries and other e-resource centres in the university, including but not limited to the Computer Centre, rely a great deal on the computers and computer related peripheral like Wi-Fi and internet which are available to students, hostel-boarders, teachers, administrative staff and visitors. Laboratory and laboratory equipment are adequate and of the latest technology. Sports equipment, including gymnasiums, playgrounds, courts, swimming/water-polo pool and so on, is of the best standard. Design, graphics, pottery, painting, textile and sculpture spaces and galleries are at par with the best and so are the teaching-learning spaces of the performance-arts departments.

File Description	Document
Paste link for additional information	View Document

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

Response:

1. The Visva Bharati academic calendar is interspersed with cultural and social events/*utsavs* which are integral to the character, identity and history of the university. In most cases these events are academically and/or socio-culturally rooted in the ethos and philosophy of the institution's historical existence. As Rabindranath Tagore envisioned Visva-Bharati as an open space away from the hustle and bustle of the big city and ensconced amidst pristine nature, most of our cultural spaces are outdoors and over the years have become the loci of culture in Santiniketan, Bengal and the World.
2. Thus, the core *Ashrama* area has certain such spaces like *Amra Kunja*, *Upasana Griha*, *Gour Prangan*, *Ashrama Maath*, *Jawahar Bedi* and the iconic *Chhatim Tola* that are the sites of numerous cultural functions, interactions and *utsavs*. Apart from these open spaces, every institute and shared university area including the Uttarayana Museum Complex comprising the museum and a number of Tagore's houses, are also designed in such a way that they are able to fulfil the roles and functions of academic and cultural spaces. Visva-Bharati has institutes and departments specifically dedicated to cultural practices; they have their own studios, theatres, auditoriums and stages as well.
3. There are four major university auditoriums including the state of the art *Lipika* and *Bangladesh Bhavana*. The traditional *Natya Ghar*, for many years the staple of functions, programmes and cultural events, is also a major cultural space. There is also an auditorium cum community hall in Sriniketan apart from the *Fresco Maath* where the famed *Maagh Mela* is held.
4. Apart from these cultural grounds/sites, Visva-Bharati has the *Poush Mela* grounds that hosts the December fair which draws lakhs of visitors worldwide.
5. Visva-Bharati has dedicated departments of Physical Education and Yogic Art and Science who have their own specialized sites for practice and dissemination of the ancient Indian art as well as their new avatars in the area/arena of sports and games. The Office of the Dean of Students' Welfare also regularly organizes yoga and meditation classes and courses in its own premises for all university student and staff.
6. Visva-Bharati has separate departments dedicated to sports and physical education who have their own multiple play- and activity-areas/arenas including specialised playing fields for various sports, gymnasiums, swimming pool (shared with the university) and courts.
7. In addition, a majority of the university hostels – both girls' and boys' – have gymnasiums and limited sporting activity spaces including indoor and outdoor facilities.
8. The core *Ashrama* area is flanked on one side by the massive *Khelaar Maath* – playing field – that has been the centre of various activities for over a century. It boasts of day-night basketball courts, cricket mats, cricket- and football-fields, tennis-court and is flanked by a massive gymnasium.
9. Visva-Bharati has a stadium with galleries with a large playing area that hosts football, cricket and track-and-field events near the international standard swimming pool adjacent to the physical education departments.

File Description	Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

1. Visva-Bharati's twin contiguous campuses of Santiniketan and Sriniketan do not have any separate boundary walls or demarcation. The campuses straddle private properties, public roads and tribal villages as Rabindranath Tagore strictly and politically eschewed any enclosures in his vision of a unique educational institution in sharp contrast to contemporary British systems of education. Thus, Santiniketan and Visva-Bharati are mutually synonymous with each other. The overall ambience of the university is a small town with students, teachers, administrative staff rubbing their shoulders in the common campus space with locals and visitors. It must be noted that entry of visitors into academic classes and spaces during the academic exercise are not permitted.
2. Many of the university's facilities and spaces – washrooms, roads, museums, parts of the core *Ashrama* areas during specific times – are open to public viewing and visiting. During cultural events and *utsavs* in Visva-Bharati's packed academic calendar, visitors are allowed into the campus especially during the two major events of *Vasanta Utsav* and *Poush Mela*.
3. The Visva-Bharati campuses have – apart from the academic facilities mentioned elsewhere – canteens, gymnasiums, swimming pool, Wi-Fi connectivity, computer facilities, e-resources, libraries, bookshops (including Visva-Bharati's own outlet), the fully-fledged Pearson Memorial Hospital, ambulance services, a railway reservation counter, the State Bank of India – Santiniketan branch, ATMs, Visva-Bharati Cooperative Bank, yoga and mediation services/spaces, auditoriums, several guest-houses, swimming pool and recreational facilities, the Santiniketan Post Office, two police stations including one women's police station, art galleries, university buses for transport of students and staff, playgrounds and so on.
4. The campuses are extremely eco-friendly and covered in trees and shrubbery. *Vriksharopan* (tree-planting) is a major cultural event in the university and has been the brainchild of Tagore. The buildings and structures in the two campuses – primarily in Santiniketan – are often of heritage status like the *Upasana Griha* and all the structures at Uttarayan Complex including Tagore houses. Art objects – sculptures, murals, frescoes, paintings, installation art – literally dot the campus especially in the core *Ashrama* area.
5. Most structures and building in Visva-Bharati – particularly in and around the core *Ashrama* area – follow a pattern in their architectural continuity and vertical height so as not to seem ungainly and alien against the green landscape of the campus. Around forty acres of water-bodies, multiple gardens, flowering plants and green walkways can be found all over the campus. The Ballavpur Wildlife Sanctuary is right next doors to the Santiniketan campus and the Institute of Science actually shares the common fencing with the forest.
6. Visva-Bharati has over thirty hostels for both boys and girls from students as young as seven years to mature PhD scholars. These hostels are of various styles, architecture, storeys and capacity from as low as thirty to as high as five-hundred. Most of these hostels have kitchen/mess facilities over. There is a Visva-Bharati General Canteen just inside the core area that caters to both university

students and staff as well visitors.

File Description	Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 29.17

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
400.01	939.34	1177.25	4367.72	241.26

File Description	Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

1. Visva-Bharati has a number of libraries from the school level to specialised institute and department libraries and the nodal anchor the Central Library. There are 12 Sectional Libraries and 30 Seminar Libraries totaling over 9 lakh volumes and holdings. In addition to this, the Rabindra Bhavana Library in the Uttarayan Museum Complex has all the primary holdings, as well as priceless artefacts and objects of art, associated with the life, work and times of the Tagore family totalling over forty thousand books and materials. All these libraries (and galleries of fine- and visual-arts) house traditional systems of archival materials like books, monographs, manuscripts,

theses, maps, newspapers, bulletins, posts/notices, paintings, textiles, lithographs, posters, unpublished papers, sculptures, photographs, etchings, pottery and the like. Apart from serving as storehouses and catalogues of disseminated and archived material, preservation, digitisation, cataloguing, multimedia production and maintenance are also done.

2. There is a separate manuscript archive within the Lipika Auditorium complex containing priceless Sanskrit and Bangla manuscripts (scrolls/*punthis*).
3. The Integrated Library Management System at the Central Library is in sync with national and international networked systems and uses approved Campus-wide Fibre Optic Network named GitanjaliNet (INFLIBNET) and other journal resource sites like JSTOR and Project Muse to name a few.
4. Library Management Software LibSys-7 (Unicode Web compliant) is being used for automating the library activity and services. All daily library operations and services i.e. Acquisition of library documents, Cataloguing, Serial control, Circulation, OPAC, L-Search Mobile Apps, e-mail alert on overdue books etc. are going on smoothly on this Library Management Software. Library catalogue database covering almost total holdings of Central Library, other Sectional Libraries and GranthanVibhaga are accessible now on Intranet (<http://172.16.2.2:8380/opac/>) / Internet (<http://14.139.211.2:8380/opac/>).
5. OPAC – Computerized bibliographic Catalogue search facility is provided throughout the campus using WebOPAC since 2004 which is searchable through Library Desktop and or their mobile handset/laptop. For lending purposes – Automated Circulation system using barcode technology has been used from 1st December, 2014. Acquisition of Books is also being done through the concerned module of LibSys.
6. Visva-Bharati Central Library has a fully fledged digitisation process at work to archive rare and copyright-free available books in various libraries at Visva-Bharati . So far 29,687 copyright free old and rare books from Central Library, Sangit-, Rabindra- and Kala-Bhavana Libraries have been digitised and is a part of the Mega Digital Library Project of India reached through an agreement of Preferred Partnership Programme between C-DAC and Visva-Bharati. All these digitized books have been uploaded in the server of the Library Network and are accessible to all through intranet under ‘Digital Library’ Link: Intranet (<http://172.16.2.5/xmlui>) and Internet (<http://14.139.211.2/xmlui>).
7. Over and beyond the above-mentioned points, Visva-Bharati Computer Centre (*Ganita Sadana*) and the Central Library cater to the needs of students’ access to computers and the internet. The Central Library has a host of MISs at work which help cater to the academic requirements of teacher and students alike as well as deal with plagiarism primarily at the MPhil and PhD levels.

File Description	Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**Response:** 7522511.32

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

2019-20	2018-19	2017-18	2016-17	2015-16
8910296.44	1058010.00	9279612.24	9720518.60	8644119.33

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Audited statements of accounts

[View Document](#)**4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year****Response:** 6.924.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 267

File Description**Document**

Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)

[View Document](#)**4.3 IT Infrastructure****4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)****Response:** 7.14.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 104

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

Visva-Bharati Computer Centre (Ganitra Sadana) was established in 1988 as a central facility to provide support services related to teaching, research and administration. It fosters and supports the essential teaching and research goals of the University through the deployment and delivery of essential IT services to the university's faculty, staff, and students.

