



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

VIDYASAGAR UNIVERSITY

VIDYASAGAR UNIVERSITY DIST. PASCHIM MEDINIPUR

721102

www.vidyasagar.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidyasagar University is a renowned affiliating University in West Bengal. Named after Pandit Iswar Chandra Vidyasagar, one of the most illustrious sons of Bengal, a polymath as well as one of the doyens of Indian Renaissance, hailing from Birsingha village of the undivided Midnapore district. Presently, Birsingha village is in Paschim Medinipur district of West Bengal, in which district, Vidyasagar University is also situated. The Vidyasagar University Act, 1981 was passed in West Bengal Legislative Assembly and from January 1986, the university began its academic journey with six Postgraduate departments and within four decades since its inception, the varsity has made a dent in the academic map of the state and as well as India, which is consistently evident in the national rankings by government and private agencies.

The achievement will seem ‘herculean’ if we consider the rough terrain of Jungle Mahal, where the University is situated – mainly a thickly forested region inhabited by a large number of tribal and other economically weaker sections of population. The varsity is engaged with the uplift of the neighbouring backward villages by adopting them. The varsity which began with 12 faculties of six departments, now houses 27 Post-Graduate departments with over 150 faculties. Besides Postgraduate courses taught in the varsity, PG programmes are also conducted in about 22 of the affiliated colleges and in three Autonomous Colleges. The varsity has its own Publication Division, which among other valuable publications has published the three-volume collected works of Iswarchandra Vidyasagar as *Vidyasagar Rachanasamagra*. The Wi-Fi enabled smart campus (first in the state) with RFID system has 13 state-of-the-art interactive smart classrooms, which allow the students to expand their horizon of knowledge beyond classroom teaching. Along with academic teaching and research, the students are also encouraged to excel in the fields of sports-athletics and culture. Vivekananda Sabhagriha, the university auditorium with 800 plus seating capacity, allows the students to express their talents before a large audience. Khudiram Krirangan, the varsity stadium encourages the budding sportspersons to bloom. The sprawling campus of 138 acre is well-known for its plastic-free, eco-friendly and gender-sensitive feature.

Vision

The university believes in a vision befitting with its motto: ‘Excellence through Inclusive Education’. This vision motivates us to strive for two things: a) achievement of excellence through the means of education; b) inclusion of students with diverse socio-economic backgrounds.

To realize this vision the university has been continually upgrading human resources (both from academics and administration) as well as civil and technological infrastructure; and percolating the fruits of this high standard of education to diverse groups of students coming from different strata of the society, including students from tribal and backward backgrounds. To fulfill this interrelated vision, the university has hugely developed its information and communication infrastructure; a well-stocked, RIFD based library; and modern transportation to remote areas to bring the students to campus.

We also know that a beautiful mind resides in a strong body. Thus, after admission, we try to look after the development of the students’ physical fitness and ability through regular sports and athletic activities. Many all India competitions are also organized to fulfill this vision. The vision of ‘excellence through inclusive education’ is also carried forward by organizing cultural activities and regional and national competitions.

Mission**Mission**

The university was founded with a mission to provide an answer to the education needs of the region, which is surrounded by a rough forest infested areas inhabited by a number of tribal as well as socially and economically weaker sections of people. Therefore, the prime mission of the varsity, since its inception, is to blend the ethnic, socio-cultural, geographical requisites of the region with the mainstream education. It is reflected in the university logo with the motto *Education, Knowledge, Progress* as its mission.

By 'Education' we mean facilitation of learning through conventional and innovative means. It promotes besides classroom teaching, cutting edge research especially in the fields of natural, biological and social sciences, and also in the domain of humanities. In this endeavor the varsity also gives special emphasis on the collection, preservation and promotion of local (tribal) knowledge and culture by establishing a) an academic department of Santali language and literature; b) Adivasi Research Centre and Museum; and c) by documentation and restoration of endangered cultural texts through a project called *Janalipi Archive*.

The word 'Knowledge' signifies facts, information, and skills acquired through experience/ education; the theoretical or practical deep understanding of a subject. The varsity has taken the value of this word by heart.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**Institutional Strength****Strength**

- All academic and administrative decisions are taken democratically
- Learner-centred pedagogic practices
- Smart class rooms and facility for video conferencing and accession of recorded lectures through electronic Learning Management System (LMS)
- Media lab to generate audio-visual learning materials for use on campus and off campus through internet
- Installation of a Radio Station by the varsity for the benefit of local population
- Streaming of students to provide extra care to weaker/ backward learners
- Ideal mix of experienced and young faculties
- Curriculum updation in keeping with the CBCS system on a regular basis
- Cutting edge research and development of course modules based on promotion of such research
- Focus on designing employment-oriented courses and promoting industry-university partnership

- Progress of girl students from remote backward areas is better than boys: the varsity results show better performance of female students.
- Newly developed Publication Division that has begun its journey with the publication of an authentic anthology of the writings of Iswar Chandra Vidyasagar titled *Vidyasagar Rachanasamagra*
- Academic and psychological mentoring through tutorial classes and specialized stress Management Centre supported by trained psychologists
- Development of Stress Management Centre based on the principles of holistic well-being of the stakeholders through Mindfulness practices and Yoga.
- Well-equipped medical centre manned by qualified doctors and supported by a radiology and an ophthalmology division.
- Revenue generation through development of distance-learning courses
- New inter-disciplinary research centres
- Tribal Museum for the conservation of endangered indigenous cultural texts
- Eco-friendly smart campus
- Outreach activities in tribal villages and bay areas
- Substantial participation in Unnat Bharat Abhiyan

Institutional Weakness

Weakness:

- Shortage of teaching staff relative to student strength: skewed student-teacher ratio.
- More teaching and research space required.
- Shortage of tech-savvy non-teaching academic staff.
- Inadequate communicative skill in English of average student.
- Inadequate number of e-journals subscribed.
- Lack of internship programmes for students in Library Science.
- Lack of research programme in Sanskrit.
- Inadequate self-financing courses.
- Shortage of space for Departmental Library in several departments.
- Poor average nutrition level of students.
- Inadequate enrolment of foreign students.
- Unimpressive consultancy services and international collaboration.
- Dearth of patents.
- No professor emeritus/ emeriti.
- Insufficient infrastructural aid for the differently-abled.
- No water-body in the campus for a balanced sustenance of the campus eco-system.

Institutional Opportunity

Opportunities:

- Location near Indian Institute of Technology, Kharagpur, enables the university to share knowledge of advanced research and technology and highly skilled professional services.
- Introduction of more professional courses.
- Collaboration with industry and other research institutes.
- Greater thrust on value education.
- Introduction of new programmes for the benefit of the tribal people.
- Development of the existing digital archive, *Janalipi*, by introduction of manuscript section.
- Development of the tribal museum into a folk cultural archive.
- Development of more space to house departmental libraries in departments which are yet to have one.
- Faculty exposure as members in selection committees of UPSC, PSC, CSC and research bodies will reap benefit in forms of linkage and promotion of socio-economic status of the learners.
- Potential for the development of organic farming in campus

Institutional Challenge

Challenges:

- Creation of provision for more job-oriented training.
- Locational disadvantage: being located far from the nearest metropolis, Kolkata.
- Attracting more research projects: objective of creating one man one project.
- Making all students employable
- Attracting public and private sector companies for campus recruitment.
- Honing of English communicative skill of the average student.
- Introduction of Ph D programme in Sanskrit.
- Sustaining textual orientation among students in the semester system of education and in the days of made-easy tutorial kits.
- Cementing more substantial international collaboration.
- Creation of a museum to conserve and showcase materials related to the life and works of Pandit Iswar Chandra Vidyasagar
- Creation of a virtual blood bank for the benefit of the local population

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Located predominantly in the rural heartland of West Bengal, Vidyasagar University aims at a holistic evolution of all its inmates by connecting the country to the city and to the world at large. The curriculum in

every discipline has been designed keeping in mind local ethnicity, diversity, socio-political issues and needs of all kinds of learners, a substantial portion of which constitutes first generation learners. The objectives of the programmes and the courses revolve around the fundamental principle of knowledge sharing among the faculties of science, arts and commerce. Based on the methodology of cross-disciplinary practice, the curriculum stresses on the organic fusion of different categories of knowledge. The introduction of the CBCS system at the instance of the central government has made this fusion easier and more convenient. One of the major thrusts is of course reformation in societal beliefs and customs, in which conflation of natural science and culture play an impressive role. Courses across all disciplines have been revised and overhauled between 2016 and 2018 at a time gap of 3-4 years. With the introduction of the CBCS system some of the postgraduate courses have undergone a substantial revision of almost 75-80 percent while M Phil and Ph D courses were made more contemporaneous through 40-50 percent of revision of the former syllabi. This includes inclusions as well. Fifteen of the twenty seven departments have courses which are designed with a view to maximize the potential for direct employment. Many departments like Microbiology, Computer Science, Economics etc offer more than one course directly connected with increase of employability skills of the learners. Even departments of traditional learning like English, Political Science groom their students in the methodologies of field surveys with a major emphasis on cultural affect of the texts and pedagogies offered. The university has five inter-disciplinary research centres like Environmental Science, Women's Studies, Adivasi Studies and Life Sciences which offer M Phil and Ph D courses and organize regular short term courses with emphasis on developing Gender awareness, Environmental consciousness, and building sensitivity to human values and professional ethics.

Teaching-learning and Evaluation

The courses offered by the varsity are of high demand. The average ratio of the number of student applicants and students enrolled is 5.86 and demand of students from other states and countries is on an average 6 per year. A good number of students belong to the reserved category. Scientific method of streaming slow and advanced learners is used and the disadvantages stemming from a slightly skewed learner- teacher ratio is offset by a positive mentoring process implemented through an organic collaboration between highly experienced and well-recognised subject experts and psychological counsellors. Learner centred classrooms aided by audio visual methods and materials and courses designed for empirical learning through field based studies go a long way in approximating an ideal teaching-learning situation. The fallout becomes tangible in the high success rate (more than 97 percent) of the learners. A major thrust on cutting-edge research has inspired the growth of 4 well financed interdisciplinary research centres. The varsity maintains a standardized and fast evaluative process. Student grievances although much lower than the national average are addressed with proper care in an objective manner. There has been a slight decrease in the enrolment of students in the Distance learning wing from 2015 to 2018 because of opening of postgraduate courses in different colleges in the remote areas. This trend is in sync with the general trend in distance learning throughout the country. A substantial increase of enrolment of employed learners took place subsequently. Special categories of learners like differently abled ones, and those from defence and paramilitary forces increased consistently, significantly peaking in the year 2018. The creation of revised and updated self-learning materials and making them digitally available to the distance learners, coupled with creation of smart pedagogic methods during contact programmes have caused a substantial spike in the enrolment. The process is supplemented by methods adopted for increased visibility of and access to the Distance learning facilities. Employment of a greater number of expert core faculties in the Distance wing and revamping of the evaluative process were also responsible for the increased popularity of this programme.

Research, Innovations and Extension

The start-up grants provided by the varsity have incubated the birth of 4 inter-disciplinary research centres. Apart from providing seed money for start-up research the varsity offers financial support to researchers for presenting papers in conferences in the country and abroad. A major incentive for publication is offered in the form of financial support to different departments for the publication of UGC care-listed journals. As many as 11 departments host SAP, CAS, DST and DBT research projects amounting to Rs 1064 lakhs while 105 government sponsored individual research projects valued at Rs 2403.5 lakhs and 5 projects funded by non-governmental sources amounting to Rs 29.41 lakhs evince the major thrust the varsity places on research activities. The number of faculty members who have received prestigious research fellowships like Fulbright, UGC-Raman etc. in the last five years is 11 while 29 faculty members have been awarded the status of international visiting professor and national visiting fellows during this period. 241 students across all departments and centres have received JRF and SRF scholarships. The university has a state-of-the art Central Instrumentation Centre equipped with hi-fidelity gadgets, a well maintained Animal House and a unique Tribal Museum which caters to zoological and ethnological research. A centrally organized system of plagiarism check ensures originality in research. An average of 9 journal publications and 2 books/book chapters per faculty with citation index of more than 2000 and h-index of .1 show how uncompromising we are when it comes to quality of research. The faculty have clinched 4 patents in this period and have fetched a revenue of Rs 18 lakhs through consultancy. The NSS wing comprising on an average 50 students per department is engaged in outreach activities like blood-donation camps, swachh bharat programme, women's and children's health and hygiene awareness and financial small savings awareness camps in the neighbouring villages. The English department in collaboration with a French team has engaged in cultural and livelihood rehabilitation of poor people in adivasi villages. Several departments have cemented links with corporate sectors and have established academic collaborations with Poland, China and Bangladesh.

Infrastructure and Learning Resources

The university has a total number of 82 classrooms, of which 74 are ICT enabled. This is supplemented by 13 smart and virtual classrooms used for delivering live online lectures. Besides there are 109 state-of-the-art laboratories including computer and language labs and a fully automated RFID based digital central library. This infrastructure is built and maintained through an allocation which is 25 percent of the total varsity budget. The central library has a special collection on Pandit Iswarchandra Vidyasagar and 3700 rare books and CDs collected through contributions made by several dignitaries. Substantial number of e-books and journals (both print and online) make this library the most resourceful knowledge hub in this part of the state. An annual average expenditure of Rs 39.12 lakhs is spent on books and journals. An average number of 17.25 percent of students and teachers access the library in person everyday while sixty percent of them visit the library resources through remote access facility. The faculty members across disciplines design audio-visual lectures for use in smart classrooms. These lectures are uploaded as e-resources through Learning Management System (LMS). Many teachers use their expertise to design online courses for SWAYAM and MOOC platforms. The varsity has two well-equipped gymnasiums, one each for boys and girls, and adequate facilities for outdoor and indoor games. Two playgrounds host national and inter-college sports and competitions and a well-equipped yoga centre caters to the needs of the students and teachers. A high speed 1 GBPS internet facility equipped with 20 servers, 2 data centres and wi-fi connect the entire campus. The students and stakeholders are connected by exclusive mobile Apps like *Chatrabandhu* and IP telephonic system. A good media lab facilitates creation of audio-visual advertising and learning materials. All this is built and maintained by an average allocation of 67 percent of the total financial budget. The Distance Education wing too spends a substantial amount of Rs 420 lakhs exclusively on its infrastructure development apart from another Rs 230 lakhs for the

development of remote learning materials.

Student Support and Progression

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Governance, Leadership and Management

Vidyasagar University established by an Act of 1981, is an affiliating university, located in PaschimMedinipur district of southern West Bengal, India with the motto: *Education, Knowledge, Progress*. It blends the ethnic, socio-cultural, geographical requisites of the region (situated in the backward 'jungle mahal' area) with the mainstream education. Besides University, Post-Graduate studies are conducted in 22 of 54 of the affiliated colleges and in 3 Autonomous Colleges. The University practices the ideal of decentralisation and participative management through LMS (Leave Management System) for all the employees, which ensures the *decentralisation* compared to previous one. The University implemented a strategic plan in terms of monetary transactions mainly in a digital way to promote cashless transaction as far as practicable through ECS. The Organogram of power and responsibilities of the University can be understood following West Bengal Act XXXVII of 1979 and Vidyasagar University Statute. E-governance has been implemented in all the areas of operation. The University has also implemented digital way to promote cashless transaction through ECS. The University examination system has successfully implemented the Coding and Decoding System of Answer-Scripts, which is evident in the Minutes of different policy-making bodies. The University has adopted a number of welfare measures like Medical Facilities, Stress Management Centre, Transport Facility etc. for all the staff. The University provides financial support to teachers for attending conferences/workshops and organises professional development/administrative training programmes. Each year, teachers participate in various professional development Programmes. The varsity has established a thorough performance appraisal system a very thorough mechanism for internal and external audit.

The varsity has University regularly receives funds/grants from non-government bodies, individuals and philanthropers. The varsity pursues an effective resource mobilization policy. The IQAC has initiated online feedback system, No-vehicle Day, No-AC Day in the University. The IQAC has also initiated reforms like a) introduction of multidisciplinary classes and b) audio-visual mode of instruction. IQAC initiates :a) regular meeting; b) timely submission of AQAR; c) Feedback collected, analyzed and used; d) Academic Administrative Audit and e) Participation in NIRF. The University maintains quality enhancement initiatives incrementally through all the cycles.

Institutional Values and Best Practices

The UGC-recognized Centre for Women's Studies regularly organizes workshops, seminars, legal-literacy camps, training in self-defence, awareness programmes, lectures, children's education camps, natural-calamity relief camps, celebration of International Women's Day and Winter Schools. The Centre has also started M.Phil and Ph.D Programmes. Gender-sensitizing and provision of all government recommended regulations including VISHAKHA Guidelines, for which cells (including online Grievance Redressal Cell) have been functioning consistently. There is a Stress Management Centre that digs deep into psychological problems (if any) of the students. Seven PWD-friendly amenities are available, including appropriate restrooms and low counters in the library. Six green practices, and six characteristics of a green campus, including picturesque landscaping and extensive plantation of saplings for continuous forestation and ornamental foliage. Green, Energy and Environment Audits are conducted regularly. The NSS engages in intra- and extra-campus activities. Code of Conduct for different stakeholders is operational. The Core Values are displayed on the website for general viewing and information. Awareness of obligations to the Constitution of India is generated in various ways including day-to-day interactions and academic symposia. Consistent sensitization on universal values including peace, brotherhood and service to mankind are undertaken to promote national integration, communal harmony and social cohesion. National festivals are enthusiastically observed by all stakeholders under the aegis of the NSS. Complete transparency is maintained in the financial, academic, administrative and allied functions.

The best practices include Grievance Redressal mechanism, availability of all updated information to all stakeholders including applicants for service and the various courses offered by the University, provision of RTI in terms of government rules, meetings of all statutory bodies being held as per the statutory provisions, transparency and observance of norms for all procurements (purchasing activities include obligations for proper transaction documentation, fiscal responsibility, ethical behaviour, adherence to federal and state government regulations, and compliance with university by-laws and policies) and transparent evaluation and punctual publication of results.

