



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SIDHO KANHO BIRSHA UNIVERSITY

P.O. SAINIK SCHOOL RANCHI ROAD, DIST. PURULIA

723104

www.skbu.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sidho-Kanho-Birsha University is a newly established center for learning par excellence. Oscillating, initially, between the opportunities and feasibilities of the District of Purulia, the Government of West Bengal finally had swung forth to establish a state university in this western-most district of West Bengal in the name of three great tribal leaders Sidho Murmu, Kanho Murmu and Birsha Munda through the Sidho-Kanho-Birsha University Act, 2010 (West Bengal Act XII of 2010). The golden ball started rolling on, and on 6th July 2010, Sidho-Kanho-Birsha University formally came into existence.

Embarking on the steadily intensifying infrastructure and human resources, Sidho-Kanho-Birsha University, took off to the next stage of excellence as per all national standards. The noteworthy report of University Grants Commission about the steadfast progress of the university and its concomitant 12B affiliation is not only a recognition *per se* but an endorsement of the *raison d'être* of its functioning.

Location: Sidho-Kanho-Birsha University is located in Purulia, West Bengal. It is the western-most district of West Bengal and part of the Chotanagpur plateau.

Purulia is surrounded by Bankura District, Paschim Medinipur District of West Bengal and the state of Jharkhand and has a population of 29,27,965 as per 2011 census. The literacy rate of the district is 64.48% as per 2011 census. The district is the home of a large number of SC, ST and OBC population. According to 2011 census, there are 19.38% SC and 18.45% ST population, which have contributed to the uniqueness of the demographic composition of the district in respect to the state pattern. Purulia is not only the remotest district of the state of West Bengal according to last West Bengal Human Development Report (2004), it is backward and marginal in terms of all development indices. Although Purulia is about 350 km away from the state capital and lacks what is called 'locational advantage', the hills and forests, land and people, nature and culture of the district provide us with unique socio-economic, geo-cultural and bio-physical peculiarities that have made Purulia a true haven for intellectual and research endeavours.

Vision

Vision of Sidho-Kanho-Birsha University:

The Vision of Sidho-Kanho-Birsha University is to dispel the darkness of ignorance by spreading the sparks of education out across castes and communities, religions and gender and to ignite the hidden possibilities of perfection.

This vision statement is inscribed in the university logo as “? ? ??????? ????? ???????”.

Mission

Missions of Sidho-Kanho-Birsha University:

- I. To reach at the peak of academic excellence by converging the local possibilities, national priorities and global standards.
- II. To explore the cultural uniqueness, biological diversities and natural resources of the district and to contribute towards its preservation, sustenance, and expansion.
- III. To ensure an all-inclusive academic environment by eradicating all sorts of unethical discriminatory practices and to help the students of the marginalized sections of the population overcome the hurdles of their life.

Motto of the University: To follow Swamiji's Clarion "Be and Make a man", and to transform the young learners into complete human beings through the manifestation of the perfection within them.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. International academic and research exposure of a good number of young faculties and their perseverance and zeal for achieving academic excellence.
2. Most of the faculties have doctoral degrees from reputed universities and institutes.
3. Academic focus on inter-disciplinarity in tune with University Grants Commission and introduction of CBCS in all PG and UG Courses of the university and its affiliated colleges.
4. Contemporaneity and contextuality of the curriculum that fit well into the socio-economic matrix of the district particularly through the courses on Chaau (a traditional dance form of Purulia district), Jhumur (a traditional folk song) and Lac Culture (economy for the tribal community).
5. Excellent performance of the students in both National Eligibility Test and State level Eligibility test.
6. Excellent student-teacher/staff relationship without any sort of political and social disgrace that create an ambient academic atmosphere.
7. A fast-growing museum with galleries on local folk artefacts and the artefacts showing the diverse cultural heritages of the country.
8. Compulsory Outreach Programme as part of the academic curricula to widen the avenues for campus-community interface.
9. Exchange and sharing of knowledge with wider academia through occasional lectures, seminars, workshops, symposiums.
10. Three stage procedure to frame the curriculum to incorporate the dynamics of fast-changing knowledge world.
11. Bottom up approach and inclusion of the faculties, both senior and junior, in academic-administrative decision making processes.
12. A well-equipped library to cater to the needs of the students, scholars and faculties.
13. Expanding ICT facilities and physical infrastructure to strengthen learning, evaluation and e-governance.
14. Effective computer lab and language lab for enhancement of the skill of the learners.
15. Enthusiastic involvement of the learners in National Social Service.
16. Institutional emphasis on students' progression and an effective Placement Cell which offer different courses (on Civil Service Examination, Personality Development and Soft Skill Development) to

prepare the students for highly competitive job market.