Email services were launched in 1992 with a dial-up modem connection to the ERNET gateway at NCST, Mumbai.

The campus network christened Gitanjalinet was created in 1996 and Internet services established in 1997 with a 9.6Kbps bandwidth VSAT link from ERNET, progressively expanded to 512Kbps via VSAT, 2,4 Mbps via BSNL; 1 Gbps bandwidth (since February 2011) via National Knowledge Network (NKN).

The campus network, protected by Firewalls at the NoC at the Computer Centre, having its own captive power plant, provides Email, Internet and web services, 24x7, to nearly seven thousand users — via wired and Wi-Fi connections — in the twin campuses of Santiniketan and Sriniketan, with 625 wireless access points in 165 buildings.

The Computer Centre also organises and conducts ICT computer awareness/literacy courses for students, staff and faculty members as well as for the residents of neighbouring villages; provides resource persons for courses of various departments related to ICT; develops and administers the university website; serves as the nodal agency for the deployment of university ERP system (Project SAMARTH of MoE, GoI) and E-Governance services in the University.

As per the budget book last five years revenue budget is furnished below.

Revenue Budget for last five years

Year	Revenue Budget (in lac)
2015-2016	11.41
2016-2017	8.5
2017-2018	10.5
2018-2019	10.5
2019-2020	12.5

4.3.3 Student - Computer ratio (Data for the latest completed academic year)	
Response: 4:1	
4.3.4 Available bandwidth of internet connection in the Institution (Leased line)	
Response: B. 500 MBPS - 1 GBPS	
File Description	Document
Upload any additional information	View Document

4.3.5 Institution has the following Facilities for e-content development	
<ol style="list-style-type: none"> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing 	
Response: D. 1 of the above	
File Description	Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years
Response: 70.83
4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
3516.42	2683.73	2614.14	2085.67	1953.26

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

Maintenance of Physical Facilities

The University has got a full-fledged Engineering Department which comprises a **University Engineer, 2 Assistant Engineers and 13 Junior Engineers** with supporting staff to look after the construction and maintenance of the University buildings, roads, water supply lines, sewer lines etc. The physical facilities are maintained by the Institution's engineering section, which comprises competent civil engineer and electrical engineers. The services of plumbers, electricians, and computer analysts are available round the clock in the campus. Electrical engineer is responsible for internal electrical system, area lighting etc. The entire water supply system including bore well and water distribution system is undertaken by engineering department. Transport facilities are monitored and maintained by the public relations officer and his support staff. Annual maintenance of all vehicles is done promptly at the end of the academic year.

Maintenance of Classrooms, Furniture and Laboratories

Classrooms with furniture, teaching aids and laboratories, Rehearsal Hall with wooden floor are maintained by the respective department staff and attendants and supervised by the respective HOD. The laboratory assistants take care of their respective laboratories.

Maintenance and Utilisation of Seminar Halls and Auditorium

Auditoriums are under the purview of the civil engineer and electrical engineer and the cleanliness is taken care of by the Mahadal (**SHGs**). For accessing the facilities, the organising faculty/staff member submits a form available with Estate Office, through HOD and the date of event is registered and the halls are accessed on priority basis by taking a minimum fee for maintaining the cleanliness of the hall.

Maintenance of ICT Facilities

The Computer Centre and its support staff maintain the servers and the Campus Wi-Fi. The annual maintenance of computers in the departments including the required software installation, antivirus and up gradation, electronic gadgets like projectors, printers, and photocopiers are maintained by respective centre.

Maintenance of Lab Equipment

The respective faculty members, staff, lab assistants and **SHGs**, personal (Mahadal) are given responsibility to maintain the equipments under their purview. Stock registers, asset registers are maintained by the respective laboratories to report entries and utilization and defects arising for rectification. All major repairs are identified and external expertise sought for maintenance of equipment wherever necessary with the permission of the Registrar. Instrument wise log books are maintained and are responsible for the safe handling of the equipments. Breakage and repair if any, are reported to the HOD. AMC is sustained for maintenance of high end equipments and high end servers and computers as much as practicable.

Maintenance of Sports Ground and Swimming Pool

The university owns 6 Sports Nodal Areas. Sports infrastructure including cricket, football, grounds, volleyball, tennis, badminton, basketball courts, swimming pool and gymnastics training facilities, has also been radically developed and modernized.

Sports and games activities are carried out from 6-8 A.M. in the morning and 4 to 8P.M. in the evening. Yoga practice and training are taken-up as a routine activity. The Sports Board of the University facilitates and hosts inter-university, inter college and state level tournaments to provide maximum exposure and competition. The Ground marking, Goal post, nets, Clay for level of grounds, Roller (1 ton/2 ton) use for levelling, Cricket pitch preparation, Screen and score board in Cricket grounds, grass cutting, Oil for Grass cutter machine, gallery maintenance, Six grass cutter machines, gymnasium etc. are supervised and maintained by the Sports Board, Visva-Bharati. Expensive equipments in the fitness lab are maintained through Annual Maintenance Contract.

All the activities of the swimming pool are monitored by the swimming pool management committee, duly constituted by the competent authority and director, PSNS as Chairperson of the Committee concerned.

Maintenance of Hostel

Hostels are maintained well with a team of our Maintenance staff. The hostel is provided with 24 hours power backup with good drinking water facility. The other facilities available include reading room, TV lounge, play ground, gymnasium, garden, Indoor games, hospital, and News Paper. Students are provided with high speed wi-fi internet facilities in the hostel during the prescribed time. CCTV are installed in all the hostels. Matrons are appointed in the girl hostel and student's wardens are appointed in all the hostels and wardens are provided with honorarium for their involvement in hostel management and for conducting different cultural and sports activities.

Facilities for Medical Emergencies

The Pearson Memorial Hospital provides various services like OPD, Indoor (admitted patient), Pathological service, X-Ray, ECG, Ambulance etc. for students, employees and their dependent family members. Salary parts are looked after directly by Central administration (Accounts) of Visva-Bharati. Medicines, Salines, Oxygen, pathological reagents and all other consumable items are purchased by Medical store. Water supply, Electricity and Ambulance services are maintained by respective departments. Biological waste disposal done by incinerator machinery maintained is by hired personal.

Maintenance of Campus Cleanliness

Cleaning of the campus areas including the academic and administrative buildings is performed daily in the morning before the regular classes begin with the help of the SHGs (Mahadal) . Besides this the Vice Chancellor along with his colleagues and students clean the campus on the third Thursday of every month.

Guest Houses

Necessary preventive measures are developed to detect and correct any maintenance issues before a guest makes contact with the guesthouse. Such measure ensures that each room is serviced at least twice in a calendar year. All occupied rooms are serviced at least twice a daily and as and as requested by the guest. The rooms are maintained following four kinds of maintenance activities- routine, preventative, scheduled, corrective.

Security

Trained Security Personnel are deployed at key points of the university like Administrative Building, Library, Various Departments, hostels and other strategic locations. CCTV Cameras are installed in various vantage points inside university campus to keep a constant vigil of all the movements inside the campus.

Annual Stock Checking

Annual stock checking of furniture, lab equipment, stationery, ICT facilities, sports items and all assets and reporting of repairs is done by designated faculty as a year ending activity and the consolidated report is submitted to the administration to take up necessary actions if required.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 11.92

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) year wise during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

2019-20	2018-19	2017-18	2016-17	2015-16
88	436	452	381	334

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 2.16

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

2019-20	2018-19	2017-18	2016-17	2015-16
156	0	90	80	0

File Description	Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 70.72

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
527	277	146	103	33

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

2019-20	2018-19	2017-18	2016-17	2015-16
620	282	223	120	173

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 2.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
159	45	61	15	6

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 26.76

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 599

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

Visva-Bharati does not have any formal centralised students' council as such on lines like the students' unions of earlier times. It does have localised and specialised students' bodies at various levels that act in accordance with all the original views and parameters of the councils.

Most academic departments and centres have class representatives for each class. They help as contact persons and act as channels through which teachers/faculty members and the department/centre authorities may interact with them on academic and other students related matters. During the Corona induced lockdown and the Work From Home period as well as during the later period of online classes, these class representatives were/are integral to the smooth and successful conduct of online classes, internal assessments and assignments as well as other normal/online pedagogical and evaluative mechanisms. There have been instances of selection of class representatives through secret ballots at the department or centre levels during the pre-COvid-19 times.

Students and student-representatives are selected and/or nominated as members of the Academic Council (AC), the Internal Quality Assurance Cell (IQAC) and the Internal Complaints Committee for Prevention of Sexual Harassment Against Women in the Work Place (ICC-PSHWWP), especially if it involves any student specific issue. Such selections or nominations to the apex bodies within the university administration framework may be done for a certain time-specific period or may be done with reference to specific issue based events, like in the case of the ICC-PSHWWP.

Student welfare is primary and central to all Visva-Bharati endeavours. From placement cells to medical insurance, from scholarships to hostels: the list is endless. There are other matrixes where such lists may be found.