A Smart Campus, largely funded by RUSA and Mobile App for students (*Chhatrabandhu*), are indicative of technology oriented progress.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	VIDYASAGAR UNIVERSITY
Address	Vidyasagar University Dist. Paschim Medinipur
City	MIDNAPORE
State	West Bengal
Pin	721102
Website	www.vidyasagar.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Sibaji Pratim Basu	03222-275329	9830018285	03222-275297	vcconfidential@mail.vidyasagar.ac.in
IQAC / CIQA coordinator	Prakash Chandra Dhara	03222-298238	9433226695	03222-275197	prakashcdhara@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	24-06-1981
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	01-03-1990	View Document
12B of UGC	01-09-2019	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	Vidyasagar University Dist. Paschim Medinipur	Semi-urban	138.78	70082.61	UG, PG, M. Phil, Ph. D, PG Diploma, Diploma, Certificate courses		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	3	0	3
Education/Teachers Training	5	0	5
Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences	4	0	4
General	56	0	56

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	68
Colleges Under 2(f)	48
Colleges Under 2(f) and 12B	37
NAAC Accredited Colleges	27
Colleges with Potential for Excellence(UGC)	4
Autonomous Colleges	3
Colleges with Postgraduate Departments	22
Colleges with Research Departments	4
University Recognized Research Institutes/Centers	8

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>105320_4464_1_1579164985.PDF</td> </tr> <tr> <td>DEB-UGC</td> <td>105320_4464_21_1580735729.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	105320_4464_1_1579164985.PDF	DEB-UGC	105320_4464_21_1580735729.pdf	
SRA program	Document						
AICTE	105320_4464_1_1579164985.PDF						
DEB-UGC	105320_4464_21_1580735729.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	18				31				113			
Recruited	11	1	0	12	19	3	0	22	78	26	0	104
Yet to Recruit	6				9				9			
On Contract	0	0	0	0	0	0	0	0	10	7	0	17

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				139
Recruited	100	15	0	115
Yet to Recruit				24
On Contract	13	1	0	14

Technical Staff				
	Male	Female	Others	Total
Sanctioned				24
Recruited	21	1	0	22
Yet to Recruit				2
On Contract	12	2	0	14

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.	2	0	0	0	0	0	0	0	0	2
Ph.D.	42	3	0	6	5	0	41	6	0	103
M.Phil.	0	0	0	1	1	0	3	1	0	6
PG	0	0	0	2	2	0	25	14	0	43

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	9	5	0	14

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	History	Vidyasagar Chair	Govt. of West Bengal

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
Pre Doctoral (M.Phil)	Male	152	0	0	0	152
	Female	99	0	0	0	99
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Post Doctoral (D.Sc , D.Litt , LLD)	Male	3	0	0	0	3
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	109	0	0	0	109
	Female	36	0	0	0	36
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	1796	12	0	0	1808
	Female	1624	3	0	0	1627
	Others	0	0	0	0	0
UG	Male	16	0	0	0	16
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	15

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	3	0	0	0	3
Female	12	0	0	0	12
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	Three Star	67.95	NAAC Accreditation Result 2002.pdf
Cycle 2	Accreditation	B	2.81	NAAC Accreditation Result 2009.pdf
Cycle 3	Accreditation	B	2.86	NAAC Accreditation Result 2014.pdf

Provide the Following Students Details

Total Number of Students in Distance Learning	5853
Total Number of General Students in Institution	3708

NAAC

Extended Profile

1 Program

1.1

Number of Programmes offered year-wise for last five years.

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

1.2

Number of departments offering academic programmes.

Response: 27

1.3

Number of Programmes offered by DDE year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	13	13	14	14

2 Students

2.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1869	1855	1851	1783	1700

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1524	1544	1634	1540	1623

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
1513	1539	1617	1530	1611

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

2018-19	2017-18	2016-17	2015-16	2014-15
39	41	19	48	70

2.5***Total Number of learners in DDE year wise over the last five years.***

2018-19	2017-18	2016-17	2015-16	2014-15
1825	5483	5552	7782	9181

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

2018-19	2017-18	2016-17	2015-16	2014-15
1138	1073	1062	973	919

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

2018-19	2017-18	2016-17	2015-16	2014-15
154	144	144	154	152

3.3***Number of full time teachers and other academics in DDE year-wise during the last five years***

2018-19	2017-18	2016-17	2015-16	2014-15
35	9	9	9	7

3.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
179	178	178	178	178

4 Institution**4.1**

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

2018-19	2017-18	2016-17	2015-16	2014-15
13890	12718	11264	12550	10868

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1076	910	805	682	643

4.3

Total number of classrooms and seminar halls in conventional departments.

Response: 82

4.4

Total number of rooms and seminar halls at DDE

Response: 23

4.5

Total number of computers in the campus for academic purpose**Response: 1366****4.6****Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
1105.12	1212.63	1041.25	951.32	901.83

4.7***Total expenditure of the DDE excluding salary year - wise for five years (INR in Lakhs).***

2018-19	2017-18	2016-17	2015-16	2014-15
394.90	347.51	554.82	296.99	472.78

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Vidyasagar University was established in the then left-extremist affected area of Midnapore with the motto to uplift its socio-economic condition by empowering the denizens through higher education. Located predominantly in the rural heartland of Bengal, the varsity also aimed at a holistic evolution of all its inmates by connecting the country to the city and to the world at large. The curriculum developed in every discipline has focused on the local ethnicity, diversity, socio-political issues and needs. The aims of the curricula developments are to generate competence among the learners (different ethnic groups and even first generation learners) so that they can compete equally in the national and international arena. Every curriculum has been developed with learning objectives that include specific targets for the overall academic development of the learners. The curricula led to offering programmes including specific outcome of every course and every module in a manner that the knowledge base can be interdependently shared among the faculties of the sciences, the arts and commerce in consonance with the UGC guidelines. The carefully designed curricula have led to the overall progress of the academic members, a majority of whom belong to socio-economically disadvantaged sections. This eventually resulted in the overall improvement in the quality of life, thereby empowering reformation in societal beliefs and customs.

File Description	Document
Any Additional information	View 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: 53.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
99	26	63	10	8

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

2018-19	2017-18	2016-17	2015-16	2014-15
99	77	77	70	61

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of Programme syllabus revision in last 5 years (Data Template)	View Document

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

Response: 11.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
121	118	118	117	117

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship (Data Template)	View Document
Link for additional information	View Document

1.1.4 Percentage of the Programmes on offer by DDE have incorporated electronic media and other digital components in their curriculum over the last five years

Response: 100

1.1.4.1 Total number of the Programmes on offer by DDE have incorporated electronic media and other

digital components in their curriculum over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	13	13	14	14

File Description	Document
Details of Programmes incorporating electronic media and other digital components offered by DDE year wise over the last five years	View Document
As per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new courses introduced of the total number of courses across all Programmes offered during the last five years****Response:** 37.79**1.2.1.1 How many new courses were introduced within the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
156	7	184	52	7

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format (Data Template)	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (current year data)**Response:** 81.82**1.2.2.1 Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 27

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

In the process of curriculum development in every discipline, particular emphasis is laid on developing learners' sensitivity towards social ills like gender discrimination, intolerance, harmful lifestyles and practices. Priority is placed on both the psychological and physical development of the learners. At the same time, environment, its protection and sustainability and aspects regarding environmental regulations and ethics are given central importance. Besides, human values and professional ethics for meeting the everyday challenges in life are also incorporated. Overall efforts have been made to groom future professionals in skills that are well connected with human values and posthuman ethics. To broaden this continuous learning process, students are encouraged to opt for the Choice Based Credit Systems (CBCS) which are interdisciplinary in nature.

A number of multidisciplinary centres conducting integrated M. Phil- Ph.D and separate Ph. D programmes have further widened the scope of interdisciplinary studies and research regarding gender, human values, ethics and overall inculcation of knowledge. Moreover, a specialized yet interdisciplinary research centre on Environmental Studies, including environmental history, environmental health and management, environmental laws, ethics and regulations has been set up.

Another prominent initiative has been made through the establishment of the Centre for Advasi Studies. Its curriculum development includes life aspects, life styles, literature, medicinal practices and interaction of adivasi people with the environment.

The Centre for Women's Studies addresses major issues like gender equality, women empowerment, sexual harassment, womens' laws, management, employment opportunity of the vulnerable classes and other life aspects.

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 imparting transferable and life skills offered during the last five years

Response: 5

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

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

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

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

Response: 0.06

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

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

File Description	Document
List of students enrolled (Data Template)	View Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships (current year data)

Response: 62.07

1.3.4.1 *Number of students undertaking field projects or internships*

Response: 1160

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

1.4 Feedback System

1.4.1 *Feedback for design and review of curriculum Mechanism is in place for obtaining structured feedback on curricula / syllabi from various stakeholders 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents, for design and review of syllabus - Semester - wise / year - wise*

Response: D. Any 1 of the above

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document
URL of Data collection instruments	View Document

1.4.2 *Feedback processes of the institution may be classified as follows: A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected*

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Other Upload Files

1	View Document
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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	13	11	11	08

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for any additional information	View Document

2.1.2 Demand Ratio (Average of last five years)

Response: 5.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
2387	2210	2106	1933	1843

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	View Document
Any additional information	View Document

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

Response: 81.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
778	795	698	572	494

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	View Document
Any additional information	View Document

2.1.4 Average percentage increase in the enrolment of learners in the DDE year wise over the last five years**Response:** 23.74**2.1.4.1 Number of learners freshly enrolled and re-registered year - wise for the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
2048	5876	6064	8331	9717

2.1.4.2 Total enrolment of DDE in the preceding academic year, year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5876	6064	8331	9717	8916

2.1.4.3 Number of increase / decrease in the enrolment of learners in the DDE year - wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3828	188	2267	1386	801

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

2.2 Catering to Student Diversity

2.2.1 *The institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow learners*

Response:

Each department of this university has the facility of assessing the level of the learner's abilities by taking a test at the entry-level of the course. The tests are envisaged keeping in mind the objective of finding out the knowledge that s/he brings to the classroom and his/ her power of analysis and reflection by psychometric methods. Two psychologists have been employed by the varsity to work together with the subject experts in the respective departments to do this assessment. The learners are then categorized into the advanced, slow, and middle order, so that lesson plans can be designed for the three kinds of students in a separate manner. The slow learners are provided with more intensive tutorial classes and assignments than the advanced ones till a time they become able to catch up with the rest. Classes arranged under the Merged scheme project ran till 2016 to offer remedial help to the learners. Classes were conducted to groom the students for competitive examinations and academic progress. Mentors spend more contact hours for learners who are academically weak and slow in learning. Intensive field-based projects and solo presentation methods are adopted to inspire learners who initially show resistance towards classroom-based lecture oriented teaching. Students are inspired to engage in aided group discussion activities in a graded manner. They are at first put in homogeneous units and then reshuffled into heterogeneous groups so that they can conveniently shed inhibitions and learn to accept independent responsibilities. This hones the learner's leadership qualities and at the same time turns them into more active participants. Inspiration also comes in the form of community services and outreach programs for both advanced level students and slow learners. Aided forms of digital methods are used in smart classroom situations to supplement field-based activities. Separate materials are used for different levels of learners after initial post-test streaming is conducted. In many of the disciplines, like MBA, BBA, Women Studies, Environmental Studies, and Adivasi Studies, resource persons from the industries, research institutes and communities take care to offer inductive orientation to the learners early in the first semester of their graduate programs. Laboratory-based courses are designed to offer special lab facilities to slow learners. Learners are exposed to ideal situations of learning through Skype and video conferencing facilities. They are connected to substantial teaching-learning situations by remote access to pedagogic situations in the country and abroad.

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

2.2.2 Student - Full time teacher ratio (current year data)**Response:** 24.08

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2.3 Percentage of persons with disability (PwD) students on rolls (current year data)**Response:** 0.65**2.2.3.1 Number of PwD students on rolls****Response:** 24

File Description	Document
List of students(PwD)	View Document
Institutional data in prescribed format (Data Template)	View Document
Any other document submitted to a Government agency giving this information	View Document
Any additional information	View Document

2.2.4 Average percentage of the enrolled learners at DDE who are employed over the last five years**Response:** 1.22**2.2.4.1 Number of employed learners enrolled at DDE year - wise over the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
27	71	59	76	116

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document

2.2.5 Average number of learners enrolled from special target groups namely: Persons with Disability, Transgender, Defence and Paramilitary forces, Prison inmates, etc. enrolled as learners in DDE over

the last five years

Response: 16

2.2.5.1 Number of learners from special target groups enrolled at DDE year - wise over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	29	8	9	23

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

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

Response:

The university, across all departments and centres, rely on learner-centered pedagogic methods. Most of the theory classes are audiovisual in nature and the teachers use interactive ppt. forms of presentation. The presentations are prepared keeping in mind the course and topic specific objectives and graphic texts for aided comprehension for students of heterogeneous nature. Worksheets are tailored for each class in advance and a quarter of every class is used for the learners to work on the questions based specifically on the day's teaching module. The teachers use two sets of interactive questions for each classroom session; one at the beginning of the class to understand the knowledge relevant to the subject that the learners bring to the classroom; and another towards the end of the class to understand the effectiveness with which the new skills and knowledge are imparted. The teacher uses pedagogic skill to revise his/her lesson plan according to the learners' initial responses to specific sets of questions so that the classroom situation can be used to the best of convenience for the learners. Laboratory based science classes are divided into small units for more effective participation of learners and monitoring by the teachers. Different departments also practice and promote interactive group discussions among students and scholars. Several departments like, Anthropology, Geography, Remote Sensing, Geology, Human Physiology, Santali and English conduct field survey as a part of their semester curriculum. Both English and Adivasi Studies explore the tribal heartlands to learn about the life and culture of the adivasi people. A component of the English department's curriculum is designed to familiarize the learners with cultural texts of the indigenous people. The learners become equipped with a good knowledge of the methodologies of field based learning before they enter a full-fledged research programme at the end of their postgraduate courses. The Department has constructed a digital archive titled , based on their findings from field survey of adivasi lifeworlds. A rich tribal museum in the campus provides students of Adivasi Studies, Anthropology, Santali, Sociology and Human Physiology with in house primary resources for study. A meteorological

park maintained within the campus by the Department of Mathematics provides hands-on experience to students of Environmental Science, Remote Sensing and Geography. Students of Life Sciences explore the campus flora and fauna and record their experiences in forms of campus encyclopedia. The Department of Botany has identified all the trees in the campus and have labeled them with scientific nomenclatures. The learners feel excited to discover the rich ecosystem existing in their own institution. This not only caters to experiential learning but also fosters a sense of intimacy and involvement with their learning situation. Learners extend outreach services like community health checkup and children's education to villagers under the National Service Scheme and under the central government's scheme of Unnat Bharat Abhiyan. They design projects to help their neighbors so that the university and its hinterland grow a sense of reciprocal familiarity between themselves.

File Description	Document
Link for Additional Information	View Document
Link for Additional Information	View Document

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 154

File Description	Document
Upload List of teachers (using ICT for teaching) based on Data Template	View Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues (current year data)

Response: 24.08

2.3.3.1 Number of mentors

Response: 154

File Description	Document
Upload year wise list of number of students, full time teachers and mentor/mentee ratio	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Development of Self - Learning Material (SLM) at DDE Process followed for development of Self - Learning Material by DDE

Response:

The Self Learning Materials (SLM) are exclusively prepared on the basis of the syllabus and in accordance with the guidelines of the UGC. The SLMs are assigned to competent subject experts in the relevant area of the subject. The SLM writers are recommended and approved by the respective subject committee (BOS) of the programme. The SLMs are sent to the Centre for Internal Quality Assessment (CIQA) of DDE. The SLMs are placed before a duly constituted editorial board for scrutiny and revisions if required. Finally, the SLMs are placed before the Advisory Committee of DDE. After the approval from the advisory committee the SLMs are circulated among the concerned learners in both digital (digital storage media like CD, DVDs, pen-drive *etc.* and online) and printed forms.

The whole procedure is conducted following the steps given below:

1. Subject Committee meeting is conducted in the respective subject. (The committee includes the Chairman, Subject in-charge of DDE, members from the department of regular mode and one or two external subject experts).
2. The Committee proposes names of SLM writers who are specialists in the respective fields of the relevant disciplines.
3. The assigned list of SLM writers is approved by the Competent Authority through CIQA.
4. Appointment letters are issued to the approved SLM writers for the concerned SLMs mentioning the submission deadline.
5. The SLMs received from the writers are sent to reviewers.
6. The SLMs are sent to writers for modification according to the reviewer's comments, if any.
7. The SLMs are finalized by a duly formed editorial board.
8. The SLMs are ready for both online and printed mode of delivery to the concerned learners

File Description	Document
Policy document on SLM	View Document
Any other relevant information	View Document

2.3.5 Average percentage of the learning material of the DDE is digitized and the SLMs uploaded on the website / Online Repository / e-content app / LMS for their availability to the learners over the last five

years

Response: 7.75

2.3.5.1 Number of learning material of the DDE digitized and the SLMs uploaded on the website / Online Repository / e-content app / LMS for their availability to the learners year - wise over the last five years

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

File Description	Document
Digital repository of SLMs at DDE	View Document
Data template in Section B	View Document

2.3.6 Mechanism to provide academic counselling support at DDE A mechanism is in place at DDE to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills

Response:

Personal Contact Programmes (PCP) are organized for the learners at regular intervals. The schedules are arranged separately for each programme. Usually the PCPs are scheduled in two or three phases. Practical PCPs, in case of laboratory based subjects, are arranged separately. The PCPs are held according to the academic calendar of the DDE, which is approved in CIQA. Proper Personal Contact Programmes are conducted according to the UGC guidelines.

How the learners are reached:

- Schedules are notified in the website
- The learners are also informed about the schedules of PCPs through structured sms services.
- Digital display of the schedules is circulated at vantage points in the campus.

How counsellors operate:

- The PCPs are conducted by both external experts and internal faculty members.
- The panel of counsellors is recommended by the Subject Committee and approved by the university's competent authority. The PCP schedule is sent to the approved counselors to ensure that they can attend the classes on time.

How the Office operates:

- The appointment letters are issued to the respective counsellors.
- Both traditional and smart classrooms are earmarked for DDE classes.
- ICT tools are provided for PCP classes.
- An official aide is assigned for each session to the learners as well as counsellors.
- For each Laboratory based subject one Laboratory assistant, one Laboratory Attendant and one group D staff are provided for smooth functioning of practical training of students.

File Description	Document
Schedules of different counselling activities	View Document
Any other relevant information	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:** 83.95

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years (Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 77.04**2.4.2.1 Number of full time teachers with Ph.D. year - wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
128	113	114	114	107

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years (Data Template)	View Document
Any Additional information	View Document

2.4.3 Teaching experience of full time teachers in number of years (current year data)

Response: 15.56

2.4.3.1 Total experience of full-time teachers

Response: 2396

File Description	Document
List of Teachers including their PAN, designation, dept and experience details (Data Template)	View Document
Any additional information	View Document

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

Response: 18.05

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	3	8	5	2

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 5.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	9	9	8

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained (Data Template)	View Document
Any additional information	View Document

2.4.6 Average percentage of the sanctioned posts occupied by full time teachers and other academics respectively at DDE over the last five years

Response: 7.73

File Description	Document
List of the faculty members authenticated by the Registrar of the University	View Document
Details of full time teachers and other academics As per Data Template	View Document

2.4.7 Percentage of empanelled Academic Counsellors at DDE having more than five years of teaching experience for the preceding academic year

Response: 98.92

2.4.7.1 Number of empanelled Academic Counsellors having more than five years of teaching experience for the preceding academic year.