File Description	Document
Upload any additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 22.8

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
16	33	25	18	22

File Description	Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

1. The Visva-Bharati Acts and Statutes (The Visva-Bharati Act, No. XXIX, 1951, and The Statutes of the University, incorporating Amendments up-to March 2012) in its Clause 26 of the Acts and Clause 21 of the Statutes clearly and unequivocally state that the alumni of the university (Santiniketan *Asramik-Sangha*) shall play a deciding and central role in the functioning of the university as a support to the existing system/s in place with provisions for “ (a) foster[ing] a spirit of fellowship among the former students and workers of the University ; and (b) to render all assistance for the furtherance of the objects of the University”.
2. Visva-Bharati over the years has had a long tradition of fully incorporated alumni inputs in the course and chart of the institution’s progress true to the aims and ideals as clearly stated in the aforementioned Acts and Statutes. Many of the alumni are also *Ashramiks* – dwellers in and around the *Ashrama* that was part of the vision of the place that Tagore had in mind – and their presence at the various functions – academic and/or cultural – added to the precious human-interest-resource of the institution.
3. During the *Poush Mela* in December 2019, the Vice-Chancellor of Visva-Bharati formally inaugurated the Visva-Bharati Alumni website that makes it very easy for alumni all over the world to become a part of the university through the online bridge. The website also features amended rules for the Alumni Association that makes the process more transparent, democratic and efficient.

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

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

Response: E. <5 Lakhs

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

1. Visva-Bharati Acts and Statutes very clearly set out the vision and mission of the university that have been the guiding principles behind its long existence. Clause 5A of the Acts – The Objects of the University – unequivocally states that Visva-Bharati will be tasked and mandated with “providing instructional, extension and research facilities and by the example and influence of its corporate life, and the University shall, in organising activities, have due regard to the following objects for which the Visva-Bharati, at Santiniketan was founded by Rabindranath Tagore, as expressed in his own words...”. Tagore’s ideal way of life was to connect with Man, Nature and Culture across borders and creeds. To put this mission into practice and in place the administrative and academic hierarchy of the university is clearly stated for effectual governance and maintenance.
2. Tagore’s ideals of rural empowerment through socially holistic and cartographically inclusive endeavours led Visva-Bharati to academically as well as socially invest in rural reconstruction and agricultural sciences. Village welfare, local handicrafts and artisan support, sustainable development through rural education are part of Visva-Bharati’s . Traditionally unique visual and fine arts, dance-drama-music, open-air schools went hand-in-hand with cutting edge research, development and dissemination in the various sciences, humanities and social-sciences as well as pan-Indian (Bengali, Marathi, Tamil, Odia, Hindi, Santali, Urdu, Sanskrit and Assamese), Asian (Japanese, Chinese, Arabic, Persian and Indo-Tibetan) and Western (English, French, German, Italian and Russian) languages, literatures and cultures. Education, including physical education, and pedagogy are also part of this cycle/circle of socio-academic restructuring that Tagore formulated as an alternative to the prevalent contemporary British system of education.

The academic world of hierarchical structures as found in the Acts and Statutes mentioned above include the democratic and loose definition of *Adhyapaka* (Teacher/Professor) as there was originally no distinction to be made between the school and the university. *Adhyakshas* (Principals) of all ten institutes, including the two school sections, are at the daily helm of academic and administrative affairs of the university ably assisted by Heads of Departments and Teachers-in-Charge of Centres. The *Samsad* (Court), the *Karma Samiti* (Executive Council), the *Siksha Samiti* (Academic Council) and the departmental level *Patha Samiti* (Board of Studies) are the university’s apex statutory bodies that decide upon academic and administrative issues. Visva-Bharati has a *Paridarsaka* (Visitor), a *Pradhana* (Rector) and an *Acharya* (Chancellor) who are there to guide and inspire the students, teachers and administrative staff of the university. The university has as its full-time head the *Upacharya* (Vice-Chancellor), who along with the *Karma Sachiva* (Registrar) and *Chhatra Parichalaka* (Proctor), *Vitta Adhikari* (Finance Officer; *Artha Samiti* – Finance Committee), *Granthagarika* (Librarian) and other administrative staff are responsible for the overall academic and administrative functioning of the university. There are also eight Directors with different wings (like Director of Studies, Educational Innovations and Rural Reconstruction; Culture and

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

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

1. Visva-Bharati Acts and Statutes are fundamentally set up in such a way that there are effective layers of top-, middle- and entry-rung managers at various administrative tiers. There is a basic academic-administrative collaborative principle at work in the functioning of the systems of governance at various levels. To begin with, there are ten institutes including two schools that are autonomous to an extent to decide upon their academic and administrative daily running. Departments have their own various committees including the Department Committee to decide upon a number of academic and administrative issues led by the HOD or In-charge at Centre. Various departments are grouped together into an institute that has a Principal and one (or sometimes two) Vice-Principal/s. They have dedicated administrative staff to look into the office management. Boards of Studies of each department are the highest set of individual department level decision making sites. Research Boards of all institutes are mandated to take academic decisions at the institute levels.
2. There is a higher set of statutory bodies like the Academic Council and the Executive Council which are the highest decision making committees as far as academic and administrative affairs are concerned respectively while the *Samsad* (Court) is the highest decision-making body of the entire university which is an all encompassing body. The advantage of the administrative/academic systems of governance at Visva-Bharati is that there is a high level of decentralisation at work where various sets of jobs may be arrived at through multiple people working in a collaborative state.
3. Professional administrative staff of the university are to be found from the entry-level at various centres and departments to the highest that includes the Registrar, Finance Officer, Accounts Officer to name a few. There are the Directors, Proctor, Librarian who are ideally situated to guide the various wings of the university towards the paths set out for them by rules, regulations and mandates. Assistant and Joint Registrars, Section Officers and others are well assimilated into the administrative system with well marked out and distributed job-description and workload.
4. Participatory Management is practiced at Visva-Bharati. There are major realignment of duties of administrative staff across the institute. This facilitates overall competence, efficiency and transparency. Academic staff are all given some administrative post or the other during their tenure at Visva-Bharati and in most cases Heads/Teachers-in-Charge of Departments/Centres, Principals, Vice-Principals, Directors, Proctor and the like are engaged for a period of a few years in addition to their normal academic duties. Often, administrative posts like the Registrar, Finance Officer and the like may also be given to academic staff for short durations of time.
5. Most centrally instituted academic and administrative committees at Visva-Bharati comprise *both* academic and administrative staff in a perfect balance of the classroom and the boardroom. Junior/mid-level faculty members are tasked with many time-bound centrally derived committees and positions (like Teacher-Wardens, Deputy Proctors etc.).

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

1. Management of academic courses and co/extracurricular holistic educational systems, evaluation processes, placement strategies, human-resource stewardship, training and empowerment of students and staff and the like are some of the various channels through which Visva-Bharati's positive stratagems are deployed towards achieving the ends that are ordained and received through various official channels.
2. Visva-Bharati puts huge emphasis on local holistic approach with rural reconstruction and agricultural extension in and around the Santiniketan and Sriniketan. As mentioned elsewhere in detail, these efforts are well integrated within the course contents and objectives as well as programme outcomes of a large number of departments and centres all over the university. Interaction with, and beyond, the immediate outlying areas of the university are academic and non-intrusive in nature. Visva offers guidance to neighbours on matters related to health, education, hygiene, women's empowerment, agricultural practices, policies and equipment and so on.
3. **One area** in which Visva-Bharati excelled is in online management service which was successfully implemented by the university throughout a varied range of activities. Primarily, admissions and hostel related online services were the most successful of the primary online applications in the university. Apart from financial activities that relied heavily on online services, admissions processes were brought online from 2017 onwards and the gradual but comprehensive shift from the offline to the online process ushered in a new era of reliability, transparency and immediacy. From application forms to the process of application, declaration of results based on merit through last public examinations (for undergraduate programmes) and through online admission tests (for postgraduate programmes), the counselling segments, payments of admission fees and the final approval of admissions with all other peripheral activities related to admissions were handled online by the admissions coordination cell. This year, due to the Covid-19 lockdown, the entire process of admissions were conducted online including the verification process and counselling which were done in-person even till 2019. The admission tests for music and fine arts at the undergraduate level and all postgraduate admission tests for all disciplines and subjects were conducted online by various departments and centres during the 2020-21 session through various platforms and online learning systems including the *onlinebidyacharcha.net* on the Moodle platform that is monitored by a faculty member of the university. Similarly, as an adjunct to the admission process, the Visva-Bharati hostel management system was introduced in 2019 that made the entire process of application for hostel accommodation including room allotment, payment of room-rent, complaints and suggestions, hostel manual and admin-management including real time data generation at a click, online. Hostel and admission systems were supposed to be brought under a single window of operations but work was stalled due to the Covid19 lockdown. During the lockdown period, hostel visits by students who wish to retrieve some or all of their belongings were monitored online in collaboration with the university hostel; furthermore, all no-dues clearance certificates for outgoing student-boarders from the Office of the Proctor were generated online.