Response: 549

2.4.7.2 Number of academic counsellors for the preceding academic year

Response: 555

File Description	Document
List of Academic Counsellors with details of total teaching experience for the preceding academic year	View Document
As per Data Template	View Document
Any other relevant information	View Document

2.5 Evaluation Process and Reforms

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

Response: 31.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
29	44	27	21	35

File Description	Document
List of Programmes and date of last semester and date of declaration of results (Data Template)	View Document
Any additional information	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: 2.78

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

2018-19	2017-18	2016-17	2015-16	2014-15
39	41	19	48	70

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document

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

Response: 44.02

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	22	9	18	24

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document

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

Response:

The office of the Controller of Examinations, Vidyasagar University strictly maintains standard operating guidelines for conducting, processing as well as publication of results. The detail procedure is described below-

- Pre-examination Process
- After recommendation of Board of Studies (conducted by Faculty Council for Under Graduate or Post Graduate), the Controller of Examinations issues confidential appointment letters to the respective faculty members (Internal and External) to set papers according to respective syllabus (semester wise, paper based).
- Once the sealed packets of question papers are received from the paper setter, the Controller of Examinations issues letters to the moderators as recommended by Board of Studies.
- Sealed Question papers are forwarded to the Chairman of Board of moderators on the day of meeting for moderation of questions.
- After moderation the final sealed question papers are handed over to the Controller of Examinations by the Chairman of Board of moderators.

- The questions are forwarded to the confidential press for necessary printing.
- The printed sealed question papers are kept in strong room which is secured by Electronically Secured Smart Door.
- On the other hand Controller of Examinations notifies the date of Examinations. Students of different departments enroll their names in prescribed format issued by the office of the Controller of Examinations.
- Students can download their Admit Cards from official website of Vidyasagar University.
- The office of the Controller of Examinations sent Examination Schedule; blank Answer Scripts with OMR Sheet, Additional Sheet, Date wise Attendance Sheet (i.e., Descriptive Roll), Envelopes, etc. to the Examination Centres by authorised officials of the department.

Day of Examination

- On the day of Examination, the Controller of Examinations ensures that all requisites are made available one hour prior to the Examination.
- A minimum of two invigilators per room is allotted by the Head of the Departments within the Examination hall with prior approval of the Controller of Examinations. Invigilators should sign on Register, Answer Scripts after proper checking of the documents.
- At the end of the Examination, the answer Scripts are collected and submitted to the office of the Controller of the Examinations.
- The sealed answer scripts are distributed after the confidential act of coding-decoding (to hide the identity of the candidate) to the respective examiners as recommended by Board of Studies from the office of the Controller of the Examinations.

Evaluation process

- For evaluation of Answer Scripts, standard period of fifteen to twenty days is allotted.
- The marks are entered on the OMR sheet pasted at the top of every answer sheet. The answer scripts are then verified by a scrutinizer specifically assigned for each paper by the Controller of Examinations.

Processing of result

- The marks are decoded using a software and processed for preparation of grade card constituting of SGPA and CGPA.
- The Grade cards and Tabulation Sheets are verified by Senior Tabulators of the office of the Controller of Examinations.
- For publication of results, the Controller of Examinations may conduct a meeting with the respective Faculty Council and forwarded to the Hon'ble Vice-Chancellor, Vidyasagar University for his kind approval.
- The Grade Cards are issued to the students from the office of the Controller of the Examinations.
- Certificates with security measures (Hologram) are prepared and distributed during the Convocation of the University every year.

Process during Post publication of Result

- The evaluated answer scripts along with marks are kept into the safe custody of the Controller of Examinations for further re-evaluation, self-inspection, RTI etc.

- Tabulation Sheets are generally stored in confidential custody for further verification.

Continuous Internal Assessment System

To ensure a more comprehensive and continuous evaluation, the University adheres to a precise and clear process of internal evaluation, which constitutes 40% of the marks allotted to a student from in-semester continuous assessment, with two class-tests per semester, which is made up of 20% from internal assessment and 80% from the end-semester Examinations.

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

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

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation (Data Template)	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.5.6 Formative Assessment procedures at DDE Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE

Response:

- Till the session 2017-18 the internal assessments were done in the form of a written test at the beginning of each term to assess the standard of the students, the marks of which, however, were not added/ reflected in the term end score sheet. However, these tests help the teachers to decide the procedures required to be adopted to upgrade the standards of the students.
- From the session 2018-19 the university has revised the course structure and marks distribution for each paper of every subject; 80 percent of total marks is allotted for term-end examination and 20 percent for internal assessment.
- Internal assessments are made either through viva-voce or through written tests during PCPs.
- The faculty members of different subjects conduct the vive voce or administer paper-wise written tests of the concerned learners of different subjects. The tests are conducted separately for learners

at the headquarter and for students enlisted in different centers affiliated to the Distance learning system of this university.

- After successful completion of the assessment the concerned teachers submit the paper wise award list to the controller of examinations, Vidyasagar University, in proper format and in sealed envelope for further processing.
- The marks of the internal assessment are processed by a team of tabulators of the university and are incorporated in the final tabulation sheet with the term-end marks for the preparation of the final result.
- The Directorate has already framed a policy for further revision of the evaluation process by incorporation of Home Assignment / project writing of substantial marks for each postgraduate learner as a part of continuous assessment.

File Description	Document
Policy documents on Evaluation Methodology of DDE	View Document
Any other relevant information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme outcomes, Programme specific outcomes and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students

Response:

All the courses designed across different disciplines aim at imparting a holistic notion of social responsibility and well-being among the students apart from augmenting their critical thinking abilities. The courses maintain a subtle balance in the opportunities they open up for grooming students for higher studies and research on the one hand and for competitive exams pertaining to professional courses and services on the other. The courses offered by Humanities and Social Sciences like that of English, Political Science, Sociology and Anthropology are intended to establish an effective and empirical connection between institutional space and local habitats both in terms of organic relations and psycho-social bonding. All the courses are designed in a manner that the students are equipped for the job market in different sectors like IT, Chemical and allied industries like pharmaceuticals, food products and other consumer products, research and development units of the state and private companies. Courses are designed with a view to imparting knowledge in cutting edge research practices in Molecular Biology, Microbiology, Ecology, Biophysics and Parasitology. Practice oriented courses in bee keeping and fishery make significant contribution to livelihood generation of marginalized people of junglemahal. The courses are also designed to prepare students who will contribute significantly to the sustenance and well-being of the earth and its denizens, who are threatened by hazards like global warming, climate change, depleting resources etc. Courses in Geography and Remote Sensing provide students hands on experience in techniques like Hyperspectral, LiDAR, Thermal and Microwave data capturing, processing, analysis and their applications in various fields of earth science, environment and agriculture, forestry and water resource management and urban planning. Students work in the coastal areas of Digha on weather

monitoring programmes and in tribal forests on soil erosion and depletion of forest resources. The students of Commerce and Business Management programmes are trained for different kinds of managerial and financial jobs, they are also trained for entrepreneurial ventures and are hired for Marketing and HR jobs across the country and abroad. In short, all the academic programmes and courses have a predominant thrust on practical problem solving, human and ecological development and holistic well-being.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View 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:

Each department of the university along with the Placement Cell keep track of the number of students who get placed in different positions at the end of their courses. These positions range from job placements to passage to higher education and research fellowships. Employability prospects of students pursuing value-added courses and other regular courses are calibrated by measuring the average ratio of programme specific participants and the number of recruitments of discipline-specific and non-specific jobs landed by students within a year of their final results. On an average 60 percent of students in Humanities and Social Sciences, 80 percent in Commerce and Management and 70 percent in Sciences get absorbed in public and private sector jobs. 30 percent of students get enrolled for research programmes in universities and research institutes in India and abroad.

The courses offered by Humanities and Social Sciences like that of English, Political Science, Sociology and Anthropology are intended to establish an effective and empirical connection between institutional space and local habitats both in terms of organic relations and psycho-social bonding. Students who pass courses in physical and natural sciences get absorbed in jobs in IT, Chemical and allied industries like pharmaceuticals, food products and other consumer products, research and development units of the state and private companies. Courses are designed with a view to imparting knowledge in cutting edge research practices in Molecular Biology, Microbiology, Ecology, Biophysics and Parasitology. Practice oriented courses in bee keeping and fishery make significant contribution to livelihood generation of marginalized people of junglemahal. Courses in Geography and Remote Sensing provide students hands on experience in techniques like Hyperspectral, LiDAR, Thermal, and Microwave data capturing, processing, analysis and their applications in various fields of earth science, environment and agriculture, forestry and water resource management and urban planning. Students work in the coastal areas of Digha on weather monitoring programmes and in tribal forests on soil erosion and depletion of forest resources. They are placed in IITs, governmental units and space research organisations. The students of Commerce and Business Management programmes are trained for different kinds of managerial and financial jobs, they are also trained for entrepreneurial ventures and are hired for Marketing and HR jobs across the country and abroad.

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

2.6.3 Average pass percentage of students (Current year data)

Response: 96.95

2.6.3.1 Total number of final year students who passed the university examination

Response: 1492

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

Response: 1539

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	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. (for conventional learners)

Response: 3.51

2.7.2 Online Learner Satisfaction Survey regarding teaching-learning process .(For Distance learners)

Response: 2.97

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response: Yes

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

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

Response: 4.39

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

2018-19	2017-18	2016-17	2015-16	2014-15
4.76052	4.34223	5.46321	3.71335	3.64733

File Description	Document
Minutes of the relevant bodies of the University	View Document
List of teachers receiving grant and details of grant received (Data Template)	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document
Links for additional information	View Document

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

Response: 5**3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year - wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	1	0	1

File Description	Document
List of teachers and their international fellowship details (Data Templates)	View Document
Any additional information	View Document
e-copies of the award letters of the teachers	View Document
Link for additional information	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled during the last five years**Response: 333****3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year - wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
94	83	46	43	67

File Description	Document
List of research fellows and their fellowship details (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum

3. *Central Fabrication facility*
 4. *Media laboratory/Business Lab/Studios*
 5. *Research/Statistical Databases*

Response: A. Any four facilities exist

File Description	Document
Upload the list of facilities provided by the university and their year of establishment (Data Template)	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 *Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by government agency (current year data)*

Response: 29.63

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

Response: 8

File Description	Document
List of departments and award details (Data Template)	View Document
e-version of departmental recognition award letters	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 28.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
11.25	1.24	7.6	6.3	2.02

File Description	Document
List of project and grant details (Data Template)	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 920.36

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

2018-19	2017-18	2016-17	2015-16	2014-15
28.012	44.777	83.626	209.978	553.969

File Description	Document
List of project and grant details (Data Template)	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 96

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	9	6	16	56

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

2018-19	2017-18	2016-17	2015-16	2014-15
154	144	144	154	152

File Description	Document
List of research projects and funding details (Data Template)	View Document
Paste Link for the funding agency website	View Document
Link for additional information	View Document

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

The University has created an appropriate ecosystem for Research and Innovation including incubation centre in the forms of recruiting & developing desirable human resource; taking initiative for creation & dissemination of knowledge and establishing state of the art infrastructure. It also has, through various initiatives of IQAC and other bodies, ensured human resource development of the faculties, encouraged research by providing appropriate research infrastructure through collaborative activities by establishing four research centres: i) Centre for Environmental study, (ii) Centre for Life Sciences, (iii) Centre for Adivasi study, (iv) Women study centre. It has also established an Incubation Centre to promote various skill and entrepreneurship among the trainees, even outside the boundaries of the University.

Entrepreneurship Development Cell (funded by UGC NSQF programme):

The University promotes entrepreneurial mindset through the community college centre funded by UGC NSQF programme. **It acts as incubation centre of university.** Under this centre, University offers the following certificate courses on regular basis since 2018.

1. Certificate Program in Entrepreneurship Development

The Certificate Program in Entrepreneurship Development has been designed as an experiential learning activity that enables students to do research for new products/service, ideas, business plan with projected financial statements, resource planning and implementation. Students get familiar with the characteristics

of successful entrepreneurs. The core course in Entrepreneurship Development equips students with skills and knowledge required to start and sustain their own business.

1. Certificate Course in Beekeeping and Management

The Certificate Course in Beekeeping and Management has been designed to investigate scientifically the diversity of pollen and nectar sources for apicultural practices in natural forest ecosystems elucidating the potentiality of the available resources in honey and pollen industry in the study area and to develop strategies for management of bee colonies round the year for income generation. It will also inculcate importance of Bee keeping and honey processing in relation to entrepreneurship development and to give a better knowledge to the students about various techniques of Bee keeping and honey processing and its marketing to make them self-sustainable.

1. Certificate Course on Dietetics

Certificate course on Dietetics offers a short term job oriented training programme to generate skilled manpower as Dieticians. After the successful completion of the course, the students may start their carrier as Dieticians in different governmental organization and NGOs at small towns and rural sectors. They can also begin their carrier as Nutritional Counsellor to develop awareness program in relation to health and nutrition in rural community.

File Description	Document
Link for additional information	View Document

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

Response: 15

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

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

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years (Data Template)	View Document
Link for additional information	View Document

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

Response: 0

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

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

File Description	Document
List of innovation and award details (Data Template)	View Document
e- copies of award letters	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0

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

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

File Description	Document
List of startups details like name of startup, nature, year of commencement etc (Data Template)	View Document
e- sanction order of the University for the start ups on campus	View Document

3.3.5 Workshops / seminars conducted by DDE on ODL practices

Response: 11

3.3.5.1 Total number of workshops / seminars conducted by DDE year - wise over the last five years on:

- *Self learning material development*
- *Learner Support services and academic counseling*
- *Intellectual Property Rights (IPR);*
- *Open Educational Resources (OERs);*
- *Massive Open Online Courses (MOOCs);*
- *Technology-Enabled Learning;*
- *Learning Management System;*
- *Development of e-content and*
- *Other innovative technologies*

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	2	1

File Description	Document
List of workshops/seminars over the last five years	View Document
As per Data Template	View Document
Report of the event/ link to the material developed	View Document
Link for additional information	View Document

3.3.6 Innovative content developed at DDE

Response: 3650

3.3.6.1 Number of innovative content developed at DDE in the form of e-modules / e-SLMs / MOOCs for :

- *NMEICT*
- *NPTEL*

- *SWAYAM*
- *e-PG Pathshala*
- *e-SLMs*
- *other MOOCs platform*
- *Institutional LMS*

2018-19	2017-18	2016-17	2015-16	2014-15
923	889	889	935	935

File Description	Document
List of the innovative contents over the last five years	View Document
As per Data Template	View Document

3.4 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: Yes

File Description	Document
List of Awardees and Award details (Data Template)	View Document
e- copies of the letters of awards	View Document

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

Response: 4

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	3

File Description	Document
List of patents and year it was awarded (Data Template)	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years**Response:** 3.93**3.4.4.1 How many Ph.D's are awarded within last five years??**

Response: 483

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

Response: 123

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

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 7.71**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
237	250	205	245	217

File Description	Document
List of research papers by title, author, department, name and year of publication (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.6 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 2.09

3.4.6.1 Total number of books and chapters in edited volumes / books published year - wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
48	53	84	55	73

File Description	Document
List books and chapters in edited volumes / books published (Data Templates)	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-

*index of the Institution***Response:** 0

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.9 Publications on Distance Education at DDE**Response:** 8.82**3.4.9.1 Number of books, chapters in books, articles and research papers in journals in the area of Distance Education published by teachers and other academics of DDE**

2018-19	2017-18	2016-17	2015-16	2014-15
23	20	20	18	12

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document
Web-link of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication	View Document

3.5 Consultancy**3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years (INR in Lakhs)

Response: 15.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
2.5	1.24	7.6	3.2	1.0

File Description	Document
List of consultants and revenue generated by them (Data Template)	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document
Link for additional information	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years (INR in Lakhs)

Response: 6.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
6.841	00	00	00	00

File Description	Document
List of teacher consultants and revenue generated by them (Data Template)	View Document
Link for additional information	View Document

Other Upload Files	
1	View Document

3.6 Extension Activities

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

Response:

Vidyasagar University is committed to serve for the causes of the neighbourhood community through various extension activities, which in turn, has a huge impact in sensitising students to social issues and holistic development. The University is situated in the rough terrain of Jungle Mahal – mainly a thickly forested region inhabited by a large number of tribal and other economically weaker sections of population. The varsity is engaged with the uplift of the neighbouring backward villages by adopting them and running various extension activities round the year.

For the above extension activities, the varsity has been duly acknowledged by the government and other appropriate agencies. Most of the above activities have been undertaken by the teams of National Service Scheme (NSS) and Unnat Bharat Abhiyan (UBA) of the varsity. These teams have organised several awareness programmes in our adopted villages on health, education, hygiene and cleanliness, importance of tree plantation and protecting environment etc. Blood donation, Thalassemia detection & Dengue prevention camps as well as anti-AIDS campaigns (through posters and processions in different parts of Midnapore town) were organised and financial literacy programme had been undertaken to spread awareness about various usages of modern banking system (including e-banking) among the backward region of Jungle Mahal.

Moreover, the students have imbibed the values of National Integration by participating in various camps organised nationally by the NSS in different corners of the country. They have also learnt the worth of maintaining green environment in the campus by making it smoking and plastic free and also by undertaking gardening through various units of NSS. The students were made aware of the importance of Yoga in day-to-day life through the programmes on World Yoga Day. The students are also sensitised about the ills of Ragging by an anti-Ragging cell. The mental health of the students is also taken care of by a Stress Management Centre.

Apart from these initiatives, a section of the faculties have also served as members of the Gazetteer Writing Committee of Purba Medinipur District – a scheme funded by the Government of West Bengal. It is a unique initiative which helps, although primarily the administrators, but also the general public to have a *holistic idea* of various aspects of life and infrastructure – from the status of education, livelihood, flora and fauna, market systems, health facilities, culture, tourism etc – of the district. Thus, the people are

empowered with knowledge and necessary information of their home district, which can be used variously for the need of the community as well for personal needs. Our faculties engaged some of our students for collecting enormous data for this project. This sensitised and made them aware about various institutions and traditions of the district. After successful completion of the District Gazetteer for Purba Medinipur District, presently the district administration of Paschim Medinipur, in which are varsity is situated, is also interested to engage the members of our faculty for Gazetteer writing for our district.

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

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 year (Data Template)	View Document
e-copy of the award letters	View Document
Any additional information	View Document
Link for additional information	View Document

3.6.3 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS / NCC / Red cross / YRC etc., during the last five years

Response: 61

3.6.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non - Government Organisations through NSS / NCC / Red cross / YRC etc., year - wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	12	15	12	14

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 1.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
23	86	22	85	75

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

3.7 Collaboration

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

Response: 0.6**3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year - wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc (Data Template)	View Document
Copies of collaboration	View Document
Any additional information	View Document
Link for additional information	View Document

3.7.2 Number of linkages with institutions / industries for internship, on - the - job training, project work, sharing of research facilities etc. during the last five years**Response:** 31**3.7.2.1 Number of linkages with institutions / industries for internship, on - the - job training, project work, sharing of research facilities, etc year - wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
9	9	4	3	6

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 6**3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year - wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	0	1	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national international importance other universities etc during the last five years (Data Template)	View Document
Any additional information	View Document
Link for additional information	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:

The state of the art smart campus comprises the following facilities:

- The University has well equipped 82 **classrooms** and 109 **laboratories** for the Teaching Learning process and research in Post graduate, M. Phil, Ph. D, higher research etc. Approximately **74** nos. of **class rooms/halls having ICT** facilities are regularly used for teaching learning.
- The University also has **13 Smart and virtual classrooms** for delivering class lectures and live online lectures.
- These classrooms are equipped with Smart Interactive Board, LCD Projector, LAN, WI-FI, Camera, Lecture Recording / capturing facilities and automatic upload to the cloud.
- Faculty members also conduct live lectures through University **e-classroom portal through "https://vidyasagar.webex.com/" and google platform.**
- The University campus is **fully Wi-Fi enabled** and all students effectively use WIFI from their smartphone, laptop and desktop and remain online and interactive with teachers online anytime anywhere.
- The faculty members use **Institutional Learning Management System server (LMS) - 'http://ccnet.vidyasagar.ac.in:8450/'** - of the University, which has been developed in-house under MOODLE platform for designing/launching courses and using it in T-L process for teaching and interaction with the students.
- University has a large number of e-Journals, e-Books and Database Subscriptions under the **fully automated RFID based Digital Central Library** which supports the T-L process.
- All the **laboratories are well-equipped** with modern equipment relevant to the courses of the concerned departments.
- Each department has its own **computer laboratories** having Servers, Desktop, Thin Clients, Printers, Projectors, Audio-visual aids apart from subject specific laboratories like Language Laboratory, Digital Laboratory, Microprocessor Lab., etc.
- University has a well-organized system of **Study tour** as extended part of class teaching.
- The University manages **tutorial/remedial classes** for the benefit of the students.
- The University **Computer Centre** offers Network Servers and high bandwidth Internet Connection (1 GB NKN) used by students to access learning contents, interact with teachers through wired and WI-FI network for the promotion of the T-L process.
- The University **USIC (University Science Instrumentation Centre)** has modern equipment centrally housed and used by all Students, Research Scholars and Faculty members for their day-to-day research activities.
- A **mobile app 'Chatrabandhu'** is used by students/teachers and the general public for receiving various information related to University.
- University has **Animal House and Biodiversity Museum** used for T-L process by the relevant departments.
- University has **ethno-medicinal garden, herbarium conservation system** used for T-L process in the relevant subjects.

- University has a **Bioinformatic Centre (BIF)** attached to the Dept. of Microbiology.
- The university has **Inter-disciplinary research** units like **Centre for Adivasi Studies and Museum, Women's Studies Centre, Centre for Environmental Studies, Centre for Life Sciences, Gandhian Studies Centre.**
- University has well-established centre for Skill Developments like **Centre for Continuing and Adult Education, National Skill Qualification Framework** (Community College Centre).
- Under the varsity **NSS scheme** students are engaged in different extension and outreach activities.

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

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

Response:

Facilities for sports:

1. Well-equipped Gymnasium (15mt. x 12mt. approx.) one each for both Boys and Girls. There is one instructor for Boys and one for Girls. An annual budget of Rs.2.10 Lakhs (approx.) is earmarked for the maintenance of the Gymnasiums.
2. Sports facilities for outdoor games and indoor games like

- (a)Football (Ground 115 mt. X 75 mt.)
- (b)Cricket (Ground66ft. X 9 ft.)
- (c)Basketball (Court 30mt. X 18mt.)
- (d)Table-Tennis (Board -4)
- (e)Badminton (Court 44 ft.X 20 ft.)
- (f)Carom (Board-5)
- (g)Kho-Kho, (Court 27 mt. X 16 mt.)
- (h)Volleyball (Court18mt. X 9 mt.)
- (i)Athlete (Track 400 mt.)
- (j)Kabaddi, Male (Court 13 mt. X 10 mt.)

(k)Kabaddi, Female (Court 12 mt. X 10 mt.)

(k)Yoga (There is a Yoga hall in the University)

(l)Chess (Boards-15)

1. There are two playgrounds for sports and athletics meets: a) Saheed Kshudiram Bose Krirangan (approximate area of 185 mt. X 100 mt.), b) another big ground near VC Bungalow. There is a fulltime caretaker for the playgrounds.
2. One Indoor Stadium.
3. Mr. Raju Mukherjee (Former Indian Test Cricket Player) & Mr. Sumit Mukherjee(Former Indian Football Captain) are the members of university Sports Board. Students are trained by these experts.
4. The players are provided with Tracksuit, T-shirts, lowers, travel T-shirts and Kit bags. There is a provision for free residential Coaching camps and TA/DA for the players for participating in state and national events.
5. Winners are felicitated with mementos/medals/certificates.
6. University provides various sports bodies, including its affiliated colleges, with its own stadium for organizing their sports events on a minimum hiring basis.

Facilities for Cultural Activities:

1. One Open Air Theatre (Kholā Hawa) with a big stage (1573 sq. feet approx.) for various social gatherings like celebration of students' festival , annual function and other cultural activities.
2. Two auditoriums namely, Vivekananda Sabha Griha (seating capacity 750 approx.) and a well-equipped one, B.C. Mukherjee Hall (seating capacity 150 approx.) are given for various state and national level cultural activities.
3. Students who are selected to represent university at state, national and international level competitions are financially supported by the University.
4. Students are motivated to participate and demonstrate their talents on special occasions like Republic Day, Independence Day, Gandhi Jayanti, Swami Vivekananda Jayanti , Rabindra Jayanti etc.
5. Participants of the cultural activities are supported in the form of training by choreographers, and by provisions of dress, transportation etc.
6. Vidyasagar University cultural team chosen through selection trial for participation in the 34th East Zone Inter varsity Youth Festival 2018-2019 organised by Mithila University, Darbhanga, Bihar during December 16-18, 2018.
7. Vidyasagar University cultural team qualified for the 12th South Asian University Youth Festival (SAUFEST) 2018-19 in the Folk Orchestra and Light Vocal events which were organized by Pandit Rabi Sankar Sukla University, Raipur (India) during February 22-26, 2019.

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

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc. (current year data)**Response:** 90.24**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

2018-19	2017-18	2016-17	2015-16	2014-15
74	72	55	36	33

File Description**Document**

Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)

[View Document](#)

Upload any additional information

[View Document](#)

Paste link for additional information

[View Document](#)**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years (INR in Lakhs)****Response:** 80.76**4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year - wise during the last five years (INR in lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
1789.57	1705.13	1683.13	1819.1	1835.46

File Description**Document**

Upload Details of budget allocation, excluding salary during the last five years (Data Template)

[View Document](#)

Upload any additional information

[View Document](#)**4.1.5 Average percentage of expenditure incurred for infrastructure augmentation of DDE (INR in Lakhs)****Response:** 97.78**4.1.5.1 Expenditure incurred for infrastructure augmentation against total expenditure excluding salary**

year - wise over the last five years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
381.48247	347.96118	544.30318	292.28093	465.04298

File Description	Document
Institutional data in prescribed format	View Document
Budget allocation for infrastructure of DDE	View Document
Audited utilization statements of DDE	View Document
Paste link for additional information	View Document

4.1.6 Average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities of DDE (INR in lakhs)

Response: 2.23

4.1.6.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
12.90541	10.64896	9.50391	4.70444	7.25874

File Description	Document
Budget and Statements of Expenditure of DDE(As per Data Template	View Document
Audited statements of accounts of DDE	View Document
Paste link for additional information	View Document

4.1.7 Academic counselling sessions held at DDE Regular conduct of academic counselling sessions (for theory and practical courses) at DDE during the preceding academic year

Response:

Directorate of Distance Education conducts Personal Contact Programmes (PCP) regarding regular academic counseling for theoretical and practical papers for each programme separately. The guidelines of UGC were followed to conduct the PCPs for all subjects. PCP's were organized to provide the students an

opportunity of interaction with leading experts in the subjects who provided counseling and advice regarding the topics of the syllabus of a course (Unit wise).

The PCP counselors are selected by the subject committee of the respective programme. The subject in-charge in consultation with Chairman of the subject committee proposed the PCP schedule and submitted it to the Director DDE. The schedule is placed to the Vice-Chancellor for its approval. The approved schedule is notified on the DDE website. In addition to that, the students are informed regarding the commencement of the programme through SMS well in advance. Appointment letters are issued to selected counselors from the DDE office and they are also contacted to inform the date and time of PCP. ICT facilities are provided to the counselors during the classes.

The schedule for practical PCPs for laboratory based subjects are prepared in the similar way as stated above. PCPs for Practical papers are conducted in DDE laboratories as well as in the laboratories of the regular departments of the University. Programmes are also arranged during winter / summer recess in different phases to cover all the topics of practical syllabus. For conducting Practical PCPs the students are divided into small groups. Each group usually is comprised of 25 to 30 students of optimum practical training. The Practical training is given for 45 hours for practical paper of 100 marks. Further, the students are trained for conducting field studies wherever it is included in the syllabus. The students are trained for writing a field study report and they are required to submit it during the examination.

These programmes are scheduled after a substantial part of the syllabus has been covered. Each student is required to attend at least 60% of the PCP. Exemption may be sought on medical grounds alone supported by a valid certificate submitted before the end of the programme.

Programme wise enrolment in session 2018-2019

Name of Programme	Programme wise enrolment session	
M.A. in Bengali	351	
M.A. in English	116	
M.A. in History	160	
M.A. in Political Science	37	
M.A. in Sanskrit	202	
M.Com	356	
M. Sc. in Chemistry	167	
M. Sc. in Computer Science	6	
M. Sc. in Dietetics And Community Nutrition Management	87	
M. Sc. in Environmental Science	198	
M. Sc. in Physics	145	

File Description	Document
Upload any additional information	View Document
Records of Counselling sessions at DDE	View Document
Expenditure incurred on counselling sessions at DDE(As per Data Template)	View Document

4.2 Library as a Learning Resource

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

Response:

Library Resources and services have been automated through LIBRARY automation software “Koha” since 2018. Before that Library automation was done through “SOUL 1.0” since 2001 and was upgraded to “SOUL 2.0” in the year 2017. To provide the next level facilities to its users, RFID technology was introduced in the Central Library. Self check in /out kiosks with RFID reader and capacitive touch screen is connected with ILMS through SIP2 protocol. RFID technology also provides security through Electronic Article Surveillance (EAS) gates using EA security bit features on the TAGs.

The library patrons are familiar with the use of self-service kiosks installed at the Ground Floor of the Library to access OPAC and other library resources. Accession is provided through the Library Portal linked to the university website. Library portal provides access to a large number of e-resources including university subscribed electronic books. Full text electronic resources accessible through PCs/Laptops/other electronic gadgets connected to the Campus network, are available to the researchers and faculty members through Remote Access Facility (INFED)

- Name of the ILMS software (present) - Koha
- Nature of automation (fully or partially) : Fully Automated
- Version: 18.11.08.000
- Year of automation : 2001

The ICT infrastructure of university Library is used in the fields of education, research and e-governance. The library houses a mini data centre having 6 rack servers hosting more than 12 Virtual servers. Unified Storage is used to store the data generated from different systems. NAS storage is used to store the data of the CCTV surveillance system. Centre for Digital Resource Service unit with 24 nos of Thin Client computing devices are used by Students / Scholars / Faculty Members.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment**Response:**

The University library has a collection of 1,18,357 print books and 5098 bound volumes of journals and 826 Ph.D. theses in different subjects. A special collection of books on PanditIsvar Chandra Vidyasagar – the name after whom this university was established, a special collection of about 3700 books & CDs from different dignitaries, and about 3 hundred different committee Reports are some of the premier holdings of the library. The university library has purchased 695 eBooks from different publishers, like Oxford University Press, Cambridge University Press, World Scientific, Sage, Pearson, and McGraw Hill. Besides this, the university is subscribing to 102 print journals and some online databases and has access to 6900+ electronic journals (under eShodhSindhu). University also has access to World e-Book Library and South Asia Archive (SAA) provided through the National Digital Library (NDL) – an MHRD project.

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

4.2.3 Does the institution have the following:

1. e – journals
2. e-ShodhSindhu
3. Shodhganga membership
4. e-books
5. Databases

Response: A. Any 4 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View Document
Paste link for additional information	View Document

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

Response: 60

4.2.4.1 Annual expenditure for purchase of books and journals year - wise during the last five years

(INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
73.50	59.77	59.77	58.23	48.72

File Description	Document
Upload any additional information	View Document
Details of annual expenditure for purchase of books and journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Paste link for additional information	View Document

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

File Description	Document
Upload any additional information	View Document
Details of remote access to e-resources of the library (Data Template)	View Document
Paste link for additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students (current year data)**Response:** 12.56**4.2.6.1 Number of teachers and students using library per day over last one year**

Response: 254

File Description	Document
Upload any additional information	View Document
Details of library usage by teachers and students	View Document
Paste link for additional information	View Document

4.2.7 E-content is developed by teachers :

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

Response: B. Any 4 of the above

File Description	Document
Upload any additional information	View Document
Give links or upload document of e-content developed	View Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG) (Data Template)	View Document
Paste link for additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Vidyasagar University had taken initiatives to convert the existing campus into a smart campus since last 5 years with the state of the art ICT infrastructure, services and facilities as a part of it.

The university has approx. 20 servers, 2 data centres, 1209 nos. of Desktops, 178 Laptops, 194 thin clients, 300 IP Phones, 120 IPCCTV camera, Video conferencing equipments, Digital Notice Boards, All these campus-wide IT equipments are interconnected through State of the Art Campus wide Local Area Network and WI-FI with CISCO Switching components.

The Campus is WI-FI enabled and services are being provided to all stake holders at free of cost including all the students Hostel, academic and residential campus for effective communication and accessing information any time anywhere.

The Campus is connected through a 1 GBPS high speed NKN Internet connectivity providing Internet facilities 24X7X365 across the campus.

Approximately 13 smart and virtual classrooms with all the sophisticated Teaching tools and facilities. Out of the Total 92 classrooms, 57classrooms are ICT enabled. It conducts Online Live classes using University Virtual classrooms Portal 'eclassroom.vidyasagar.ac.in'

The University has a user friendly dynamic, interactive and up to date Website to facilitate information to all the stakeholders.

University has adopted Smart card based information, attendance & Leave/HR Management System for all faculty and staff.

University is using Smart Electronic controlled Door and signature verified access to strong room ,

Campus-wide State of the Art intelligent CCTV Surveillance System is deployed in a large scale through more than 125 cameras covering every area of the campus,

Exclusively deployed Mobiles Apps of the University students and other stakeholder for transmission of and access to information, register student grievances/feedback and information anytime anywhere.

It has Modern IP Telephonic system and MM Video conferencing, Digital Notice board across the campus displays the major and upcoming events, students information, notices to the public.

Online Student Services- Form fill up, admission, result, payment, learning, notices, class-routine etc. The University has already started the development and deployment of UMS Portal (MIS) and will go live from February, 2020.

The university has fully participated in NAD project and all academic documents are now uploaded in NAD.

Computer Centre is engaged in ICT Literacy Camp, Faculty development programme, training for the inhabitant of the adopted village. They are providing regular training and awareness programme for the University staff in various IT related activities and development.

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

4.3.2 Student - Computer ratio (current year data)

Response: 3:1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Paste link for additional information	View Document

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility, LCS (Data Templates)	View Document
Links of photographs	View Document
Paste link for additional information	View Document

4.3.5 Percentage of the rooms of the DDE are IT enabled as on date

Response: 100

4.3.5.1 Number of rooms with ICT facilities/Wi-Fi/LAN at DDE

Response: 23

File Description	Document
Upload any additional information	View Document
Photographs of infrastructure facilities at DDE (As per Data Template)	View Document
Paste link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years (INR in lakhs)

Response: 93.99

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

2018-19	2017-18	2016-17	2015-16	2014-15
1105.12	1212.6	1041.2	951.33	630.96

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities (Data Templates)	View Document
Audited statements of accounts	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:

The University has maintenance committee that oversees the maintenance of buildings, classrooms and laboratories.

- The maintenance committee is constituted of seven members and is chaired by the Dean of the Faculty of Science. The committee meets at regular intervals to take stock of the status of the physical infrastructure of the academic and support facilities. Policies are framed by the committee and revised time to time according to the changing requirements and effective actions that are taken. The executive members of the committee efficiently organize the workforce, maintaining duty files containing details about their individual floor-wise responsibilities, timings, leave etc. A Maintenance Officer, who is a member of the committee, is allotted the responsibility of monitoring maintenance work of each facility like laboratory, buildings, classrooms, sports complex etc. The maintenance officers conduct periodic checks to ensure the efficiency / working condition of the infrastructure.
- An in-house work force is employed to maintain hygiene, cleanliness and infrastructure on campus so as to provide a congenial learning environment. Classrooms, faculty and officer's rooms, seminar halls and laboratories, etc are cleaned and maintained regularly by house-keeping staff assigned for each floor. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. The green cover of the campus is well maintained by a full time gardening staff.
- Annual maintenance contracts (AMC) are signed with vendors after transparent category-wise floating of tenders. Optimum working condition of all properties/ equipment on the campus is ensured through these AMCs. Under the purview of the AMCs falls maintenance of the electrical substation developed for the power back up exclusively for the varsity, Air Conditioners, All IT infrastructure, CCTV cameras and Water Purifiers. Apart from contract workers, the university has trained in-house electricians and plumbers.
- Lab assistants under the supervision of the System administrator maintain the efficiency of the university computers and accessories.
- The campus maintenance is monitored through CCTVs placed in strategic places.

- Every department maintains a stock register for the available equipments.
- Proper inspection is done and verification of stock takes place at the end of every year.
- The civil and electrical work is adequately monitored and maintained by the engineering section headed by the University Engineer who is also a member of the maintenance committee.
- Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Administrative office.
- Pest control of library books and records is done every year by the maintenance department. Maintenance of the state-of-the art RFID system in the central library.
- The University Engineer and his team are involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house- keeping.
- The non-teaching staff are also trained in the maintenance of science and computer instruments.
- The Engineering office workers look after the maintenance of rest rooms, approach roads and neatness of the entire premises. Housekeeping services are regularly executed and monitored.