File Description	Document
Any additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

1. In respect to precedence and protocol, Visva-Bharati's main decision making body is the *Samsad* (Court) while the *Karma Samiti* (Executive Council) helps in the execution of matters pertaining to administration primarily while the *Siksha Samiti* (Academic Council) deals primarily with matters related to academic and the *Artha Samiti* (Finance Committee) focuses on financial matters. The Alumni Association is also counted among the authorities of the university.
2. The *Upacharya* (Vice-Chancellor), leading from the front with the able support of the *Karma Sachiva* (Registrar) and the *Vitta Adhikari* (Finance Officer) along with other officers of the university – Joint/Assistant Registrars – and their administrative staff are the backbone of the university's administration. There is also a provision for a *Saha Upacharya* (Pro-Vice-Chancellor).
3. The Proctor looks into the affairs of the management of halls of residence/hostels and students' disciplinary affairs. Visva-Bharati has eight Directors – Director of Studies, Educational Innovations and Rural Reconstruction; Director of Culture and Cultural Relations; Director of Physical Education, Sports, National Service and Students' Welfare; Director of Indira Gandhi Centre for National Integration; Director, IQAC; Director, ICC; Director, Agro-Economic Research Centre; and finally, Director of the *Granthana Vibhaga*, the Publication wing of Visva-Bharati located in a heritage campus in the heart of Kolkata. Visva-Bharati also has a *Granthagarika* (Librarian) to look into the workings of the Central Library, the twelve Sectional Libraries and over thirty Seminar Libraries.
4. On the academic front, Principals and Heads of Departments/Teachers-in-Charge look into the daily affairs at the micro levels at their respective Institutes, Departments and Centres. Each Institute and Department/Centre have their own administrative staff. The Institute Board at the Institute (*Bhavana*) levels and the Board of Studies at the Department/Centre levels function as bodies looking into all academic activities. The Research Board – as the name suggests – looks into the feasibility of research proposals and progress for the entire university.
5. APAR, CAS and other internal procedures of promotion and career advancement rules under the Government of India, MHRD and UGC parameters are in place at Visva-Bharati and the IQAC is the nodal body for all such academic procedures. Fresh appointments and recruitments follow strictly laid government and university guidelines and are transparent in their selection processes. API (Academic Performance Indicators) for faculty members and APAR (Annual Performance Assessment Report) for administrative staff are used as mechanisms for performance and competence control and further professional progress. All these appraisals are regularly instituted and regulated by competent bodies constituted following rules and regulations pertaining to service.

File Description	Document
Any additional information	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .**

Response:

1. Visva-Bharati has efficient performance-based appraisal systems in place for academic and administrative staff in accordance with the latest government guidelines for smooth, timely and competent professional up-gradation at various levels. APAR and API formats are used for upward mobility of both faculty and administrative staff under bodies like the IQAC and others. Dedicated sections look into these internal professional opportunities including publication and dissemination of advertisements, explanation of the systems of appraisals, the paperwork and formation of examiners/examinations, paper evaluations, interviews and so on. Promotional avenues are as per government guidelines and are strictly followed in their adherence to rules, regulations in a transparent and democratic way.
2. Visva-Bharati, functioning within the governed rules of professional ethics, readily allows its faculty members and administrative staff to go for professional courses refresher and orientation programmes, short term courses, study leaves, sabbaticals and other such leaves for personal and professional development so that the university cadre /faculty members come back with new ideas of administration and pedagogy. Leave Travel Concessions (LTC), maternity and other leaves, etc. are also promptly sanctioned. Faculty members wishing/invited to go on teaching and researching assignments are allowed to do so at the earliest as long as it does not hamper normal university activities.
3. Employee welfare schemes at Visva-Bharati include comprehensive medical coverage and round-the-clock access to the university hospital, Pearson Memorial Hospital (PMH), for all students and university employees and their family members. Services at PMH include emergency, indoor patients' care and minor surgeries. Superannuated members of the university also have access to medical care at the PMH. Students and staff have access to pathological tests and investigative results from a number of services like blood work, x-ray and the like. Ambulance services and other peripheral services including referrals to better and specialised hospitals and free medicines are

available round the clock. There are male and female wards including isolation units: in total 35 beds. There is also an Out Patients' Department at Sriniketan. In total there are eight (including one temporary) general-duties medical officers along with ten staff nurses, ward masters and support staff.

4. Provident funds loans and other monetary services like festival advance (partly) and the like are regularly done. There is a Visva-Bharati Cooperative Society comprising willing members of the university. There is a Staff Club open to all members of the university – except students who have their own recreational spaces – with provisions for outdoor and indoor games, television watching facility and the like.. The university has a Samavaya Society that has multiple commercial establishments like grocery, greengrocery, travel agency, textile and clothing store and the like. There are dedicated services like Santiniketan Post Office, State Bank of India, Santiniketan, Axis Bank ATM and the like.
5. Other pro-employee measures include children's education reimbursement, children's formal education at Visva-Bharati schools, ward quota for children of university employees at the bachelors level, medical reimbursement of services and medicines that the PMH is unable to provide, pension related services and the like.

File Description	Document
Any additional information	View Document

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

Response: 2.91

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	18	13	7	15

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document
Link for Additional Information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 4**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
6	4	4	5	1

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Link for Additional Information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response: 15.11****6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
134	76	52	63	47

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization**6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:**

The audit of the University is a process of systematic evaluation and documentation of financial statements. The process of auditing as conducted in the University.

- Simplifies the preparation of audit procedures at the planning stages
- Provides foresight of the risk factors and steps to mitigate them
- Improves internal control and standardizes the policies and procedures
- Muster administrative operation risk control and management
- Promote good governance whilst ensuring quality assurance in higher education and
- Exhibits true and fair view of the state of affairs.

Audit is an important part in the functioning of the University's Financial Management and administrative Mechanism. The University during the year 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 all the expenses incurred by the University and its branches were audited by two different wings of the audit system, viz. INTERNAL AUDIT, CENTRAL GOVERNMENT AUDIT(COMPTROLLER AND AUDITO GENERAL OF INDIA). The audit team, deputed by the Director General performs "TEST CHECKING" of various types of accounts relating to the funds especially received from the University Grants Commission (UGC), academic receipts and other income. The said audit team also checks balances of stock registers and conducts audit of Library, Works of the Engineering Section and takes responsibility of performing audit of all Plan, Non-Plan and Annual allocation of Expenditure of the University.

The Internal Audit of the University makes a thorough pre-audit of the proposals of expenditure both revenue (Non-Salary and Capital Expenditure) of the University. The University also refers the proposal before taking administrative decision particularly on the financial aspects. The Internal Audit works under the direct control and supervision of the administration of the University. As per statutory provisions (Section 36) of the Visva-Bharati Act, 1951 the annual accounts and balance sheet of the University are prepared under the direction of the Karma-Samiti(Executive Council) and shall once at least every year and at intervals of not more than fifteen months, is audited by the C&AG. A copy of the accounts together with audit report is submitted to the Samsad (*Court*) and the Paridarsaka (*Visitor*) along with the observation of the Karma Samiti. A copy of the accounts together with the audit report, as submitted to the Paridarsaka (*Visitor*), shall also be submitted to the Central Government, which shall, as soon as may be, cause the same to be laid before both the houses of Parliament. The audit observation, if any, of the C&AG is taken care of by the administration. The University constituted Standing Audit Committee (SAC) which sits at regular intervals to assess and suggest actions to be taken to address the audit observations.

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 288

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
4	6	3	18.8	256.2

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Link for Additional Information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

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

Response:

The Audit of the University is a process of systematic evaluation and documentation of financial statements. The process of auditing as conducted in the University

1. Simplifies the preparations of audit procedures at the planning stages;
2. Provides foresight of the risk factors and steps to mitigate them;
3. Improves internal control and standardizes the policies and procedures;
4. Musters administrative operations risk control and management;
5. Promotes good governance whilst ensuring quality assurance in higher education;
6. Exhibits true and fair view of the state of affairs

Auditing is an important part in the functioning of the University's Financial Management

and Administrative Mechanism. The University during the year 2014-15,2015-16,2016-17,2017-18 and 2018-19 all the expenses incurred by the University and its branches were audited by two wings of the audit system viz. INTERNAL AUDIT, CENTRAL GOVERNMENT AUDIT (COMPTROLLER AND AUDITOR GENERAL OF INDIA). The audit team, deputed by the Director General performs “TEST CHECKING” of various types of accounts relating to the funds especially received from the University Grants Commission (UGC), academic receipts and other income. The said audit team also checks balances of stock registers and conducts audits of Library, Works of the Engineering Section and takes responsibility of performing audit of the all Plan, non-Plan and Annual allocation of Expenditure of the University.

The Internal audit of the University makes a thorough pre-audit of the proposals of expenditures both Revenue (Non-Salary) and Capital Expenditures of the University. The University also refers the proposals before taking administrative decisions particularly on the financial aspects. The Internal Audit works under the direct control and supervision of the administration of the University. As per statutory provisions (Section 36) of the Visva-Bharati Act, 1951 the annual accounts and balance sheet of the University are prepared under the direction of the Karma Samiti (Executive Council) and shall once at least every year and at intervals of not more than fifteen months, is audited by the C&AG. A copy of the accounts together with audit report is submitted to the Samsad (court) and the Paridarsaka (Visitor) along with the observation of the Karma Samiti. A copy of the accounts together with the audit report, as submitted to the Paridarsaka (Visitor), shall also be submitted to the Central Government, which shall, as soon as maybe, cause the same to be laid before both the houses of the Parliament. The audit observations, if any, of the C&AG is taken care of by the administration. The University constituted Standing Audit Committee (SAC) which sits at regular intervals to assess and suggest actions to be taken to address the audit observations.

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

6.5 Internal Quality Assurance System

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

Response:

1. Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.
2. The IQAC is the nodal authority within the university when it comes to maintaining professional quality levels among teachers and members of academic faculties. In the last five years, the IQAC has also been instrumental in the assimilation of quality assurance strategies into the teaching-learning and pedagogical set-up, systems and outward dissemination across all departments/centres, schools, institutes at the classroom/laboratory/studio/stage/sports-ground levels. Since the

introduction of the CBCS common minimum programme in mid 2017, the IQAC was instrumental in urging, encouraging and motivating different areas of academic study and research to up-grade, revise and reformulate strategic additions to the newly introduced syllabi to maintain parity with global academia. The incorporation and assimilation of the various Programme Specific Outcomes (PSO), Programme Outcomes (PO) and Course Outcomes (CO) as well as Course Objectives were also instituted across the university and were made available to end-user students and were explained to them at length at the beginning of each semester.