File Description	Document
Upload any additional information	View 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 Government during the last five years

Response: 55.45

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

2018-19	2017-18	2016-17	2015-16	2014-15
2158	2422	1962	2293	1153

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document
Paste link for additional information	View Document

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

Response: 6.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
224	203	235	217	352

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years (Data Template)	View Document
Paste link for additional information	View Document

5.1.3 Number of capability enhancement and development schemes

1. Guidance for competitive examinations
2. Career Counselling,
3. Soft skill development,
4. Remedial coaching,
5. Language lab,
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

Response: A. 7 or more of the above

File Description	Document
Upload any additional information	View Document
Details of capability enhancement and development schemes (Data Template)	View Document
Paste link for additional information	View Document
Link to Institutional website	View Document

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
1869	1855	1851	1783	1700

File Description	Document
Upload any additional information	View Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years (Data Template)	View Document
Paste link for additional information	View Document

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

Response:

Vidyasagar University has an active International Students Cell for catering the needs of international students who are willing to pursue higher education in the institute. The University always welcomes and encourages international students to opt for courses of the university. The university also supports the exchange programmes of the students with the Universities abroad. Presently few students from abroad are pursuing higher education in the University. Following is the composition of the Cell:

Members International Students Cell, Vidyasagar University

1. Professor Debasish Bandyopadhyay, Department of English – Chairman
2. Professor Sibaji Pratim Basu, Dean, Faculty of Arts and Commerce
3. Professor Subrata Kumar De, Dean, Faculty of Science
4. Dr. Jayanta Kishore Nandi, Registrar
5. Mr. ParthaSarathi Das, Programmer
6. Dr. TarunKantiMandal, Secretary, Council for Postgraduate Studies – Convenor

University has the guidelines to support the international students:

University provides the following support services to the international students:

1. The varsity provides all the relevant documents to the students, necessary to obtain a student-visa to study in India.
2. It arranges a hassle-free online admission for international students. The Registrar and PG Secretary take special care in this respect.
3. It allocates separate apartments for the foreign students.
4. The members of International Students' Cell keep close contact with the foreign students and provides every possible help in case of any special need.
5. The Dean of Students' Welfare (DSW) also makes arrangements of introduction of the international students to the local/Indian students and oversees the process of acculturation of these students with the University culture and coordination with the local students. The office of the DSW also looks after the health condition of foreign students and arranges monthly health check ups by the University Medical Officer.
6. The departments to which the foreign students are affiliated also look after these students by forming a peer team under the leadership of the HoDs.

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

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

Response: Yes

File Description	Document
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
Details of student grievances including sexual harassment and ragging cases (Data Template)	View Document
Paste link for additional information	View Document

5.1.7 Activities undertaken by DDE for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at DDE

Response:

The DDE publicizes its programmes by reaching to the target consumers through media, digital display, a documentary and a well-equipped mobile team, which visit remote places in order to make the nitty-gritties and prospects of the programmes known to potential learners. The team also arranges for on-the-spot counselling if required. The Directorate of Distance Education also offers pre-counselling services in its head quarter and affiliated centres before the beginning of the admission process.

The DDE has a well-structured call centre with dedicated phone numbers to attend to queries and grievances of potential and current consumers. The centre receives a large number of phone calls regarding admission in different programmes in the ODL mode. Students and parents inquire about the course outcome and employability of the courses. To meet their queries an experienced faculty joins the team in the call centre, especially prior to the admission dates. Apart from queries regarding suitability of admission made to the call centres, enquiries are also received through e-mails. Auto-reply modes for most frequently asked questions and personnel manned answering system are used for fast handling of queries.

File Description	Document
Upload any additional information	View Document
Relevant information on activities undertaken at DDE	View Document
Paste link for additional information	View Document

5.1.8 The status and process of online admission including payment of fees at DDE

Response:

The admission to the ODL programmes is managed through a centralized online system for enrollment to the courses at the Head Quarter (HQ) as well as at the affiliated study centers. The full proof online system ensures transparency in the process. The call centres handle all the admission related queries. In this process one can apply online for his/her desired subject according to eligibility and academic credentials. They can choose their nearest and convenient study centre or the head quarter as per availability of subject and seat displayed on the online admission portal. The applicants pay admission fees online and receive confirmation of their provisional admission. Thereafter, they are required to report to the Head quarter for verification of certificates and testimonials along with the printed copy of the confirmation slip generated online.

On verification if the papers are found correct the candidate's admission is confirmed, and if found incorrect his/her candidacy is rejected and the fees paid are refunded according to the varsity rules. The entire process is easy, convenient and time saving for the consumers.

File Description	Document
Online Admission and related activities at DDE	View Document
Paste link for additional information	View Document

5.1.9 Strategy followed by DDE for dispatch of study material to learners

Response:

DDE has an efficient dispatch system of study material to the learners.

We have the following three types of study materials dispatch system:-

1. Hard copy of the Self Learning Materials (SLM) provide to the learners
2. The online e-SLMs accessible with their online credentials in our portal

3. CD/DVD of the SLMs

We dispatch the hard copies to the Study centers according to the subject wise of Database of admitted students by sending messengers to the centres.

For the e- SLMs learners can login with their credentials issued at the time of admission at the specific web portal and can download the e-version of the study materials.

We also provide the soft copies of the SLMs in terms of CD/DVD to the learners admitted in Head Quarter and different Study Centers subject wise by the same dispatch system as followed during distribution of hard copies.

The learners also can collect print out or CD/DVD containing SLM from the office of the head quarter.

File Description	Document
Upload any additional information	View Document
Material dispatch related activities at DDE	View Document
Paste link for additional information	View Document

5.1.10 Modes employed by DDE to attend to learners' queries Enlist the approaches given below, used by the DDE to attend to learners' queries:

1. Automated interactive voice response system
2. Call centre
3. Online Help Desk
4. Social media
5. App based support
6. Chat Box
7. E-mail Support
8. Interactive radio counselling
9. Teleconferencing
10. Web-conferencing
11. Student Services Centre/ Inquiry Counter
12. Postal communication
13. Any other (please specify)

Response: A. Any 8 or more of the above

File Description	Document
Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, any other at DDE(As per Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.1.11 Average percentage of grievances received at DDE and redressed over the last five years

Response: 95.96

5.1.11.1 Number of grievances redressed at DDE year-wise over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	81	151	198	118

5.1.11.2 Number of grievances received at DDE year-wise over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	86	158	203	121

File Description	Document
As per Data Template	View Document
Any other relevant information	View Document
Web link to Grievance Redressal Mechanism Committee for learners at DDE	View Document
Link for any additional information	View Document

5.2 Student Progression

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

Response: 12.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
265	289	245	134	65

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document
Paste link for additional information	View Document

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

Response: 3.41

5.2.2.1 Number of outgoing students progressing to higher education

Response: 52

File Description	Document
Upload any additional information	View Document
Details of student progression to higher education (Data Template)	View Document
Paste link for additional information	View Document

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

Response: 19.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
295	220	70	24	17

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

2018-19	2017-18	2016-17	2015-16	2014-15
1365	812	388	155	98

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Paste link for additional information	View Document

5.2.4 Percentage of learners enrolled at DDE in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar

Response: 90.79

5.2.4.1 Number of newly enrolled learners submitted assignments at DDE in the preceding academic year

Response: 1657

5.2.4.2 Total number of newly enrolled learners at DDE in the preceding academic year

Response: 1825

File Description	Document
Web-link of assignments of programmes on offer at DDE(As per Data Template)	View Document
Upload any additional information	View Document
List of programmes on offer at DDE	View Document
Web-link to academic calendar of the DDE	View Document
Paste link for additional information	View Document

5.2.5 Percentage of learners enrolled at DDE in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination

Response: 64.38

5.2.5.1 Number of freshly enrolled learners passed of DDE in the preceding year

Response: 1175

5.2.5.2 Total number of freshly enrolled learners in term end examination of DDE in the preceding year

Response: 1825

File Description	Document
Upload any additional information	View Document
List of programmes on offered by DDE	View Document
List of learners (only freshly enrolled)who have passed term end examination of DDE(As per Data Template)	View Document
Web-link of examination schedule of DDE	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description	Document
Upload any additional information	View Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five year (Data Template)	View Document
e-copies of award letters and certificates	View Document
Paste link for additional information	View Document

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

Response:

There is a students' organization at the university level named *Vidyasagar University Students' Union*, with its office within the premises of the University. The Students' Union is committed to the values of mutual respect, cooperation, communication, community-service and leadership, with the purpose of promoting students' success through a variety of programs, activities, services, and facilities which, taken together, represent a well-considered plan for the development of the community in Vidyasagar University. Student Activities complement the University's academic-programs. It enhances the overall educational experiences of students through development of, exposure to, and participation in social, cultural, multicultural, intellectual, recreational, traditional, community-service, and campus-governance programs.

The Vidyasagar University postgraduate Students Union, elected by all postgraduate students, comprises members who are elected to the Executive Body of the Students' Union as per notification by the University authority.

The Executive body of the students Union comprises the following office bearers:

1. President
2. Vice President
3. General secretary
4. Assistant General Secretary
5. Literature and Magazine Secretary
6. Assistant Literature and Magazine Secretary
7. Cultural Secretary
8. Assistant Cultural Secretary
9. Games Secretary
10. Assistant game Secretary
11. Students Welfare Secretary
12. Assistant Students Welfare Secretary
13. Girls Common Room Secretary
14. Assistant Girls Common Room Secretary
15. Boys Common Room Secretary

16. Assistant Boys common Room Secretary
17. Treasurer
18. Auditor
19. Office Secretary

The General Secretary is responsible to the members of the Executive Body in particular and to the Students of the University in general for all activities of the Students' Union.

The General Secretary looks after all the functions of the Students' Union, and is jointly responsible with the Treasurer for maintenance of the funds of the Students' Union. The General Secretary places the Estimated Budget of the Students' Union to the University authority—the General Secretary cannot spend any amount without the approval of the Vice-Chancellor /Executive Council of the University.

The Students' Union engages in welfare-activities related to students' education, health, residence and extends help to the financially-disadvantaged students from the Students' Welfare Fund.

The Students' Union organizes the following events every year:

- Inter-Departmental cultural competitions
 - cultural functions
 - Different types of seminars in the University.
 - Football, cricket, volleyball, kho-kho, kabadi tournaments
 - Annual Sports of the University
 - Indoor games
 - Publishes the wall-magazine.
 - All the postgraduate-department Bulletins
 - Publishes Annual Magazine
 - Celebrates
- Republic Day (26th January)
 - Independence Day (15th August)
 - Netaji Subhas Chandra Bose's Birthday (23rd January)
 - Pandit Iswarchandra Vidyasagar's Birthday (26th September)
 - Dr. Sarvepally Radhakrishnan's Birthday (5th September—Teachers' Day)
 - Vivekananda's Birthday (12th January)
 - Rabindranath Tagore's Birthday (9th May)

The Students' Union deposes representatives to the V.U Sports Committee, Cultural Committee, Students' Welfare Committee and Hostel Committee.

: http://www.vidyasagar.ac.in/files/student/vusu/vusu_16_17.pdf

Vidyasagar University Students Union : <http://www.vidyasagar.ac.in/vusu/>

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

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

Response: 20.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	24	26	19	17

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year (Data Template)	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

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

Response:

Vidyasagar University Alumni Association (VUAA), registered under West Bengal Societies Registration Act, has been acting as a responsible stakeholder of the University by engaging in various academic activities and programmes of social relevance since its inception in 2008. The Association takes feedback from the alumni of the department and these feedbacks are used for the improvement of academic activities of the University. A brief account of those activities and programmes in the last five years (2014-19) is furnished below:

1. VUAA organized a one-day national seminar on “Role of university in societal development” on 11.02.2014.
2. VUAA has instituted a medal to be given to the topper in the postgraduate courses every year.

3. VUAA has organized programmes related to social welfare like

A) Health Check-up held on 10 October 2018;

B) Distribution of blankets to the poor held on 2 January 2019;

C) Awareness camp as a gesture of its social academic responsibility.

Under the umbrella of the parent body, the VUAA has its branches in most of the postgraduate departments in the University. Current students find the Alumni Association actively assisting them in times of need.

Website of VUAA: <http://www.vidyasagar.ac.in/alumni/>

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

5.4.2 Alumni contribution during the last five years (Amount in Rupees)

Response: D. 5 Lakhs - 20 Lakhs

File Description	Document
Upload any additional information	View Document
Alumni association audited statements (Data Template)	View Document
Paste link for additional information	View Document

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

Response: 60

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

2018-19	2017-18	2016-17	2015-16	2014-15
40	7	8	5	0

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years (Data Template)	View Document
Paste link for additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vidyasagar University was established by an Act of the West Bengal legislature which was notified in the on 24 June 1981. It is an affiliating university, located in Paschim Medinipur district of southern West Bengal, India. It offers a variety of courses at the undergraduate and post-graduate levels.

The university was founded with a mission to provide an answer to the education needs of the region. It blends the ethnic, socio-cultural, geographical requisites of the region with the mainstream education. The university logo with the motto *Education, Knowledge, Progress* embodies the mission.

This University is still in its youth but promising and flourishing one, which is being noticed by various rating agencies in recent times, most importantly the MHRD. Although it came into being 1981, its Post-Graduate departments started functioning from the session 1986-87. Originally started with 6 Post-Graduate departments, the university now conduct studies in 27 Post-Graduate departments. All these departments pursue teaching and research in the frontier areas of Science, Humanities and Social Science disciplines. The university is proud of the highly qualified and dedicated faculty members; very motivated students and research scholars; and adequate equipped supporting and administrative staff in order to absorb the potentials of modernization and globalization in the field of higher education.

Named after the famous 19th century pioneering social reformer, social activist, educationist and litterateur, Pandit Iswar Chandra Vidyasagar, who dedicated his life to the causes of vernacular education and uplift of women, Vidyasagar University, since its inception, has committed itself to the goal of teaching and learning in the higher education, ensuring quality education and providing research and extra-curricular activities in the best possible manner in order to spread the benefit of higher education in a location which is relatively backward but which has also a glorious history in the freedom struggle of India. Within the last 25 years of its existence, the university has registered its growth both qualitatively and quantitatively. Post-Graduate studies are conducted not only in university departments but also in about 22 of the affiliated colleges and in 3 Autonomous Colleges. The number of affiliated colleges is around 54 and the subjects offered in the undergraduate colleges cover both the traditional subjects and modern emerging subjects. There are a few professional colleges providing management and social work education are also within the fold of the university.

Although the university is still in its youth, it is providing opportunities to develop entrepreneurial schemes with the help of faculty members and other professionals in order to internationalise the benefits of changes in the field of higher education at a rapid pace. The congenial atmosphere prevalent in the university, the rapport which exists among the faculty, student, non teaching staff, and above all, its beautiful natural ambience make the university an ideal centre for teaching and research.

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

6.1.2 The institution practices decentralization and participative management

Response:

The University firmly believes in the ideal of decentralisation and participative management. Let us take one example. Recently, it has successfully launched LMS i.e. Leave Management System for all the employees – faculties, officers and Non-Teaching Staff. All the members of the University are now applying for leaves through the Leave Management System. It is a system, through which the members can apply for leaves and keep track of his/her leave accounts immediately. Thus, the LMS has become a tool for decentralisation, which provides each member of the staff – faculty, officers and non-teaching staff – with enough space for autonomy. On the other hand, it has lightened the burden of particular departments which were erstwhile entrusted with the responsibility of keeping all the records in paper. The new system of LMS is absolutely digital and paper-free, therefore, helps conserving nature (trees and plants used for making papers).

Before introducing the new system (i.e. LMS), our Hon'ble Vice- Chancellor invited all the members of the staff for the discussion about the pros and cons of the system and to seek opinion of all. After his introductory speech, an open and free discussion took place. Many members raised various questions and their points of view concerning to the system. The university administration took note of all the valid points/suggestions and after taking everything into consideration, the system was customised to cater the special needs of an academic institution for higher learning.

After about a month, when the members of the university staff started using the system and were facing some problem of adjustment with the new system, separate meetings for faculties, officers and office staff were convened to take into account the 'teething problems' of the new system. After this thorough exercise, the LMS was further fine-tuned to suit the needs of the staff as far as possible.

This salutary initiative stands for many things. **First**, it ensures the *decentralisation* of sanctioning leaves, which was erstwhile maintained in a centralised manner (by Vice Chancellor or Registrar), which is now dealt with by sectional/departmental heads. **Second**, it ensures *transparency*. **Third**, it ensures a bold step towards *modernisation*. **Fourth**, it was done in a manner which allowed everyone to vent out his/her views while initiating the LMS, which again ensure *participation* of the staff in a crucial decision of policy-making of the university. And also the employees themselves now can *modify* their leave account through online system. It is indeed a very apt initiative taken by the Hon'ble Vice-Chancellor, which has become an exemplary experiment towards *decentralisation and participative management*.

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

6.2 Strategy Development and Deployment

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

Response:

Digital Transfer of money

The University follows monetary transactions mainly in a digital way to promote cashless transaction as far as practicable through ECS. It is an electronic mode of payment / receipt for transactions that are repetitive and periodic in nature. ECS is used by University for making bulk payment of amounts towards party/vendor in connection with all recurring and non-recurring expenditures, salary, pension, honorarium for different activities of the academics etc., or for bulk collection of amounts towards various fees from the students of the University and affiliated colleges of the University. Essentially, ECS facilitates bulk transfer of money from one bank account to other bank accounts or vice versa.

The University collects the bank account particulars prior to participation in the online payment mode. The beneficiary account holders are required to give mandates to the university in the prescribed mandate format of the University to enable them to afford credit to their bank accounts through the online mode mechanism. After getting the duly filled-in mandate forms from the vendors, the university prepares a payment advice sheet where the banks details of all beneficiaries are mentioned. And the university submits the same to the Bank for payment to the vendors. The Bank pays the same through ECS mode.

Thus, through the above way (ECS) the University promotes the goal of Digital India, which ensures transparency and completely eradicates corruption. It also facilitates an environment-friendly practice, since the ECS is based on entirely paperless transaction.

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

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

Response:

According to Chapter III of the West Bengal Act XXXVII (Clause 16) of 1979,

16. The following shall be the authorities of the University:

(1) the Court

- (2) the Executive Council
- (3) the Faculty Councils for Post-graduate Studies
- (4) the Councils for Under-graduate Studies
- (5) the Boards of Studies
- (6) the Finance Committee
- (7) such other authorities as may be established under the Statutes.

We can understand the **Organogram** of the University through the sketch diagrams given below in the following link: <http://vidyasagar.ac.in/iqac/UniversityOrganogram.aspx>

According to West Bengal Act XXXVII of 1979, delegation of powers to subordinate authorities, officers of the University – the hierarchy of the Vidyasagar University is as follows given in the link below: <http://vidyasagar.ac.in/iqac/UniversityOrganogram.aspx>

The following posts in the University are also to be posts of officers of the University under clause (iv) of Section 7. The present officers of the University other than Vice Chancellor, the Registrar and the Finance officers are as follows:

1. Inspector of Colleges
2. Controller of Examinations
3. Deputy Registrar
4. Deputy Inspector of Colleges
5. Deputy Controller of Examinations
6. Development Officer
7. Accounts Officer
8. Audit Officer
9. Assistant Registrar
10. Assistant Controller of Examinations
11. Engineer
12. Deputy Librarian
13. Dean of Students' Welfare
14. Superintendent of the University Press
15. Medical Officer
16. Secretary , Faculty Council for Post-graduate Studies
17. Secretary , Council for Under-graduate Studies
18. Sports Officer

The **Statute 31** describes the distribution of academic powers and responsibilities.