3. The annual students' feedback system was instituted this year among the pandemic situation and was a great success keeping in mind the lockdown and a student-less campus. The findings of the data are available elsewhere. Overall, it was a very positive response from our students. A similar exercise was conducted amongst members of the faculty and the findings – available elsewhere – are equally encouraging and uplifting regarding the pedagogy/teaching-learning processes taken together with the end-user/students' responses.
4. IQAC also instituted the academic audit of the university and its findings are also placed elsewhere in this exercise. The academic report of a university as large and as diverse as Visva-Bharati is a very daunting task and it is with a great sense of achievement one may truly claim that the exercise was a success. From traditionally unique academic discourses like the visual and performing arts to the latest in scientific and technological innovations, Visva-Bharati's gamut of pedagogical practices include rural reconstruction, agricultural sciences as well as humanities-social sciences and languages-and-literatures in addition to traditional sciences and education. The two schools – part of the unique backbone of Visva-Bharati – are not included in this exercise.

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

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: C. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document
Link for Additional Information	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

1. As Visva-Bharati is in the second cycle of accreditation, we are here dealing with post-accreditation quality initiatives. During the last five years, Visva-Bharati has taken major initiatives to increase the collaborative researches among various departments of different *Bhavanas* (Institutes). As a result, strong collaborations have emerged from different departments within an institute and also between different departments of two (or more) different institutes.
2. For consolidation and formulation of new approaches to effective teaching-learning processes Visva-Bharati has initiated a comprehensive feedback system from the outgoing final-semester undergraduate and postgraduate students. For other important and pertinent issues, the present practice is that the Vice-Chancellor convenes separate meetings with different stakeholders of the university such as students, teachers and administrative staff. Finally, the decision supported by the majority of stakeholders has been implemented through a transparent and democratic process; for example, the decision of changing the weekly holidays.
3. Various members of the faculty at Visva-Bharati, have received large number of research projects funded by agencies such as DST, DBT, CSIR, UGC – all Government of India – and DST, West Bengal. Various departments have been awarded the UGC-SAP-DRS and DST-FIST. Visva-Bharati has also been awarded the DST-PURSE project of the quantum of 6.7 Crores. There are also a number of foreign collaborative projects funded by DST and the funding agencies of the corresponding countries.
4. The University has also designed its own consultancy rules and the rule is now operative well.
5. Visva-Bharati, in the last five years, has increased the revenue budget of almost all departments. The University has given a separate budget head for running the NMR spectrophotometer of the Department of Chemistry. Additionally, departments get support under the budget-head of equipment grant and the grant for furniture and fixture.
6. Department of Chemistry, Institute of Education and Institute of Agriculture have got financial support to build new class rooms and laboratories. Other departments, through equipment grants, also have improved the instrument facilities for teaching.
7. Visva-Bharati library resources including digital and e-resources, books and e-books have dramatically increased over the past five years. Emphasis has been given to online study and teaching-learning practices and platforms including up-gradation of smart classrooms and teaching spaces with audio visual and overhead projection systems' this includes classrooms, laboratories

and the like.

8. Revamping of hostel resources, campus wide Wi-Fi connectivity, cleaning drives, hostel digitisation process and safe drinking water have been arranged at all hostels. New constructions, repairs and restructuring/redistribution of university resources including buildings, staff-quarters, hostels, common-areas and shared-spaces, reconstitution of various committees and fora/forums, re-energising the alumni association and inclusion of eminent personalities from academia, industry and other walks of social life (for example: Mr Sanjay Budhia, eminent industrialist as external member of IQAC) in various committees and bodies at various tiers.
9. Grievance redressal cells at various levels including the nodal university ICC for Prevention of Sexual Harassment against Women at Work Place, multiple placements cells, value-added extra/special/remedial courses, fresh recruitment, CAS, APAR and the like were instituted.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

1. Visva-Bharati is primarily a residential university and as many academic discourses, especially the ones requiring laboratory, studio, stage and playground/swimming pool duties over and above classroom hours, continue well beyond the normal academic hours, many students, both boys and girls – hostel-boarders as well as day-scholars – use the campus after sundown. For their safety and security, especially in the hostels, CCTVs are deployed all over the campus and the hostels so that primary safety and security of our students and employees are safeguarded.

2. A large number of Visva-Bharati security personnel are women so that they can be deployed at key areas that require presence of women and their control may be handled by women.

3. There is a Women's Police Station manned by the Government of West Bengal within the campus, very close to the biggest girls' hostel: Amrapally Girls' Hostel.

1. Visva-Bharati has a separate Centre for Women's Studies that offers higher research at the MPhil and PhD programmes relating to gender sensitisation, awareness as well as policies and implementation. It has recently introduced a pan-university General Elective Course for all undergraduate students on 'Women's Studies: Understanding the Concepts and Challenges' from the 2020-2021 academic year. It has been passed and approved by the Academic Council.

2. Visva-Bharati Central Library has a separate Primary Health Facility within its premises where initial medical and emergency care may be administered. There are provisions for dispensing sanitary napkins in all the ladies' toilets at the central Library.

3. There is a counselling clinic – *Anwasha* – in collaboration with the West Bengal Government within the university campus that looks into all kinds of adolescent queries and counselling needs with hostel-boarders and well as day scholars. For example, a Sensitization Meeting organised by RKSK (Adolescent Health) was held on 07.04.2018 along-with officials of the National Health Mission, Government of West Bengal. The Proctor's Office as well as the Office of the Dean of Students' Welfare have approved lists of counsellors and mental health professionals who are available for consultancy. During the Covid19 lockdown period students were given online/telephonic access to mental health professionals through notices on the website. Webinars and web-meets were hosted for students to access and talk to these professionals. Similarly, the Pearson Memorial Hospital has lady doctor/s on the roll for the benefit of students and employees of the university as well as a weekly visit by a specialised gynaecologist who is accessible to girl students and women staff alike.

4. Awareness campaign on Save the Girl Child in collaboration with the Chief Medical Officer, Health, Birbhum district, Government of West Bengal, was initiated by the Office of the Proctor. Similar programmes and awareness camps were organised earlier as well.

5. The Internal Complaints Committee for Prevention of Sexual Harassment against Women at Work Place (ICCP SHWW) is well represented from within the university, State Government, legal representative and NGO member and always co-opts anyone else it so deems fit, including student representatives.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

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

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

- 1.As stated earlier, Santiniketan's existence in the late nineteenth century in the district of Birbhum, far removed from the hustle and bustle of the big city and the throbbing *mufassil* town, was rooted in the rustic environment of the typical Bengal countryside, Visva-Bharati as an institution grew up from those humble bucolic beginnings. Even today, the university and the two campuses of Santiniketan and Sriniketan bear majestic resemblance to the brilliance of the natural surroundings

and draw a large number of visitors to its campuses for its natural settings and aesthetic beauty that incorporates the natural within its campus.

2. The entire campus is declared a “No-Plastic Zone”. Necessary awareness has been created in the campus through signage and posters/boards. Visva-Bharati has a population of 80,210 people and utmost care is taken to dispose-off all **solid waste**. The solid waste generated within the campus is categorized into two parts, i.e., wet-waste and dry-waste. The **wet-waste** generated from the residential/hostel areas from food/kitchen-waste and the **dry-waste** generated both from residential quarters/offices such as paper, plastic and wooden materials are systematically managed. Dry- and wet-waste dustbins are kept inside and outside offices, hostels, common-areas, libraries, residential areas and on road sides. The dry- and wet-waste so collected in these dustbins are shifted to collecting trolleys and then dumped in the specified place located away from the residential and academic areas. The dry/wet degradable waste is disposed into landfills to produce compost. This compost produced from the waste is used for greening the campus. Accordingly, a 10 kg/HR **bio-medical waste** incinerator is installed at the newly constructed building of Pearson Memorial Hospital from the Plan General Development Assistant (non-recurring head) in 2016-2017; the PMH also properly disposes its biological wasters according to standard procedures.
3. Apart from the above, there are two types of **liquid waste** generated within the campus i.e. the liquid waste from kitchen/bathrooms and sewage from the toilets. All the buildings of Visva-Bharati have septic tank and soak pit for sewage disposal. Separate chambers and pipelines have been constructed to collect kitchen/bathroom liquid waste and sewage waste. This liquid waste generated from the residential area and office buildings are disposed-off periodically. E-waste is managed according to the norms of state pollution control board of West Bengal. The procedure and practices set by the board are adopted by Visva-Bharati.
4. Visva-Bharati has maintained the principle of minimum paved area in the campus. Thus, most of the drainage channels are earthen and therefore there is a natural recharge of rain water. Recharge pits have been also provided during construction of different hostels, departments etc. Visva-Bharati makes use of open well to meet its drinking and irrigation water requirements. The rain water from the catchment areas are collected in large and open well, several ponds in the campus which are used for pisciculture, gardening, farming and construction purposes. The harvested water is used as longer-term storage as ground-water recharge.