- 1) There shall be a Board of Studies in every subject of Post-graduate teaching and of Undergraduate teaching.
- 2) A Board of Studies shall be attached to its respective Faculty Council for Post-graduate Studies or Council for Under-graduate Studies.
- 3) A Board of Studies in a Post-graduate subject shall consist of the following members:
- i. the Head of Department of the relevant subject who shall be the Chairman of the Board ;
 - ii. the Teachers of the University of the relevant subject in respect of which the Board is constituted ;
 - iii. experts in the relevant subject to be nominated by the Vice-Chancellor;
 - iv. the Dean of the relevant Faculty Council to which the Board is attached if he is not also the Head of the Department in the subject concerned.
- 4) a) Every Board of Studies attached to a Council for Undergraduate Studies shall consist of the following members :
- i. the Head of the Post-graduate Department in that subject who shall be the Chairman of the Board;
 - ii. one Associate Professor and one Assistant Professor of the same department nominated by the Vice-Chancellor;
 - iii. four teachers in that subject belonging to colleges affiliated to the University
 - iv. three experts in that subject to be nominated by the Vice-Chancellor.

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

6.2.3 Implementation of e-governance in areas of operation

1.Planning and Development

2.Administration

3.Finance and Accounts

4.Student Admission and Support

5.Examination

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc (Data Template)	View Document
Link for additional information	View Document

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

Response:

The University examination system had witnessed a sea-change, when the **coding and decoding system of answer-scripts** was introduced a) to ensure absolute anonymity of the examinees both at the post-graduate level and the entry examinations of PG/M.Phil./Ph.D.; and b) to modernise the evaluation system through OMR. The system came into being following the meeting of Examination Reform Committee, held on 01/11/2017. The Proceedings of the meeting is given below.

“Professor Ranjan Chakrabarti, Hon’ble vice Chancellor presided over the meeting.

Members Present:

1. Prof. Ranjan Chakrabarti, Hon’ble vice Chancellor & Chairman.
2. Professor Subrata Kumar De, Controller of Examinations (Over Tele-Conferencing)
3. Dr. Avijit Roychoudhury, Inspector of Colleges
4. Dr. Sukhen Som, Deputy Registrar
5. Shri Sunil Chandra Mallik, Director, Computer Centre
6. Shri Biplab Chakraborty, Information Scientist
7. Shri Partha Sarathi Das, Programmer
8. Shri Arindam Bhattacharya, System Analyst
9. Chinmoy Banerjee, Deputy Director, DDE, VU
10. Dr. Abdur Rahim, OSD, COE
11. Shri Soumya Chakraborti, Data Entry Operator, DDE, VU
12. Shri Debashis Sharma, Assistant Controller of Examination & the Convenor

The following resolutions were taken into consideration and recommended to the Executive Council (EC) for kind approval.

1. Discussed on the Coding and Decoding procedure of the answer scripts before the start of evaluation process. Resolved that the Coding and Decoding of answer scripts will be implemented

in the Post Graduate Examination, December 2017 from 1st Semester onwards. The procedure will be carried out with the manual perforation process with the inclusion of bar-codes. The Controller of Examinations is to place the requirement of bar codes to the Information Scientist by 10 November 2017. The Committee also agreed to provide to provide two manpower on daily wage basis for 2-5 days to carry out the perforation process, if required.

2. Discussed on the online admit card generation for the examination. The Committee felt that it becomes an absolute necessity to generate online admit card for the smooth conduct of examination and for the ease of the students of the University. Resolved that a technical expert committee comprising of Information Scientist, VU, Programmer, VU, and Shri Soumya Chakraborti, Data Entry Operator, DDE, VU will give technical support to the Controller of Examinations will place the design of Admit Card to the Technical Expert Committee latest by 3rd November 2017. The online Admit Card will be implemented from 1st Semester, PG examination, December 2017 onwards with an aim to make it fully functional at the University within a span of two years.”

The minutes of the above Committee was placed in the Eighth Executive Council meeting dated 06/11/2017 and was duly ratified.

The system of **coding and decoding system of answer-scripts** is running successful till date.

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

6.3 Faculty Empowerment Strategies

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

Response:

The University has adopted a number of welfare measures for the teaching and non-teaching staff. They are as follows:

1. **Medical facilities at subsidised rates for the faculty members, officers and staff on campus :**

- i) One dedicated medical unit with one qualified medical officer (M.B.B.S. & M.D.) and other supporting staff;
- ii) One Ambulance available in the University campus 24x7;

iii) Medicine for the common ailments;

iv) First-aid facility.

v) ECG

vi) U.S.G facility;

vii) Blood glucose measuring facility (for emergency purpose-C.B. S);

viii) Provision for Oxygen and facility of Pulse Oximeter (for emergency patients).

1. Stress Management and Mental Health Centre

- Equipped with 1 psychiatrist and 2 clinical psychologists
- Regular mentoring and counseling
- Holistic well-being of all employees of University
- Workshop on Mindfulness and Art Therapy

1. Special Transport Facility

- The University, apart from state bus facility, also provides with special buses in the evening between the campus and Midnapore town. It greatly helps especially the female teachers, who are engaged in research till late evening in the campus.
- The University also provides with car facilities for senior lady teachers
- Battery-driven three-wheeler cabs (Toto) ply within the campus for the faculties and staff.
- Shuttle car service between Campus and Midnapore Station

1. The University has a Cooperative Society for the staff members to provide the loan facility to the members in case of urgent needs.
2. Medical Insurance (Mediclaime) for the Employees
3. "Financial Welfare Measure" for contractual employees
4. Accommodation for employees at concessional rates
5. Multi-gym facility at concessional rates

Canteen terrace provided for social meets at concessional rates

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

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

Response: 21.98

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	34	34	40	42

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

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

Response: 0.2

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

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

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

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

Response: 12.4

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 the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
24	12	22	26	9

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Link for additional information	View Document

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

Response:

The Vidyasagar University follows the performance appraisal process of an employee in the following manner. The process starts after the evaluation made by the concerned Head of the Department, the Dean of the concerned faculties and also the competent authority of the University. The University also invites self-appraisal for promotion of employees. The self-appraisal is used in the performance appraisal process to encourage staff members to take responsibility for their own performance by assessing their own achievements or failures and promoting self-management of development goals.

The rating scale for Performance Planning and Review is made based on eleven activities namely General intelligence & keenness to learn, Initiative, Drive and Resourcefulness, Proficiency in Computer (Speed, Accuracy, Skills in handling Computer), Proficiency in correspondence and maintenance of records, Quality of Work, Promptness in disposal of work, Willingness to shoulder additional responsibility and put in extra efforts, Management of personnel, Punctuality in attendance, Amenability to discipline and Relations with fellow employees (willingness to co-operate and collaborate) having 0 to 10 marks for each activity.

Notification is issued inviting application and self-performance appraisal for promotion from the concerned officers of this University. After receiving the filled in self-appraisal along with applications, the same are sent to the appropriate committee for necessary verification as per G.O. No.228 Edn (U) dated 08.03.2001.

After verification, the matter is placed before the Standing Committee as per the rules and the recommendations of the Standing Committee is placed before the Executive Council for consideration.

In case of faculty members, the Self-appraisal along with application forms received from the teachers are sent to the University IQAC for screening of the application form and also for verification of documents. The concerned eligible teacher-applicant is to be present before the Selection Committee as per the G.O.

No.1197 (28) – Edn(U)/1U-41/11(Pt) dated 31.12.2012 for Assistant Professor (Stage – III) to Associate Professor and from Associate Professor to Professor. In some cases the report of IQAC is placed before the Screening Committee for consideration. The recommendation of the Selection Committee / Screening Committee is placed before the Hon’ble Vice-Chancellor for his approval. After that the promotion / placement letter is issued by the Registrar.

In case of Non- teaching Staff the notification is issued inviting applications and self-performance appraisal from Non-teaching Staff of this University for promotion. The filled in self-appraisal along with applications duly forwarded by the Head of the concerned Department with his/her note / recommendation / marks are screened as per the G.O. No.2426(6) – Edn.(U) dated 17.10.1985 and sent to the Establishment Committee for necessary verification and recommendation in this regard. The recommendations of the Establishment Committee are placed before the Executive Council for consideration. The decision of the Executive Council in this regard is communicated to the concerned staff(s) by the Registrar.

The performance appraisal report is also invited from heads of the departments and placed before the appropriate authority/appropriate bodies/Executive Council for consideration of employee’s confirmation of service, renewal of contract and also for enhancement of pay.

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

6.4 Financial Management and Resource Mobilization

6.4.1 *Institution conducts internal and external financial audits regularly*

Response:

The institute has a mechanism for internal and external audit followed by settling of audit objections. We have our own internal audit mechanism conducted by the Audit Officer of our university where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year. A team of Office of the Principal Accountant General, West Bengal as an external auditor does a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise an external audit is also carried out on an elaborate way on yearly basis. The institutional accounts are audited regularly by both Internal and external audits. So far there have been no major findings / objections. Minor errors/omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The institute regularly follows Internal & external financial audit system.

Internal Audit, Transaction Audit and Accounts Audit of the University are completed as given below:

Needless to say, all these documents are strictly confidential and cannot be given in the public domain. However, **such documents can be verified by the NAAC peer-team, if required, at the time of**

onsite visit.

Year	External Audit conducted by the CAG	Internal Audit conducted by Audit Officer of the University
2014-2015	Completed	Completed
2015-2016	Completed	Completed
2016-2017	Completed	Completed
2017-2018	Completed	Completed
2018-2019	NotCompleted	Completed

File Description	Document
Any additional information	View Document

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

Response: 14.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1.25	7.5	4.31	1.69

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years (Data Template)	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

Financial Planning

- **Budgeting – To prepare the Detailed Project Report (DPR)**

for every Project/Schemes of the Central Govt./State Govt./other

Funding Agencies, including Non-Govt. ones and also the

University.

Resource Allocation for optimal utilization of funds**Evaluation**

After proper allocation of resources for optimal utilization of funds,

evaluations are made after threadbare scrutiny and monitoring at

various levels.

- **Reviewing**
- **Reporting**

The University makes continuous efforts for mobilizing the resources of the University. Although the University is within the limits of governmental funding (e.g. the UGC, State Govt. or Central Govt. grants) the University is trying to mobilize resources going beyond these boundaries.

Some specific steps to increase the resources have been adopted by the University.

- Various fees from the affiliated colleges of the University
- Income from Interest on Fixed Deposit/ Savings
- Affiliation/ Registration fees of affiliated colleges
- Various fees levied on the postgraduate students and researchers of the university
- Income from Courses having Enhanced fees
- Sale of various types of Application Forms
- Income from Consultancy fees
- Income from overhead funds of different Projects
- Proceeds from sales of the publications of the Vidyasagar University Publication Division
- Proceeds from sales of various articles and stationery created by the University through the Varsity
- Proceeds from sale of cashew nuts grown in the campus
- Proceeds from sales of scraps
- Revenue earned from rents of banks, post-office, medicine shop etc.
- Revenue from House Rent from the staff quarters.

File Description	Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

1. The proposal for **online feedback** on teaching performances of the faculties by students has been adopted on 17/01/17. This system has ensured the maintenance of unanimity of the students and transparent since the responses can never be manipulated. The analysed responses are sent to the departments. Then it is thoroughly discussed in the Departmental Committee Meeting. The teachers take note of the assessment of performances and try hard to work on it. Thus this new initiative undertaken by the IQAC has significantly improved the performances of the teachers.

The IQAC has consistently taken initiatives to institutionalise various quality improvement measures in the University.

1. Two other crucial practices have also been institutionalised in the same meeting of IQAC (17/01/17). The two practices are the following:

A. **No-vehicle Day** (on every third Thursday in every month within the campus

B. **No-AC Day** (on every third Wednesday of every month).

These measures help maintaining the environmental balances and check emission of carbons and save fuel.

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

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

Response:

The following reviews and reforms have been initiated by the IQAC:

In February-March, 2016, the IQAC had conducted two surveys among students of various disciplines to know 1) whether they wanted to expand further the boundaries of their knowledge by imbibing multidisciplinary knowledge from other departments; and 2) whether they prefer audiovisual medium of instruction besides traditional mode.

Based on their responses, the IQAC had taken the following measures:

1. The IQAC felt that to develop multidisciplinary interest and knowledge among the students, the PG students should be encouraged to join the classes other than their own disciplines (4 Credit Points for Science subjects and 6 Credit Points for Arts and Commerce subjects). A resolution was passed in this direction on 22/04/2016 and sent to the Departments. Accordingly, all the academic departments started the **Extra Departmental classes** from the academic session (2016-17). This reform has been an instant hit since its inception and is being continued till date.
2. The IQAC has also taken a significant step in the above meeting (22/04/16) in introducing the **Smart and Virtual classrooms** to improve the quality of teaching and learning process. The University has developed 5 numbers of smart classrooms and 8 numbers of Virtual Classrooms with a recording studio and archiving facilities with most sophisticated ICT teaching tools deployed in each of the classrooms. Teachers are now regularly scheduling classes in these rooms to get benefits of these rooms and teach in a virtual environment.

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

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

Response: 7.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	12	8	2	4

File Description	Document
Number of quality initiatives by IQAC/ CIQA per year for promoting quality culture (Data Template)	View Document
Link for additional informaiton	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 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
Link for additional information	View Document
Paste web link of Annual reports of University	View Document

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

Response:

The university has taken incremental initiatives in the academic and administrative domains during second and third cycles. Detailed information can be found through the additional link.

Incremental Development: Cycle 2

(2009—2014)

Curricular Design and Transaction: 5 PG Courses, M.Phil. Courses and Semester system introduced; Women's Study Centre established.

Assessment: Internal Assessment system introduced.

Projects: SAP-DRS Phase I in 4 subjects and other Research Grants (several crores) received.

Revenue generated through consultancy: 01

Patent(s) generated: 01

Research Supervision (2009-14 year-wise): PhD Awarded: 243

New Collaborative Research Programmes: 4

Finance Automation: In Finance and PG admission

Community Services: Adopted 11 villages and awareness seminars organized

NSS renders the following services: Construction and repairing of roads; organized health, yoga camps etc.

- Faculty & Officers

Library Services: UGC Grant: Books & Journals; Web-OPAC on-campus facility

Digitization: Administrative Section: Admission, Examination, Finance

Civil Engineering Work: Construction of Sports Complex, Auditorium, Girls' Hostels

Technological Up-gradation: LAN facilities: Science Laboratories; Library, Computer Centre and DDE; Direct Optical Fibre Link; Wi-Fi LAN; UGC-INFONET; Kiosk at the DDE Examination: OMR introduced

Cultural Activities: First, Second and Third positions: East Zone Inter-Varsity Youth Festival; First and Second positions: National Inter-Varsity Youth Festival

Academic Achievements/Awards of Students: Best Poster Prizes in the National Symposium;

Research award/recognition: 03 International & 04 National

- : IBM, TCS, and other US Technology companies have come for campus recruitment

Lectures: Faculty Lecture started.

Vidyasagar Memorial Lecture by President of India

Faculty/Staff Development Programmes: 66 faculty competence and development, 01 Staff development programme, 05 Inter-departmental Co-operative Programme, 37 Community Extension Programmes; Staff training programme conducted by the University: 02; Winter School: 01

•

In National and International peer-reviewed journals: 1314; Books published 35; in e-journals 99; in Conference Proceedings: 86

Alumni Association

- Organized National Seminar: “Role of University in Societal Development”

Student feedback mechanism: implemented

Cycle 3

(2014-2019)

- Introduction of Fire-safety measures, UGC MERGE schemes, new lecture halls, syllabus up-gradation, self-financing, value added/career-oriented programmes, extensive use of ICT in teaching-learning, bar-coding of answer-scripts, UGC-SAP and Collaborations; research awards won, patent granted, NSS awards won, continuous outreach programmes run, automated admission, fee-collection, library facilities, Digital India introduced; women’s sensitization programmes conducted. International collaborations with China and Bangladesh, commencement of D.Sc and D.Litt programmes, Remote Access to Central Library for students (from home).
- Introduction of Integrated M.Phil and Ph.D. Programme in Life Science; analysis of students’ feedback, Wi-Fi campus, increase in ICT enabled classrooms, VISHAKHA Awareness programmes organized; 24 hours university ambulance service, intra-university vehicle for differently-abled persons, parents-teachers committees in all departments, eco-friendly laboratory-waste disposal system began.
- Implementation of smart campus, participation in NIRF ranking, introduction of CBCS syllabus in all subjects etc.
- Continuation of adoption of villages, online Leave Management System introduced, students’ satisfaction survey introduced, “no vehicle” and “no air-conditioner” days introduced etc.
- Special status conferred by Central Govt. (UGC, CSIR, DST etc.); Yoga and Meditation Centre; value-added certificate/diploma introduced; CBCS implemented, value-added courses like Freshwater carp culture, Bee keeping introduced etc.

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

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Initiatives for the empowerment of the marginalized and the weaker sections

Response: 31

7.1.1.1 Number of initiatives undertaken by the Institution year wise during the last five years for empowering the marginalized and the weaker sections, the disadvantaged: women, SC, ST, OBC, PwD, transgender, jail inmates, defence personnel, persons residing in rural and remote areas, backward and tribal areas.

2018-19	2017-18	2016-17	2015-16	2014-15
10	6	4	4	07

File Description	Document
Report(s) of the event(s)	View Document
Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc	View Document
List of initiatives undertaken by the Institution	View Document
As per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2 Gender sensitivity at work place Institution shows gender sensitivity in providing facilities such as:

1. *Safety and Security at the work place*
2. *Grievance redressal for sexual harassment at work place*
3. *Day care centre (Creche)*
4. *Provision for redressal for sexual harassment at work place*
5. *Any other*

Response:

The University attaches utmost importance to the issue of gender sensitivity. There are separate common rooms for the boys and the girls where they have their own respective private spaces. All the departments (academic as well as administrative) are under CCTV surveillance.

1. The University gives topmost priority to the issue of safety and security of the girls in particular. There are girls' hostels inside the campus. A lady superintendent remains in charge of the hostel.

Entry and exit in the girls' hostel is maintained with strictness. So is true in the case of boys' hostel. The university authority sees to it that no outsider gets an access to the inside of the hostels.

Ragging is strictly prohibited in the campus. There is an anti-ragging cell in the University that takes care of untoward incidents (if any) in the campus.

(b) The University has its own Internal Complaints Committee where the girls students and lady faculty members and staff can lodge their complaints if they face any situation in the which is considered as sexual etc.

(c)The Online Grievance Redressal System, an initiative taken by the Vidyasagar University, facilitates students / complainants to lodge his or her grievance, send reminder and view status on action taken with regard to their grievance(s). The basic aim of the portal is to ensure transparency in admissions, prevent unfair practices in this University or affiliated educational institutions and provide a mechanism for redressal of their grievances. The system also facilitates the university / affiliated colleges to search and browse grievances lodged against them and post action taken against the complaints on the portal as well as contact the complainant directly through e-mail, phone or by post.

(d)The teachers of the academic departments counsel students regarding gender sensitivity inside and outside the class. There is a Stress Management Centre that digs deep into psychological problems (if any) of the students.