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: E. None of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: E. None of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of

reading material, screen reading**Response:** C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

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

1. Visva-Bharati and Santiniketan's early foundation is deeply enmeshed in the *Brahmo-Samaj* radical and reformatory socio-cultural philosophy that was a culmination of positive reformative action undertaken by enlightened social reformers of the late 19th and early 20th century. Eschewing contemporary religious bigotry and the British-engineered socio-religious split that inflamed the subcontinent, Santiniketan and Visva-Bharati was an inclusive space regarding socio-economic conditions, religion, caste, creed, race and gender.
2. Rural and rustic communities are at the heart of the ideological-philosophical as well as the aesthetic-artistic moorings of the university. Bengal's heartland is visually and culturally represented through the various events and cultural-academic practices at Visva-Bharati involving multi-layered demography of students, teachers and administrative staff making Visva-Bharati a mosaic of various crosscurrents of ideas and people.
3. This all-inclusiveness at Visva-Bharati is already included in the ironclad provisions of the Visva-Bharati Acts and Statutes where harmony persists with nature and people. Thus, university's socio-academic and cultural events are wrapped around merged identities and cultural hybridity encompassing all facets of human values and life.
4. The various languages and literatures departments at the university include the normal gamut of languages-literatures-cultures. Students from all over the world study at Visva-Bharati and during the annual International Mother Language Day (*Matri-Bhasha Diwas*) the linguistic diversity at work and play is truly revealed.
5. Fairs, festivals and cultural events at Visva-Bharati are decidedly natural and rural: from *Halakarshana* (ploughing ceremony) and *Barsha Mangal* (welcoming the rains) to *Vriksharopana* (tree-planting ceremony) and the major two festivals– *Vasanta Utsav* (Spring Festival) and *Poush Mela/Utsav* (*Poush Fair*) – are all part of the holistic and inclusive socio-cultural philosophy of Rabindranath Tagore who wanted to bridge the gap between the institution and the world outside.
6. Seminars and symposia are organised on various aspects of academic and socio-cultural aspects of religious studies by a large number of departments at the institutes of social sciences and humanities and language and literature and yogic sciences as well.
7. Community awareness and holistic area outreach is a backbone to Sriniketan campus. Rural reconstruction deals with locals in and around the surrounding areas and Visva-Bharati has already adopted around sixty villages that serve as both academic and socio-economic spaces of mutually beneficial exchange of knowledge and awareness.
8. Visva-Bharati actively participates and observes various days based around cultural unity and diversity which mirror and reflect the basic ethos of a place that has as its motto *Yatra Visvam Bhavatyekanidam* ('where the entire world makes its home in a single nest'). Events like *Gandhi*

Punyaha (10th March) to commemorate Gandhiji's visit to Santiniketan, International Yoga Day (21st June), *Ananda Bazar* for charitable purposes, *Rashtriya Ekta Diwas* (31st October) to commemorate the birthday of Sardar Vallabhai Patel, Constitution Day on 26th November, *Nandan Mela* (1st and 2nd of December) to commemorate the birthday of eminent painter Nandalal Bose, *Christotsav* (25th December) are noteworthy.

File Description	Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

1. Visva-Bharati family members regular participate in various government programmes at the state and central levels.
2. National Social Service (NSS) is very active at Visva-Bharati and students from the university take part to help the university in controlling the massive crowds that visit the various functions and events at Visva-Bharati. One NSS Programme Officer as well as one officer from each institute of the university control NSS.
3. The National Cadet Corps (NCC) is also very active at Visva-Bharati and acceptance to the 50th Bengal Battalion Visva-Bharati NCC Unit 50/04 is very prestigious and fulfilling. The university has four grades of NCC cadets – Senior Division Boys and Senior Wing Girls for the university section and Junior Division Boys and Junior Wing Girls for the school sections. The NCC cadets take centre stage at all Independence and Republic Day Parade and functions, at all Guards of Honour for all visiting dignitaries of/at the state, national and international levels, help along with the NSS volunteers during the various university events and social gatherings.
4. Other activities and programmes at that foster national-unity are:
 - a) National Youth Day on the birthday of Swami Vivekananda on 12th January
 - b) *Gandhi Punyaha* on 10th March to celebrate self-reliance and to commemorate Gandhiji's visit to Santiniketan when all students, faculty members and administrative staff clean all the premises of the university on their own;
 - c) Celebration of International Yoga Day on 21st June every year
 - d) *Ananda Bazar* on the evening of *Mahalaya*, where students organise a fair within the campus towards raising money for charitable purposes that helps engender a sense of duty and responsibility towards the corporate life in the university and helping others less fortunate;

- e) *Rashtriya Ekta Diwas* on 31st October to commemorate the birthday of Sardar Vallabhai Patel
- f) Visva-Bharati family held a condolence meeting and condemned the heinous attack on the sovereignty of the nation during the Pulwama attack and gladly contributed one day's salary towards his families;
- g) Surgical Strike Day was celebrated on 28th September where respects and gratitude paid to the brave soldiers of the nation who fought on our behalf and laid down their life;
- h) Visva-Bharati family stood by the affected families during Cyclone Amphan in May 2020 as well as towards the fight against Covid-19 and most respectfully contributed one day's salary towards the CM Fund;
- i) All members at Visva-Bharati wilfully contributed one day's salary towards the Prime Minister's Fund to combat Covid-19 during the beginning of the threat in India;
5. Visva-Bharati family stood by the gallant Galwan Valley skirmish martyr Sepoy Rajesh Orang and held a very emotional and evocative condolence meeting attended by many during which a large sum of money was raised and given to the family in person by the Vice-Chancellor
6. Visva-Bharati's Indira Gandhi Centre for National Integration is a dedicated and specialised centre that deals with national integration issues and regularly organises meets, symposia, seminars, sensitisation courses including National Human Right Commission seminars.

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

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

Response: C. 2 of the above

File Description	Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Visva-Bharati is globally known for its culturally unique traditional events and festivities that dot the academic calendar. Apart from the shared events that are nationally/internationally observed

(Independence and Republic Days, *Samvidhan* and *Ekta Diwas*, *Gandhi Jayanti* and International Yoga Day among others) the university commemorates and celebrates a number of occasions every year, primarily in the core *Ashrama* area, *Upasana Griha* and/or *Chhatim Tola*.

January:

1. (6th *Maagh*): *Maharshi Smarana*; commemorates the death anniversary of *Maharshi* Devendranath Tagore,
2. (11th *Maagh*): *Maaghotsava*; this programme commemorates the anniversary of the *Brahmo Samaj*;
3. Visva-Bharati Annual Athletic Meet;

February:

4. *Maagh Mela* and Sriniketan's Anniversary; the fair is distinctively rural in nature and comprises agricultural products and equipment' exhibitions;
5. *Gandhi Punyaha*; commemorates Gandhiji's visit to Santiniketan through all stakeholders of the university cleaning their own campus and the surrounding areas;

March:

6. *Vasantotsav/Vasanta Utsav*; one of the two signature mega-events of Visva-Bharati that ushers in Spring through dance, songs and processions;

April:

7. *Poila Baisakh, or, Nababarsha*; the beginning of the Bengali New Year;

May:

8. *Pnochishay Baisakh, or, Rabindra Janma Tithi*; the birth anniversary of Rabindranath Tagore;

August:

9. *Baishay Sravana* and *Vriksharopana*; is the death anniversary of Rabindranath and the tree planting ceremony.
10. *Halakarshana*; is a ploughing ceremony that highlights the dignity of the farming processes.
11. *Rabindra Saptaha*; a week devoted to important lectures on different spheres of Rabindranath's impact on rural reconstruction, rural development, literary and cultural pursuits by specialists in the field;
12. *Tulsi Jayanti*; to mark the birth anniversary of the celebrated poet Goswami Tulsidas;

13. *Barshamangal*; celebrates the rainy season;

September:

14. *Silpotsava*; fair spearheaded by *Silpa Sadana*.

October:

15. *Sharadotsava*: a weeklong series of theatre performances.

16. *Ananda Bazar*; fair organised entirely by students to raise funds for social welfare.

November:

17. Rathindranath's *Janmotsava* and *Rathindra Mela*; held in honour of the birth anniversary of the poet's son and the first Vice-Chancellor of Visva-Bharati.

December:

18. *Nandan Mela*; fair of arts and crafts organised by Kala Bhavana to celebrate the birth anniversary of the famed artist Nandalal Bose;

19. *Dinendra-Janmotsav*; celebrates the birth anniversary of Dinendranath Tagore, the noted musician and the first to term Rabindranath's songs as *Rabindrasangit*;

20. (7th Poush) *Maharshi's* initiation/*diksha* day and beginning of *Poush Utsav/Mela*; one of the two signature events at Santiniketan/Visva-Bharati, it has grown beyond the original traditional handicrafts oriented rural fair;

21. (8th Poush) Visva-Bharati Foundation Day; celebrated to commemorate the foundation of Visva-Bharati on 8th Poush in 1921;

22. (9th Poush) *Smaran Sabha*; commemorated to pay tribute and homage to the departed souls;

23. *Christotsava/Christmas*; observed to celebrate Christmas with a special *upasana* in the evening at the *Upasana Griha* along with lighting of candles;

24. *Upasana* at the *Upasana Griga/Kaanch Mandir*; held every Wednesday at the heart of the core campus *Ashrama* area – with Vedic chants, prayers, songs by students of the university and readings from the writings of Rabindranath.

File Description	Document
Any other relevant information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

1. Empowerment and Capacity Building of the Rural Women through forming Self-Help Groups (SHGs)

1. Title of the Practice:

Empowerment and Capacity Building of the Rural Women through forming Self-Help Groups (SHGs)

2. Objective of the Practice:

SHG approach is followed to improve the socio-economic condition of the rural people particularly rural women. Spirit of self-reliance and self-sustenance is developed through SHGs of rural women. It inculcates the habits of savings among the rural women and enable them to pool their own resources to use for their income generation. It also intends to develop the spirit of co-operation and self-help in the rural community.

3. The Context:

The Department of Lifelong Learning and Extension (REC), Visva-Bharati has reach extension wing from inceptions and it has been playing the role of advocacy for the co-operative way of living with integration, local initiatives, local leadership and local self-governance in every aspect of public life as envisaged by Gurudev Rabindranath Tagore. On the basis of ideology of cooperative principles of rural reconstruction, REC has taken initiative to form SHGs since the year 1999 in surrounding 33 villages of Sriniketan including tribal hamlets for small savings, creation of assets and income generation particularly among women of backward communities.

4. The Practice:

SHGs have been taking various entrepreneurial initiatives for improving socio-economic condition of the members apart from their regular meetings, savings, linkages with banks, etc. Out of these activities, fish farming, small business, agriculture and livestock are important. During past years, SHG members have also participated in different awareness programme organised by the Department such as 'Swachha Bharat Avijan', and awareness programme on 'health, hygiene and cleanliness' and awareness against COVID-19. A total of 80 SHGs are formed in the villages and 20 SHGs are formed in the tribal hamlets of Santiniketan.

5. Evidence of Success:

The success SHGs may be conceptualised on the basis of their sustainability, utilization of local resources and self-reliance. SHGs are developing important institutions in village life to promote confidence among backward women in different aspects of life in decision making. Members of the SHGs are more organised in terms of small saving, transaction with banks, and group lending on regular basis. They are invoiced in agriculture, livestock, handicrafts and different types of small business activities to add value in their

family income and creation of different assets in their family. Most of the SHGs are involved in managing and cooking mid-day meal in schools, kitchen gardening, fisheries, vermin compost, horticulture, etc. activities in the villages.

SHG of tribal hamlets of Santiniketan area has taken initiative to form *Mahadal* - a cluster of SHGs and members of *Mahadal* are involved in campus cleaning activities and they are also providing different multi-tasking services to the University. Tribal SHGs are getting regular job which help them for improving their standard of living. More than 100 women from 100 families are employed on a regular basis and they have been uplifted to the APL category from BPL. This practice is very unique and innovative, which may be replicated in other parts of the country.

6. Problems Encountered:

Utilization of accumulated funds in SHGs in a systematic way is one of the problems due to lower level of awareness and standard of education among rural women. Sometimes, conflict arises in group mechanism due to ignorance and political interference in village life. Problems of marketing of agricultural and handicrafts products are another area of concern for members of SHGs.

2. Running the network of rural libraries through voluntary effort to extend the education at the door step of the community

1. Title of the Practice:

Running the network of rural libraries through voluntary effort to extend the education at the door step of the community.

2. Objectives of the Practice:

The objectives of running rural libraries are to develop knowledge through regular reading habits among the village readers, dissemination of information and creating a progressive outlook and thereby enhancing the capabilities of the villagers and empowering them. It is an innovative approach to extend education at the door step of the community by providing all updated information regarding modern and advanced science and technology. It intends to providing space for sharing ideas and views with others and creating the scope for healthy cultural exercise as a cultural and continuing education centre. It emphasizes on retention of acquired literacy skill for the neo-literates. Rural library as a centre for sharing, sustaining and strengthening the knowledge base of the people in general and students in particular also improves the quality of rural life.

3. The Context:

Education, Tagore felt, was not only essential for development but was an important tool for establishing human relationship. Therefore, from the very early period effort was made to extend education. Adult Education Centres were established during the early period. In the later phase, *chalanikas* (circulating library) were established with a view to provide books to villagers for exercising their acquired literacy skill. In the next phase, rural library buildings are being constructed with the help of Raja Rammohun Roy Library Foundation (RRRLF) under the Ministry of Culture, Govt. of India to provide a permanent

platform to villagers, where they can come together, especially the poor SC & ST families for development of their cognitive faculties, space for information sharing and healthy cultural exercise.

4. The Practice:

Rural Library services are one of the important services through which literacy and education movement are carried out in the villages. Apart from this, another objective of this programme is to develop rural library as an information & cultural centre in the respective villages. Initially the programme was launched as mobile library services in the nearby villages of Sriniketan, which was popularly known as “*Chalantika Granthagar*”. To strengthen the programme as well as to extend the services with a motto to facilitate and equip the rural libraries even in the remotest village areas as a centre for learning and store houses of information, Department of Lifelong Learning and Extension (REC), Visva-Bharati collaborates with RRRLF since 1975. Starting with eight permanent rural libraries in 1975, presently the centre has extended it upto 35 in the adjacent rural areas of Sriniketan and Santiniketan within the radius of 10-15 kms. These rural libraries at present are located in two Community Development Blocks of Bolpur Sub-Division namely Bolpur-Sriniketan and Illambazar in Birbhum District.

These libraries are run and managed by the Village Development Societies (VDS), apolitical village level organisations registered under Society Registration Act 1960. Two volunteers usually nominated by the VDS, who act as librarian and manage all library related affairs without any remuneration. Presently, there are 12 children’s libraries attached with rural libraries situated in 12 villages. These libraries are equipped with children books, Joyful learning materials, playing materials etc.

Different awareness programme/ seminar /workshop are organized time to time such as strengthening “*Swachha Bharat Avijan*” and “*Beti Bachao and Beti Padhao*” in collaboration with Govt. and Non-Govt. organization.

5. Evidence of Success:

Library buildings are constructed in 27 villages with the grant of RRRLF, Kolkata following a participatory approach through active support of VDS and villagers. The villagers become the stakeholders of these initiatives as they themselves contribute in building up their own village libraries in terms of labour, donation and collection.

Each year RRRLF & Visva-Bharati jointly provide books & furniture to each of the 35 rural libraries. The recurring cost of running these libraries has also been provided by the department (REC). These activities include readers meeting, monthly meeting of the librarians with the department, conducting cultural programme on different occasions, binding of soiled books, etc. A total of 1,42,578 books (average 4073 books for each library) of different titles are provided to the rural libraries and initiatives are taken to equip all the rural libraries with computers phase by phase. Computers and printers are also provided to the rural libraries in order to extend the computer literacy of the students and youths of villages; through internet connection the remote villages are made connected to the outer world.

Sahitya Sabhas have been organized on cluster basis involving villagers and rural readers, where quality writings from the readers as well as villagers have been presented and deposited in the department (REC). Initiative has also been taken to print these writings after duly compiled in form of a magazine “SRISTHI”.

6. Problems Encountered and Resources Required:

Electronic revolution and digital expansion around the world bring adverse effect on libraries especially in the habit of reading books. Rural areas are also affected with this digital movement. Rapid use of mobile (android phone) and other electronic devices reduces the use of village library by younger generation as a result number of readers are declining.

This problem is general and common in respect of all libraries in the world. Extensive digitization of rural libraries is needed to encounter these problems. Computers along with internet facilities and proper digital infrastructure needed, which attract the readers to come in the library. Healthy cultural activities like *Sahitya Sabhas*, Debate, and Quiz competition need to promote in order to encourage the readers apart from book reading.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

1. Visva-Bharati's genesis is embedded in the parallel histories that a few enlightened social-reformers were socio-culturally formulating, visualising and enabling in the mid-to-late nineteenth century inspired by western ideas of reformation, democracy and empowerment as well as looking to provide a substitute/alternative solution to the educational system that was being thrust upon Indians by their colonial masters throughout the nineteenth century. Rabindranath was following in the footsteps of such luminaries like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar and his own father *Maharshi* Devendranath Tagore in his dream of an alternative and holistic education system that would concentrate on the riches of the best traditions of India and Asia as well as Europe and the West and blend all these within the natural wonders and beauty of a non-enclosed space in the midst of the unspoiled hinterland of Bengal. Thus was sown the seeds of Santiniketan, wreathed in Indian traditions and wrapped in global philosophy, culture and education systems. Rabindranath's approach to education – himself a miserable unfit within contemporary systems in vogue in British India, particularly in Calcutta – was to pamper and encourage the creative and scientific mind within the learner without sacrificing the pedagogy of the best that the land (and the world) has to offer. Santiniketan – already established as a refuge from the world of commerce, empire and pressure to conform to set pre-ordained imported systems of thought and pedagogy – would become the space for the *Brahmacharyashrama* that would later develop into the two schools and the primary basis of the poet's philosophy of education.
2. Visva-Bharati's vertical system begins from the kindergarten right up to PhD and DLitt degrees: *Ananda* and *Santosh Pathshala* to the research boards of the institutes of the university. The vertical system is also bolstered by the horizontal system that boasts of almost all regular streams of study and then some more. The Santiniketan-based school, the institute of visual arts and music-

dance-drama along with the Sriniketan-based school and the institutes of rural reconstruction and agriculture are some of the oldest and uniquely placed educational systems at Visva-Bharati. Not only do these educational sub-systems continue to directly promulgate/propagate the pedagogical philosophy of Rabindranath – albeit in evolved and contemporaneous forms – they are academically and geographically directly rooted to the natural surroundings of the place. The core *Ashrama* area and the serene location of Sriniketan are perfectly preserved and best suited to these activities: paintings, music, dance, sculpture, agricultural practices and research, rural social work, lifelong learning and the two schools where students are taught all the modern subjects required to face the twenty-first century amidst nature. Work centric and practical approaches to education without emphasis on rote-learning – the trauma of the poet from his own childhood – is at the core of the allure of *Patha Bhavana* and *Siksha Satra*.