File Description	Document
Minutes of the meeting of the Committee	View Document
Any additional information	View Document
Provide web-link to specific facilities provided for women as listed above	View Document
Provide web-link to notification of Committee of Prevention of Sexual Harassment at Workplace	View Document
Link for additional information	View Document

7.1.3 PwD friendly amenities PwD friendly amenities are available in the Institution

- 1.Lifts**
- 2.Ramps**
- 3.Rails**
- 4.Rest Rooms**
- 5.Scribes**
- 6.Braille sign boards**
- 7.Braille Software/facilities**
- 8.Audio books,**
- 9.Sign language facilities**

- 10.Accessible website**
11.Accessible study material
12.Any other similar facility (Specify)

Response: A. Any 7 or more of the above

File Description	Document
Minutes of relevant statutory bodies like Academic Council/ BoS meetings etc	View Document
List of amenities available in the institution for PwD	View Document
Any additional information	View Document
Access audit report, if available	View Document
Link to photos and videos of amenities for PwD	View Document

7.1.4 Green Practices Green practices are being implemented in the Institution over the last five years

- 1.Smoke free campus**
- 2.Plastic free campus**
- 3.Paperless office**
- 4.Rainwater harvesting**
- 5.Waste management**
- 6.Renewable energy initiatives**
- 7.Energy efficiency practices**
- 8.Any other**

Response: C. Any 3 – 4 of the above

File Description	Document
Photographs of green initiatives	View Document
Green audit report of the University	View Document
Audited reports of details of green initiatives and expenditure	View Document
As per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.5 Green Campus The institution has taken measures to set up a 'green campus' over the last five years

- 1.Landscaping of the campus**

2. *Maintenance of natural forest area*
3. *Planting of tress*
4. *Development of farms on campus*
5. *Planting of ornamental plants*
6. *Planting of potted flowering and foliage plants*
7. *Re-cycling of agro-waste into compost*
8. *Created rainwater harvesting trenches*
9. *Recycling of sewage water*
10. *Any other*

Response: B. Any 5 - 6 of the above

File Description	Document
Photographs of green campus	View Document
Audited reports of expenditure details of initiatives taken for a green campus	View Document
As per Data Template	View Document
Link for additional information	View Document

7.1.6 Quality audits on environment and energy *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: A. Any 4 or more of the above

File Description	Document
Reports on environment and energy audits	View Document
As per Data Template	View Document
Any additional information	View Document

7.1.7 Code of conduct for different stakeholders *Stakeholders code of conduct exists in the Institution*

1. *Teachers and other academics*
2. *Non-academic staff*
3. *LSC functionaries*
4. *Learners*

Response: A. All of the above

File Description	Document
Institution code of conduct for teachers and other academics	View Document
Institution code of conduct for non-academic staff	View Document
Institution code of conduct for LSC functionaries	View Document
Institution code of conduct for Learners	View Document
As per Data Template	View Document

7.1.8 Core values of the Institution displayed on its website

Response: Yes

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

7.1.9 Efforts for increasing consciousness about constitutional obligation

Response: 25

7.1.9.1 Institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens, Right to Information Act and other constitutional obligations amongst different stakeholders over the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	4	5	6	4

File Description	Document
Reports of activities	View Document
Photographs of activities organized to increase consciousness about national identities and symbols	View Document
As per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.10 Promotion of universal values and fundamental duties

Response: 44

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	18	8	4	2

File Description	Document
Reports of activities conducted for promotion of universal values	View Document
Photographs of activities	View Document
As per Data Template	View Document
Any additional information	View Document

7.1.11 Celebration of national festivals etc Efforts of the Institution in organizing national festivals and birth / death anniversaries of the great Indian personalities

Response:

Vidyasagar University organizes festivals of national importance like the Independence Day and the Republic Day with solemnity. All the stakeholders assemble at the fixed place in the morning of such festivals. The flag hoisting is done by the Hon'ble Vice-Chancellor of the University. And it is followed by the Vice-Chancellor's address on the significance of observing these days: the students are inspired with the ideals of patriotism and they are taught to honour the Indian Constitution and their country which is one of the biggest democracies in the world. The other dignitaries including the Deans of different faculties, the Registrar and senior Professors of the University also give their speeches to make the students aware regarding the importance of such occasions. The NSS volunteers make their gorgeous parade in front of the august audience. They plant trees in order to spread environmental consciousness among their fellow-students and clean the roads within the campus and thereby highlight the mission of all those who contribute to the making of *Swacch Bharat*.

The University with great fervor celebrates the birth and death anniversaries of great Indian personalities like Mahatma Gandhi, Rabindranath Tagore, PanditIswar Chandra Vidyasagar, Swami Vivekananda and many others including freedom fighters who sacrificed their lives for the noble cause of their nation. This year the University has started a year-long programme to celebrate the bi-centenary of PanditIswar Chandra Vidyasagar. In collaboration with the Asiatic Society, Kolkata, the University organized a two-day Seminar titledonin which academics from all over the country participated.

Every year the University centrally organizes the Teachers' Day in its state-of-the art auditorium

(Vivekananda Sabhagriha) on 5th September to commemorate the birth anniversary of DrSarvepalliRadhakrishnan who was the first Vice-President and the second President of India, a great educationist and philosopher. The students, teachers, administrators and other stakeholders of the University assemble in the auditorium. The students and teachers and staff offer flowers to the portrait of DrRadhakrishnan. The Hon'ble Vice-Chancellor and other dignitaries address the students regarding the significance of observing the Teachers' Day. Reputed teachers are felicitated on this day. The students also organize an appropriate cultural programme and with that the Teachers' Day celebration comes to an end.

File Description	Document
Reports of activities	View Document
Photographs of activities	View Document
Link for additional information	View Document

7.1.12 Transparency in functioning Efforts of the Institution towards maintenance of complete transparency in its financial, academic, administrative and auxiliary functions

Response:

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

Financial Transparency:

The balance sheets of Vidyasagar University are published in Annual Report/ Financial Report and are distributed to different stakeholders of the University.

The fees of various programs are uploaded in the website and also published in the university prospectus.

Internal and external audit is done for different purposes at regular intervals.

Academic transparency:

The regulations, syllabus and curriculum are uploaded in the website. The rules and regulations are made clear in the prospectus as well. M.Phil. and Ph.D. regulations are available in printed form and in Online System.

Re-evaluation of answer scripts is done in a short period of time and photocopies of the answer scripts are given to the students after deposition of minimal amount of fees.

The blind evaluation system is followed in barcoded answer booklets.

In BOS, both internal and external members prepare lists of names of examiners, paper setters, reviewers

etc.

Moderation in various subjects and disciplines is done by involving the inhouse faculty members and external members on the board.

Administrative and auxiliary functions transparency:

The internal promotion policy by CAS is transparent and faculty members themselves calculate their own marks except viva-voce in which external experts are also present, during the placement/promotion.

The appraisal system is transparent with online mode of individual faculty members submitting their self appraisal.

In case of disciplinary issues, committees are formed, concerned individuals are given ample opportunities to state their version of the issue and impartial investigation is made.

ICC deals with sensitive issues including cases of sexual harassment.

The University strictly prohibits ragging and investigates cases of ragging if there is any.

File Description	Document
Policy document (if any)	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1 Best Practices Two best practices each under A, B and C given below implemented successfully by the Institution A . Responsiveness towards learners

- *The institution has a dedicated online / offline helpdesk / toll free no.*
- *Grievance redressal mechanism is in place*
- *Institutional system of learner feedback is in place*
- *Any other*

B. Accountability

- *Meetings of all the statutory bodies are held as per statutory provisions*
- *Auditing and budgeting is carried out as per rules*
- *All procurement is done as per the defined process*
- *Academic calendar is being followed strictly*
- *Any other*

C. Transparency

- *Proper sharing of information with the concerned stakeholders*
- *Transparent system of monitoring and evaluation*
- *Proper institutional system of inclusive planning*
- *All relevant information is made available in public domain*
- *Any other*

Response:

A.1: Grievance Redressal Mechanism

Internal Complaint Cell:

The Internal Complaint Cell of Vidyasagar University is highly active and it acts with tremendous responsibility. There are signposts at different places in the campus highlighting the offence of sexual and other forms of harassment. The ICC holds meetings at regular intervals and thereby performs its statutory functions. The various steps of its function/mechanism are furnished below.

1. The complainant may lodge his/her complaint over telephone or send an email or even a hard copy of his/her complaint to the appropriate authority.
2. The ICC starts counselling/detailed discussion with the complainant within 48 hours.
3. If required, the ICC may immediately start thorough investigation of the issue through interviews/ cross examinations of persons concerned with circumstantial evidences and other relevant documents.
4. After the investigation the ICC reports to the appropriate authority for disciplinary action.

The Online Grievance Redressal System:

It is an initiative taken by the University that facilitates students / complainants to lodge his or her grievance, send reminder and view status on action taken with regard to their grievance(s). The basic aim of the portal is to ensure transparency in admissions, prevent unfair practices in this University or affiliated educational institutions and provide a mechanism for redressal of their grievances. The system also facilitates the university / affiliated colleges to search and browse grievances lodged against them and post action taken against the complaints on the portal as well as contact the complainant directly through e-mail, phone or by post. The Nodal Officer designated for this purpose is the Inspector of the Colleges of the University. Any person can reach the University system by using the link <http://apps.vidyasagar.ac.in/Grievance/> and put up their grievances. Till date the system catered to 27 grievances.

Anti-ragging Cell:

Ragging in any form is totally prohibited in the University. Ragging is a serious crime and is punishable by law. Anyone found indulging in ragging will face immediate expulsion from the University and will also be debarred from pursuing course from any other institution. There is a toll free number as well as web portal for lodging any complaint round the clock.

Equal opportunity Cell:

In this University there is an Equal Opportunity Cell that deals with different types of complaint/ grievance which may relate to various issues cutting across gender, caste, creed among others which may create prejudice and difference among citizens.

A.2: Institutional System of learner feedback is in place:

Objective of the Practice: The Vidyasagar University in the year ... introduced the system of receiving structured feedback from the learners to serve their interests in the best possible way.

Context: The stakeholders of an academic institution are comprised by students, teachers, employers, officers, administrative staff, alumni and parents. The Vidyasagar University believes that students are the most important among the stakeholders. And the University is committed to fulfilling their goals and ambitions by providing for them excellent teaching and helping the weaker students overcome their difficulties in the process of learning their subject/discipline.

Practice:

At the end of odd and even semesters the filled-in feedback forms about the assessment of teachers by students (which consist of ten parameters) are collected. The students without divulging their identity tick out suitable options in the feedback forms that address several issues which include: 1) Whether the teacher is regular in attending classes, 2) whether the teacher is able to create interest in the subject etc. The feedback forms are sent to the IQAC. The feedback from the learners is analysed by an external agency with the help of a software. The analysed data/information are sent to the faculty members. Each individual teacher undergoes the detailed statistical report based on the learners' feedback. The reports are then thoroughly discussed in the Departmental Committee meeting and the DC takes an appropriate action for improvement of teaching learning process. The resolutions adopted in the DC are also uploaded in the appropriate domain of the University website.

Evidence of Success:

Over the last few years (since the introduction of the system of learner feedback by the University) the success rate (in terms of performance) of the students in examinations conducted by the University as well as by other external agencies is high.

Problems Encountered:

The University has not yet faced any concrete difficulty regarding the system of receiving feedback from the learners.

Notes: Feedback is an integral part of the teaching learning process. Through the feedback of the students the teachers improve their performance in the class and beyond the four walls of the class.

B.1: Meetings of all the Statutory Bodies are held as per the Statutory Provisions

Objectives of the Practice :

The main objective of the Statutory Bodies is to make the members familiar with the matters regarding day to day activities of the University. Under the direction of the authority, the Statutory bodies monitor that the University follows official rules regarding its activities. There are different Statutory Bodies in the University like, the Court, the Executive Council, the Finance Committee, the Faculty Councils for Postgraduate Studies, the Councils for Undergraduate Studies, the Board of Studies, the Board of Residence, the Board of Discipline etc. Some activities of the Statutory Bodies are, to: -

- (i) confer the degrees, titles, diplomas, certificates, honorary degrees and other academic distinctions
- (ii) consider the Annual Report, Annual Accounts
- (iii) suggest measures for the improvement of the administration and financial management
- (iv) appoint different employees
- (v) create different posts with the approval of the State Government
- (vi) pass appropriate orders and to make regulations regarding all types of academic activities including conduct of examinations and other administrative matters
- (vii) monitor departmental activities

The Context:

The Authorities of Vidyasagar University like, the Court, the Executive Council and other Statutory Bodies are constituted in terms of the Vidyasagar University Act, 1981 as amended by the West Bengal University Laws (Amendment), Act, 2011 through selection/nomination/election. The term of office of such authority/body is for a period of four years from the date of its first meeting. The Eighth term of the Court and the Executive Council spans 23.06--22.06.2020. The Court meets normally thrice in a financial year and one third of the total number of members plus one is a quorum for a meeting of the Court. The meeting of the Executive Council is normally held every month and one third of the total number of members is a quorum for the meeting of the Executive Council.

The Practice :

The notice with the agenda is issued to all members before conducting the meeting specifying the serial number, day, date, time and venue of the meeting. For Court meeting and Executive Council meeting the notice is served respectively at least 15 days and 7 days before convening the meeting. Each item of business is taken up. Agenda papers with annexures are circulated among all members of the body. Any item not included in the Agenda is taken up with the permission of the Chairperson and appropriate authority. To transact urgent business, the notice with single agenda is issued within a short period of time. The decisions of the Court/Executive Council are circulated among the concerned members and organisations and also uploaded on the University Website.

Evidence of Success :

The above practices have been introduced for the purpose of holding different Statutory Body meetings of this University, and all the meetings are conducted successfully.

Problems Encountered and Resources Required :

Shortage of manpower and fund cause problem in terms of resources.

B.2: Auditing and Budgeting is carried out as per rules

Objective of the Practice:

1. Maximizing the university's purchasing power by focusing on strategic sourcing and obtaining the best value.
2. Leveraging its expertise in contract negotiations and supplier management to advantage the university.
3. Streamlining processes and investing in new technologies to provide administrative efficiencies.
4. Ensuring that purchases are made in accordance with all applicable university bylaws, laws, regulations, codes and ordinances.
5. Minimizing risk exposure while maintaining flexibility in procurement activity.

The Context:

Procurement of goods and services for the university must be conducted in an open and competitive environment to ensure that prices paid are fair and reasonable. Purchasing activities are conducted in central Procurement Services as well as by academic and administrative departmental employees. Purchasing activities include obligations for proper transaction documentation, fiscal responsibility, ethical behaviour, adherence to federal and state government regulations, and compliance with university by-laws and policies.

The Practice:

All purchases of goods and services must be done in an open and competitive environment to ensure that

the prices that the university pays are fair and reasonable. Below is an outline of the appropriate steps to take each time a purchase is made. While Procurement Services' involvement is required for some of these steps, its staff can assist with any and all steps. The purchases of Rs. 10,000 or more must also follow the competitive bid process, as described in the Competitive Bid Process section below.

I.Determining needs

II. Identifying potential sources

III. Floating the tender notice as per university rules

IV. Collecting quotes

V. Evaluation of bid proposal (technical and financial bids)

VI. Preparation of comparative statement along with all relevant documents of tender notice.

VII. Placing it before the purchase committee for approval

VIII. Selecting best value as per rules

IX. Placing the order

5. Evidence of Success:

The University continually strives to improve its practices to ensure the integrity and effectiveness of its procurement processes. As a major research university, our procurement policies and practices are audited by the Office of the Principal Accountant General, West Bengal (CAG), which expects us to engage in competitive and modern business practices. The university regularly exchanges information about best procurement practices with other universities as part of its ongoing effort to improve its practices.

6. Problems Encountered and Resources Required: NIL

7. Notes: NA

C.1: Transparent System of monitoring and evaluation

Objective of the Practice:

The objective of the Office of the Controller of Examinations is to ensure transparency in the system of

monitoring and evaluation.

Context: The University Authority felt from the very beginning that the reputation of an academic institution mainly depends on its transparency in the field of evaluation. The Authority is committed to maintaining transparency in all sorts of activities in the Office of the Controller of Examinations.

Practice:

1. In order to maintain transparency a secret identity and bar-code is introduced in the mark sheet.
2. A hologram is used in the certificate as a unique identity of the university
3. Digital identity for answer scripts is supported by coding and decoding.

The office of the Controller of Examinations is always in touch with the Office of the Secretary of the Council for Postgraduate Studies in different disciplines. UG and PG Board of Studies meetings are held at regular intervals where the members prepare the lists of paper setters, examiners, reviewers and moderators. In the meetings of the BOS the presence of external experts is mandatory. The question papers are moderated in the presence of external members on the board.

The office of the Controller of Examinations uploads all necessary information regarding evaluation of the university website. The students come to know the dates of examination (theoretical and practical) and the results from the website. The change in date of Written Test or Interview, if any, is duly notified. The entrance tests whether for PG, M.Phil or PhD are held regularly. The evaluation of scripts bear a barcode in order to conceal the identity of the examinee. The review system is fair and transparent. The applicants for review may even apply for photocopies of their scripts by submitting appropriate fees at the cash counter.

Evidence of Success: The marks of Internal Assessments of examinees are displayed in the Notice Board of the Departments. The marks after review are also duly notified. The transparency in monitoring and evaluation has brought satisfaction to the students and the number of applicants for review is growing less every year.

Problems encountered: The office of the Controller of Examinations faced certain problems while preparing the format of the bar coded OMR sheets. However, workshops were organized, and through a threadbare discussion with the faculty members and the officers and technical staff, the Controller's office overcame all the problems that it initially encountered.

Notes: NIL

C.2: All relevant information are made available in public domain

Objective of the Practice:

Everyone has a right to information. In order to ensure it the University administration makes all necessary information available on its website so that the stakeholders of the University as well as those who want to participate in the various activities of the Institution are benefited.

Context:

We are living in an age of bustle and we often stand in need of speedy information. Another important issue is that an ideal academic institution should always attach utmost importance to the question of transparency relating to information. The University Administration therefore sees to it that all the notifications are available on the official website so that anybody (faculty, parents, students, researchers and staff) can access any information of the University from anywhere in the world.

Practice:

The official website is regularly updated, and all information pertaining to the smooth running (both at the academic and the administrative level) of the Institution are available on the 'e Notice Board'. The University on a regular basis uploads e-circulars and notifications some of which are as follows:

1. Schedule of Admission to different courses & Timetable of Examinations at various levels including corrigendum
2. Personal Contact Programme (Theoretical & Practical) for the DDE students
3. Employment Notification
4. PhD Committee Meeting
5. The schedule of M.Phil/PhD Coursework classes
6. Notification for the open/public PhD viva-voce
7. Notices for Walk- in- interview
8. Tender notices
9. Centre list for various exams
10. Income tax circulars etc.

Evidence of Success:

1. The e-circulars/notifications have solved the problem of consumption of time.
2. The e-circulars/notifications have made the official communication transparent.

Problems encountered: NIL

Notes: In some cases, hard copies of notification are circulated side by side with the soft copies of the same. These hard copies of notification, which are meant for the students in particular, are displayed on the notice board.

File Description	Document
Reports of activities	View Document
Policy document (if any)	View Document

7.3 Institutional Distinctiveness

7.3.1 Areas of distinctiveness Institution's performance in any 4 of the following areas distinctive to its vision, priority and thrust

1. *E-Governance*
2. *Globalized Content*
3. *Innovative Pedagogies*
4. *Technology enabled Learner Support*
5. *Penetration into Remote and Tribal Areas*
6. *Content in Regional languages*
7. *Enhancing Research and Innovation*
8. *Social Responsibility Endeavours*
9. *Secure Databases*
10. *Modern Infrastructure Facilities*
11. *Landscaping the Campus*
12. *National/ International Recognition*
13. *Any other (appropriate for ODL system)*

Response:

4. Technology enabled Learner Support

1. The campus of Vidyasagar University is Wi-Fi enabled. Through a special app for the students ("Chhatrabandhu") the student-teacher interaction has been enhanced. Students often receive information regarding classes, examination and other necessary information through this app.

2. The University runs 13 smart classrooms with all necessary gadgets and devices. The teachers offer lectures along with power point presentations in the smart classrooms. The teaching-learning process has been considerably enhanced through the regular use of these rooms located at convenient places across the campus.

3. a) The Central Library of the University has introduced the RFID system. A student may borrow books through Self Check-in / out Kiosk: It is basically a computer with a touch screen and a built-in RFID reader, plus special software for personal identification, book and other media handling and circulation. After identifying the patron with a library ID card, a barcode card, or his personal ID number (PIN), the

patron is asked to choose the next action (check-out of one or several books). After choosing check-out, the patron puts the book(s) on the platform of the RFID reader and the display will show the book title and its ID number which have been checked out.

b) In the Central Library there is remote user system. The students can renew previously borrowed books from their own places through smart phone or computer. Teachers can access different electronic journals away from the library.

5. Penetration into Remote and Tribal Areas

Vidyasagar University is situated in a remote area under the jurisdiction of Jungle Mahal. A good number of colleges are located in this area and the NSS cell focuses on the area for an all round development of the tribal communities living in remote villages. Generally NSS volunteers go to the villages for survey and they conduct awareness building programmes in terms of education, health and hygiene etc. Most of the villagers are alcoholic and they are not interested to send their children to school for education. Female members of the family are forced to go out for work for maintenance of the family. In this critical situation NSS volunteers are taking steps to make aware the people of the villagers and tribal communities to send their children to schools. The following steps are taken by the NSS volunteers:

1. They provide free coaching to the primary students of the remote villages and tribal communities.
2. They provide education accessories (such as pen, pencil, exercise book etc.) to students to make them interested to come to school regularly.
3. They organize games and sports (outdoor) to help the students build up a sense of healthy competition.
4. They organize various cultural competitions.
5. They organize health awareness camps including the awareness on vector-borne diseases
6. The NSS volunteers along with their Programme Officers motivate the local authorities to take some steps regarding the welfare of the communities (such as to provide healthy drinking water to all the people through government projects)

6. Content in regional languages

The Vidyasagar University is the first University to publish the *Vidyasagar Rachanasamagra*, the complete works of Pandit Iswar Chandra Vidyasagar, the father of modern Bengali language. The University through painstaking research has tried to revive the 'original' texts of Vidyasagar.

Its location in south-west Bengal—the catchment area for several indigenous tribes and their dialects—provides Vidyasagar University with the unique opportunity of developing a repository of regional languages besides the mainstream language of Bengali. The speakers of these regional languages—like Kurmali, Shabar, Ho, Mundari, Kora—primarily belong to marginalized tribal spaces and their dialects did not garner much academic interest until higher educational institutions like Vidyasagar University saw the need to document these cultural legacies. The UGC SAP DRS Phase I, under the Department of English, took a leading role in this regard. *Paschim Banger Bhasha* (2017), PLSI (Vol.31), that documents various scheduled and non-scheduled languages of West Bengal under the aegis of Bhasha Research and

Publication Centre, Baroda, ed. Ganesh Devi, Shankar Prasad Singha and Indranil Acharya, deserves a special mention here. Vidyasagar University also offers a P.G. degree in Santali to enrich the local tribal languages.

Under the aegis of UGC-SAP III, DRS Phase II Project entitled "Translation, documentation, and conservation of Tribal Oral Folk Literature and Cultural Texts of West Bengal" the cultural texts of different communities including Kurmi, Bodo, Dhimal and the pata-pala (scroll painting) of Paschim Medinipur are collected, translated and digitized for academic purposes. The 'Janalipi Archive' developed by the Department of English contains some of the representative cultural and performance texts in regional languages.

8. Social Responsibility Endeavours

The Vidyasagar University wants to spread the message to the students that education is incomplete when it is confined to the campus of the academic institution. The University is located in a socio-economically backward region where most of the people live from hand to mouth. These people have neither access to higher education nor they have consciousness of health and hygiene in most cases. The University adopted five villages under 'Unnat Bharat' Programme and eleven villages under NSS programme. Awareness programme on different issues like health and hygiene, plantation, effects of tobacco, plastic use etc are organized regularly in the villages. Workshops on mushroom cultivation, aquarium fish cultivation, boutique printing, organic farming etc were arranged in some of the villages. Students take part in cleaning the village programme and with the help of village people do 'safaiavijan' and remove plastic products from village areas. Health check-up camps are also held in the villages with the help of senior doctors. Students directly take part in the process of rural development by sharing their knowledge with the people in adopted villages. In winter blankets are distributed among the poor and distressed people of the adopted villages.

We are getting overwhelming support from adopted villages. The village people no longer consider the University as an alienated space. The stakeholders of the University under the supervision of the NSS units have arranged free coaching for the graduates of the villages for various entry-into-service examinations.

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

5. CONCLUSION

Additional Information :

Additional Information

- Establishment of 'Betar Vidyasagar' – the University Community Radio Station: Permission came from relevant Ministry of Central Government in 2019. The radio station started functioning on 26 September 2020 on the 200th Birth Anniversary of Pandit Iswarchandra Vidyasagar.
- Professor Sankar Kumar Roy and Professor Madhu Mangal Pal of the Department of Applied Mathematics with Oceanography and Computer Science have been included in the list of Top 2% Scientists of the world by the Stanford University.
- Celebrated the Bi-Centenary of Pandit Iswarchandra Vidyasagar on 26 September 2019 at the Vivekananda Sabhagriha (University auditorium) attended by national and international scholars and inaugurated by the then Deputy High Commissioner of the Republic of Bangladesh.
- Instituted Vidyasagar Puraskar (award named after Vidyasagar) to honour distinguished persons who have contributed significantly in different departments of life and society, including education, literature, social service and awareness etc.

Concluding Remarks :

Conclusion

Going by an objective analysis of SWOC, it may be concluded that Vidyasagar University is a dynamic institution, which has immense possibilities for the future. Its achievements are not confined to academic excellence only but also in other fields like sports and athletics, culture, social service and generation of social awareness. It instills among its students the spirit of dedicated service to community and nation. The university has built huge infrastructure in terms of new constructions, technology, library automation, publication division, transport etc. For the last five years, indeed, it has been a journey towards all-round development and excellence. The fruits of these achievements are percolating to local communities, a great number of which are adivasis and/or with very economic backward backgrounds. In this way, the university is spearheading a revolutionary transformation towards inclusive development in and around the district (Paschim Medinipur).

However, it should also be considered that the university is shouldering this herculean responsibility with a slender number of academic and administrative staff. The quality and quantity of the multifarious activities could have been much better, if supported by more number of staff both academic and administrative. The university and the students also often suffer from infrequent and low connectivity of internet facilities. More transportation facilities from the remote areas to the campus will enhance students' regular attendance.

Despite these challenges, the university is definitely marching on the path of progress and excellence. We strongly believe in the aphorism from the *Aitareya Brahmana*: '**Charaibeti Charaibeti**' - **March along! March along, oh traveller!**

NAAC

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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>26</td> <td>63</td> <td>10</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>26</td> <td>63</td> <td>10</td> <td>8</td> </tr> </tbody> </table> <p>1.1.2.2. Number of all Programmes offered by the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>77</td> <td>77</td> <td>70</td> <td>61</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>77</td> <td>77</td> <td>70</td> <td>61</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per IIQA.</p>	2018-19	2017-18	2016-17	2015-16	2014-15	37	26	63	10	8	2018-19	2017-18	2016-17	2015-16	2014-15	99	26	63	10	8	2018-19	2017-18	2016-17	2015-16	2014-15	99	77	77	70	61	2018-19	2017-18	2016-17	2015-16	2014-15	99	77	77	70	61
2018-19	2017-18	2016-17	2015-16	2014-15																																					
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99	77	77	70	61																																					
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (current year data)</p> <p>1.2.2.1. Number of Programmes in which CBCS/ Elective course system implemented.</p> <p>Answer before DVV Verification : 81</p> <p>Answer after DVV Verification: 27</p> <p>Remark : DVV has made the changes as per provided report by HEI.</p>																																								
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. How many new value-added courses are added within the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15																																			
2018-19	2017-18	2016-17	2015-16	2014-15																																					

84	83	82	79	64
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Answer After DVV Verification :

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

Remark : Summary report not provided by HEI. Also Signature is pasted on provided report.

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

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:

2018-19	2017-18	2016-17	2015-16	2014-15
1655	1036	969	1004	694

Answer After DVV Verification :

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

Remark : Supporting certificates not provided by HEI. Also provided signature is pasted on report. DVV has made the changes as per input of 1.3.2

1.3.4 ***Percentage of students undertaking field projects / internships (current year data)***

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

Answer before DVV Verification : 1363

Answer after DVV Verification: 1160

Remark : DVV has made the changes as per pro-rata basis of provided internship certificate of students by HEI for the year 2018-19. Provided other than current year certificates has not considered.

1.4.1 ***Feedback for design and review of curriculum***

Mechanism is in place for obtaining structured feedback on curricula / syllabi from various stakeholders

1) Students,

2) Teachers,

3) Employers,

4) Alumni**5) Parents,****for design and review of syllabus - Semester - wise / year - wise**

Answer before DVV Verification : A. Any 4 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made the changes as per feedback report of Parent on curriculum provided in 1.4.2.

2.1.1 Average percentage of students from other States and Countries during the last five years**2.1.1.1. Number of students from other states and countries year - wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	13	11	11	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	13	11	11	08

Remark : DVV has made the changes as per pro-rata basis of provided domicile certificates by HEI.

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**2.1.3.1. Number of actual students admitted from the reserved categories year - wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
778	807	789	701	695

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
778	795	698	572	494

Remark : DVV has made the changes as per clarification of NAAC.

2.2.4 Average percentage of the enrolled learners at DDE who are employed over the last five years

2.2.4.1. Number of employed learners enrolled at DDE year - wise over the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
192	564	589	685	1157

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
27	71	59	76	116

Remark : DVV has made the changes as per provided pro-rata basis of offer letter by HEI.

2.3.5 Average percentage of the learning material of the DDE is digitized and the SLMs uploaded on the website / Online Repository / e-content app / LMS for their availability to the learners over the last five years**2.3.5.1. Number of learning material of the DDE digitized and the SLMs uploaded on the website / Online Repository / e-content app / LMS for their availability to the learners year - wise over the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
878	889	889	935	935

Answer After DVV Verification :

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

Remark : Provided link has password protected . It not reflect count of learning material in each year.

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	10	11	7	2

Answer After DVV Verification :

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

9	3	8	5	2
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2.6.3	<p>Average pass percentage of students (Current year data)</p> <p>2.6.3.1. Total number of final year students who passed the university examination Answer before DVV Verification : 1478 Answer after DVV Verification: 1492</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 1513 Answer after DVV Verification: 1539</p> <p>Remark : DVV has made the changes as per provided report of appeared and passed students for the year 2018-19 signed by controller of examination.</p>																				
3.1.3	<p>Number of teachers awarded international fellowship for advanced studies / research during the last five years</p> <p>3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year - wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1003 1046 1137"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1</td> <td>3</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1216 1046 1350"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	3	1	3	1	2	2018-19	2017-18	2016-17	2015-16	2014-15	2	1	1	0	1
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	1	3	1	2																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
2	1	1	0	1																	
3.1.6	<p>Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by government agency (current year data)</p> <p>3.1.6.1. The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by government agency Answer before DVV Verification : 8 Answer after DVV Verification: 8</p>																				
3.2.2	<p>Grants for research projects sponsored by the government sources during the last five years (INR in Lakhs)</p> <p>3.2.2.1. Grants for research projects sponsored by the government sources year - wise during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1951 1046 2085"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>28.012</td> <td>44.777</td> <td>69.789</td> <td>223.719</td> <td>548.502</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	28.012	44.777	69.789	223.719	548.502										
2018-19	2017-18	2016-17	2015-16	2014-15																	
28.012	44.777	69.789	223.719	548.502																	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
28.012	44.777	83.626	209.978	553.969

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	5	3	3	2

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	5	2	1	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	4	1	2	0

Answer After DVV Verification :

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

0	0	0	0	0
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Remark : Sanction order not provide by HEI.

3.3.5 Workshops / seminars conducted by DDE on ODL practices

3.3.5.1. Total number of workshops / seminars conducted by DDE year - wise over the last five years on:

- Self learning material development
- Learner Support services and academic counseling
- Intellectual Property Rights (IPR);
- Open Educational Resources (OERs);
- Massive Open Online Courses (MOOCs);
- Technology-Enabled Learning;
- Learning Management System;
- Development of e-content and
- Other innovative technologies

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	2	2	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	2	2	2	1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	1	0	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	3

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

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

years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
308	366	365	406	372

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
237	250	205	245	217

3.4.6 **Number of books and chapters in edited volumes / books published per teacher during the last five years**

3.4.6.1. **Total number of books and chapters in edited volumes / books published year - wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
57	68	118	87	104

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
48	53	84	55	73

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	4	0

Answer After DVV Verification :

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

3.6.3 **Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS / NCC / Red cross / YRC etc., during the last five years**

3.6.3.1. **Number of extension and outreach Programmes conducted in collaboration with**

industry, community and Non - Government Organisations through NSS / NCC / Red cross / YRC etc., year - wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	14	18	12	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
8	12	15	12	14

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	3	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	0	0

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
11	17	4	3	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	9	4	3	6

Remark : DVV has made the changes as per e-copies of MoUs by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
31.18	63.431	13.55	32.21	55.21

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
73.50	59.77	59.77	58.23	48.72

Remark : DVV has made the changes as per books & Journals duly signed by CA.

4.2.6 Percentage per day usage of library by teachers and students (current year data)

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

Answer before DVV Verification : 713

Answer after DVV Verification: 254

Remark : DVV has made the changes as per logbook entries of students using library offline and online access shared by HEI.

4.4.1 Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years (INR in lakhs)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1414.38	1673.21	1538.95	1408.58	1361.72

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1105.12	1212.6	1041.2	951.33	630.96

Remark : DVV has made the changes physical facilities and academic support facilities in Income and Expenditure account duly signed by CA.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3146	2611	2556	2571	1895

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1869	1855	1851	1783	1700

Remark : DVV has made the changes as per metric 2.1. As per report, count of students benefited by guidance for competitive examinations and career counselling is much more than count of total student strength.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
463	327	247	198	99

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
265	289	245	134	65

Remark : DVV has made the changes as per shared report of students admitted for campus interviews, offline job opportunities by HEI.

5.2.2 ***Percentage of student progression to higher education (previous graduating batch) (current year data)***

5.2.2.1. ***Number of outgoing students progressing to higher education***

Answer before DVV Verification : 341

Answer after DVV Verification: 52

Remark : DVV has made the changes as per pro-rata basis of provided relevant admission letter of students by HEI. Signature on some letters looking copy and paste.

5.2.3 ***Average percentage of students qualifying in state/ national/ international level examinations during the last five years***

(eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/Civil Services/State government examinations)

5.2.3.1. ***Number of students qualifying in state/ national/ international level examinations (eg:***

NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ Civil services/State government examinations) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
364	242	82	30	18

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
295	220	70	24	17

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1365	812	388	155	98

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1365	812	388	155	98

Remark : DVV has made the changes as per pro-rata basis of provided qualifying certificates of students by HEI.

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	13	26	9	4

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40	7	8	5	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
40	7	8	5	0

Remark : Report of Alumni meetings for the year 2014-15 has not provide.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	08	10	10	08

Answer After DVV Verification :

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

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

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 the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
29	13	25	31	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
24	12	22	26	9

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.5	1.25	7.5	4.31	1.69

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1.25	7.5	4.31	1.69

Remark : DVV has not considered grant received from own university.

7.1.1 **Initiatives for the empowerment of the marginalized and the weaker sections**

7.1.1.1. **Number of initiatives undertaken by the Institution year wise during the last five years for empowering the marginalized and the weaker sections, the disadvantaged: women, SC, ST, OBC, PwD, transgender, jail inmates, defence personnel, persons residing in rural and remote areas, backward and tribal areas.**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	10	6	5	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	6	4	4	07

Remark : DVV has made the changes as per pro-rata basis of provided report by HEI.

7.1.4 **Green Practices**

Green practices are being implemented in the Institution over the last five years

1. **Smoke free campus**
2. **Plastic free campus**
3. **Paperless office**
4. **Rainwater harvesting**
5. **Waste management**
6. **Renewable energy initiatives**
7. **Energy efficiency practices**

8. Any other

Answer before DVV Verification : B. Any 5 - 6 of the above

Answer After DVV Verification: C. Any 3 – 4 of the above

Remark : DVV has select C. Any 3 – 4 of the above as per supporting bills and photos of Rainwater harvesting Waste management Renewable energy initiatives Energy efficiency practices.

7.1.10 Promotion of universal values and fundamental duties

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	23	10	4	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	18	8	4	2

Remark : DVV has counted one activity once for a year.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of Programmes offered year-wise for last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>77</td> <td>77</td> <td>70</td> <td>61</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>33</td> <td>33</td> <td>33</td> <td>33</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	99	77	77	70	61	2018-19	2017-18	2016-17	2015-16	2014-15	33	33	33	33	33
2018-19	2017-18	2016-17	2015-16	2014-15																	
99	77	77	70	61																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
33	33	33	33	33																	
1.2	<p>Number of departments offering academic programmes.</p> <p>Answer before DVV Verification : 31</p> <p>Answer after DVV Verification : 27</p>																				
2.1	<p>Number of students year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15															
2018-19	2017-18	2016-17	2015-16	2014-15																	

2018-19	2017-18	2016-17	2015-16	2014-15
3708	3706	3634	3491	3387

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1869	1855	1851	1783	1700

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
39	41	19	46	66

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
39	41	19	48	70

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2469.89	2289.05	2227.40	1956.49	2078.81

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1105.12	1212.63	1041.25	951.32	901.83

3.7 ***Total expenditure of the DDE excluding salary year - wise for five years (INR in Lakhs).***

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
394.39	358.61	553.81	296.99	472.30

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
394.90	347.51	554.82	296.99	472.78