3. Sriniketan, on the other hand, was envisioned by Tagore to be at the centre of his inclusive social growth and development that is being carried out with vigour and renewed curricula and in-depth outreach possibilities. This went hand in hand with his idea that without the development of the rural areas and villages, India will not be able to develop properly into a new and strong independent nation worthy of her illustrious history. Thus Tagore's sustainable development plans through cooperatives were to reinvigorate peasants' and rural artisans' lives; institute and integrate cottage industries in villages with access to raw materials, technology, knowledge, skilled-labour force as well as markets – urban and rural; and, introduce them to holistic education, crop rotation and storage knowledge, cooperative stores and ventures, rural banks and the like. The support system from Visva-Bharati's end are to provide and promote the knowledge base towards awareness and distribution drives regarding sanitation, hygiene, healthcare/village welfare and setting up of arts-and-crafts self-help groups.
4. The education systems at Visva-Bharati, variously from 1901 to 1921 (when it came to be known as Visva-Bharati), from 1921 to 1951 (when it became a Central University) and ever since, is a perfect balance – without any hard separation – between curricular and co/extra-curricular activities. This has resulted in the systems to incorporate various local knowledge-modules and in turn internalise the natural world into the curricula and outside. The schools, institutes, departments, centres, laboratories, hostels, libraries, open/common spaces, canteens, kitchens, *Ashrama* area, playgrounds and the like are all contiguous with the world outside and provide a uniquely holistic enclosure-free space that is all-inclusive as well as nurturing towards the needs and requirements of the stakeholders of the university.
5. Apart from the array of courses on offer at Visva-Bharati – mentioned above and elsewhere – vocational training and other non-regular courses (certificates, diplomas, advanced diplomas and the like) which are on offer to regular as well as non-regular learners living within a short radius of the university campuses add to the holistic and inclusive socio-educational system that Rabindranath envisaged in and around Visva-Bharati. The university has a range of non-degree giving centres that carry out research and academic scrutiny into the various disciplines that are corollary to the mainstream taught courses on offer here. Agro-Economics Research Centre, A.K. Dasgupta Centre for Planning and Development, Centre for Buddhist Studies and Centre for Endangered Languages to name a few are dedicated sections of the university raised to provide back-up and data-driven work that adds to the composite nature of modern pedagogy.
6. Interdisciplinary and in-house collaboration with various centres and departments/clusters of departments are a regular feature at Visva-Bharati. Most overarching disciplines, like music, dance, science, agriculture, languages, literatures, humanities/social sciences, education, visual arts, rural reconstruction and primary-secondary-higher secondary school systems are continuously engaging in collaborative activities including material and human resource sharing. This was already a feature during the earlier years of Visva-Bharati when such informal ventures at multidisciplinary

activities helped in resource and time management as well as making teachers and students alike conversant and comfortable with various aspects of umbrella disciplines. This continues unabated till today.

NAAC

5. CONCLUSION

Additional Information :

Visva-Bharati is developing its first offsite satellite campus at Ramgarh in the Nainital district of Uttarakhand. This campus in the hills will be based around a Tagore property where the poet spent some time in writing.

Visva-Bharati has historical, academic and socio-cultural ties with over sixty villages. During the Covid-19 lockdown the entire Visva-Bharati *parivaar*, comprising students, teachers, administrative staff and officers, alumni, well-wishers and residents of the university town were engaged in raising funds over fifteen lakh rupees and distributing emergency relief material twice a week for over two-and-a-half months to 5,812 families from 80 villages in Birbhum district.

Apart from this effort, faculty members and administrative staff gladly donated one-day salary towards relief efforts towards Covid 19 (2020); Amphan (2020) and Fani (2019) cyclones; the Kerala Floods (2018); the Pulwama (2019) and the Galwan valley (2020) attacks. This goes with the ethos of the university which is seen as not merely an educational institution but also a socially relevant institution championing the empowerment of the people of the hinterland of Birbhum.

The university works deeply embedded with the culture and history of the surrounding areas. Santiniketan and Sriniketan are entirely related to and dependent on Visva-Bharati and that includes hundreds of villages in and around the twin campuses. Even the sub-divisional town Bolpur, and to a lesser degree the entire district of Birbhum as well as parts of the neighbouring district Bardhaman, are acutely connected to the functioning of the university. From the economic to the cultural, incorporating the railway stations of Bolpur (Santiniketan) and Prantik to the various burgeoning industries, residential enclaves and signs of modern development including a newly established state university on the outskirts of Bolpur, a plethora of social-economic-cultural cross-currents is anchored to the existence of Visva-Bharati.

Recall value and the centrality of Rabindranath, Santiniketan and Visva-Bharati often indistinguishable from each other are at the heart of the Bengali spirit and pride especially in the cultural plane of regional and racial identity. This immense load of people's expectations and gaze is what makes this establishment a regional and national socio-academic and cultural pilgrimage hub.

Concluding Remarks :

From its genesis as an *Ashrama* where seekers after truth, irrespective of their formal religious affiliations, sect, creed and caste, could come and meditate in seclusion, Visva-Bharati's USP in the twenty-first century is traditional socio-cultural hybridism as can be seen in the institutes of visual and performing art, that were in their formational stages during the first three/four decades of the twentieth century prior to independence when Tagore opened up the metaphorical and physical space of the *Ashrama* at Santiniketan to various cultural experiences and knowledge, mated to contemporary modernity in fields of science, agricultural, social reconstruction, education, sports, social sciences and languages, literatures and cultures.

Over the years this balance between tradition and modernity has been the shaping principles of the university where one may study sculpture, theatre, marginal languages and culture and at the same time engage in the cutting edges of scientific scrutiny in the laboratories of the institute of science or reach out to people in the

institute of rural reconstruction or improve upon agricultural practices, among others.

Thus, on one hand, Visva-Bharati is the repository of unique schools of practice and pedagogy in visual and performing arts, on the other hand it is an educational space that has formidably kept up with technological and scientific edges in various sciences including social sciences.

Visva-Bharati has a dedicated institute with departments and centres that are academically engaged in teaching and researching a wide range of languages, literatures and culture studies – Asian, Indian and European – most of which go back a long way including a department of endangered languages.

Visva-Bharati follows a holistic structure in research and innovations. Socio-cultural inclusion has seen the twin campuses flourish in perfect harmony with local landscape, people and flora-fauna.

The people at Visva-Bharati – students as well as academic and administrative staff – are hard working and take immense pride in their cultural and academic heritage without losing sight of the humble yet noble origins of the foundation of the institution and being upright citizens of a modern India are equipped and geared towards a bright and relevant future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 95 Answer after DVV Verification: 124</p> <p>1.1.2.2. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 283 Answer after DVV Verification: 283</p> <p>Remark : DVV has made the changes as per UG, PG, integrated M Phil, PhD, pre-Doctoral and PhD excluding Diploma and DVV has considered as one each program.</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>57</td> <td>189</td> <td>96</td> <td>184</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>50</td> <td>172</td> <td>92</td> <td>179</td> </tr> </tbody> </table> <p>Remark : DVV has not considered which courses are not directly leading to employability / entrepreneurship / skill development by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	7	57	189	96	184	2019-20	2018-19	2017-18	2016-17	2015-16	5	50	172	92	179
2019-20	2018-19	2017-18	2016-17	2015-16																	
7	57	189	96	184																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	50	172	92	179																	
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years. Answer before DVV Verification : 38 Answer after DVV Verification: 1</p>																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years. Answer before DVV Verification:</p>																				

2019-20	2018-19	2017-18	2016-17	2015-16
872	747	743	79	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	0	0	0	0

2.1.1 Demand Ratio (Average of last five years)

2.1.1.1. Number of seats available year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5814	4088	3787	3125	3034

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5658	3932	3631	2969	2878

Remark : DVV has made the changes considering UG & PG programmes excluding Diploma programmes certificate courses by HEI.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors

Answer before DVV Verification : 120

Answer after DVV Verification: 70

Remark : DVV has made the changes as per mentor list shared by HEI.

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
51	37	30	32	29

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
46	32	29	28	20

Remark : DVV has not considered certificate of Participation / presentation certificates during paper presentation by HEI.

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

3.3.3.1. Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22	20	17	6	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
20	17	16	5	8

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	18	10	9	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.6.3 Number of extension and outreach programs conducted by the institution including those through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
---------	---------	---------	---------	---------

54	59	67	67	49
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
49	48	57	58	40

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6195	6123	8931	5606	4315

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6056	611	8863	5558	4300

Remark : DVV has not considered Indian festivals, national festivals.

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.7.1.1. Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
41	43	33	34	20

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
36	33	32	30	18

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 1336

Answer after DVV Verification: 267

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Answer before DVV Verification : C. 250 MBPS - 500 MBPS

Answer After DVV Verification: B. 500 MBPS - 1 GBPS

Remark : DVV has made the changes as per provided bill of Available bandwidth of internet connection by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	19	8	11	01

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

Remark : Certificate of awards/medals and any other supporting document has not provided by HEI.

7.1.4 Water conservation facilities available in the Institution:

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has not consider provided uncertified report by HEI and provided report of water conservation has not readable.

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**

2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made the changes as per provided report of Use of Bicycles/ Battery powered vehicles by HEL.

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

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

Answer before DVV Verification : D. 1 of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has made the changes as per provided report of code of conduct for students, teachers by HEL.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>283</td> <td>275</td> <td>273</td> <td>285</td> <td>276</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>124</td> <td>124</td> <td>124</td> <td>124</td> <td>124</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	283	275	273	285	276	2019-20	2018-19	2017-18	2016-17	2015-16	124	124	124	124	124
2019-20	2018-19	2017-18	2016-17	2015-16																	
283	275	273	285	276																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
124	124	124	124	124																	
2.3	<p>Number of students appeared in the University examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8043</td> <td>8226</td> <td>7703</td> <td>7397</td> <td>5938</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	8043	8226	7703	7397	5938	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																	
8043	8226	7703	7397	5938																	
2019-20	2018-19	2017-18	2016-17	2015-16																	

3385	3421	2993	2508	2391
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2.4 **Number of revaluation applications year-wise during the last 5 years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
25	45	36	40	35

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
72	76	69	131	37

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3740	3757	3620	3170	2893

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2000	2000	2000	2000	2000