17. Fast growing green campus with emphasis on the use of alternative energy source in the campus like solar light, rain water management and energy conservation through the use of minimum energy consuming equipment.
18. Zero-tolerance towards ragging and women harassment and quick redressal of grievances.

Institutional Weakness

1. Geographical remoteness of the university in respect to the state capital.
2. Impoverished socio-economic condition of a large number of students, most of whom come from so called marginalized section of the population like Scheduled Tribes, Scheduled Castes, Other Backward Classes etc.
3. There is no international student in Sidho-Kanho-Birsha University to enrich the diversities of students' profile.
4. This newly established university has only one hostel for the girl students, but there is no hostel for the boys, who have to come from remote villages of the district.
5. Reluctance of big industrial houses to come to this university for campus recruitment.

Institutional Opportunity

1. Exploration of geological and geographical uniqueness, socio-cultural peculiarities and biological diversities abundant in this district.
2. Collaboration with different State and Central Government departments and bodies like DST, DBT, UGC, Ministry of Culture, ICSSR, ICHR etc.
3. Experience of most of the high ranking officers in academic administration that helps resolving issues in a better and amicable way.
4. Fast expanding infrastructure and the financial support of the Government of West Bengal to make Sidho-Kanho-Birsha University an academically vibrant centre of learning.
5. Flexible course curriculum and academic emphasis on theory and application, on book-view and field-view, to enhance the aptitude of the students.
6. Continuous recruitments of faculties having commendable academic exposure and their enthusiasm to make the students at par with the national standard.

Institutional Challenge

1. Difficulties to motivate the students, most of whom are first generation learners and come from the poverty-stricken families, towards academic excellence.
2. The remoteness of the locality and communication problem are major hindrances to attract eminent scholars from outside the district. Their visits and sharing of knowledge could be a driving force for the students.
3. Attracting competent officers to substantive posts in some important departments like Finance is a major challenge this university is facing since its inception.
4. Extreme weather especially during summer and water scarcity often poses problem.

5. Sewerage and drainage system outside the campus is yet to build by the local administration.
6. Overall digitalization of official records and examination system that will lead to complete e-governance.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sidho-Kanho-Birsha University strives to utilize all its internal intellectual resources in best possible manner. It has introduced Ph.D. programme in 2015 and twenty programmes in post-graduation level. 100 percent programmes offered by the university have been designed to cater to the local, national and global needs with a focus on employability/entrepreneurship/skill development. Two Post Graduate Diploma Courses, one Diploma Course and one Certificate Course have been floated as well during the last five years with the same objectives. Of all the courses, at least six courses with at least four credits (120 hours) each deal with issues like gender. Nine courses with four credits (120 hours) each deal with issues like environment and sustainability and seven courses with four credits (120 hours) each deal with issues like human values and professional ethics. All post graduate disciplines have Value Added Courses with 30 or more contact hours. 32.46 percent students have been enrolled in these courses. Post graduate courses try to impart to the students empirical knowledge based on appropriate theoretical foundations; and so the students undertake field works in their respective areas of interest to prepare their report/dissertations.

The University encourages the students to submit their feedback forms at the end of their courses. In 2016, following a rigorous statistical method, the University analyzed a sample of 157 filled in forms and have taken actions on the basis of their suggestions. This has also pointed out the future responsibilities in outshining its own performances.

Teaching-learning and Evaluation

Admission to Sidho-Kanho-Birsha University is strictly based on merit. It follows complete online admission procedure. Entrance tests are arranged for the applicants from other universities. A few students come from neighboring state Jharkhand. The demand ratio is as high as 1:18 in few subjects.

The university encourages the students to take part in a range of extension activities (through NSS and Outreach Programmes) and tries to enhance their skills through different Value Added and Add On Courses after introducing CBCS. Remedial coaching for the weaker students also help the students outside regular class rooms. Merit-cum-means scholarships and free studentships, 'earn while learn' scheme have been implemented for the needy students. The university have several MoUs with Sidhu KanuMurmu University, NAD, INFLIBNET and NPTEL etc.

The faculty members regularly publish their research papers in peer-reviewed national and international journals. Some of the faculty members have been awarded research projects by UGC, ICHR, ICSSR, DST, DBT (State), DST--FIST etc. Taking into consideration local natural and cultural resources, diploma courses in

Chhau (a traditional dance form), Jhumur (a traditional song) and certificate course in Lac Culture have been introduced.

The university follows continuous evaluation system through end-semester examination and internal assessments (*viva-voce*, seminar presentation, group discussion, text review, term papers, etc.). There are provisions for review and quick grievance- redressal system. The University tries to publish the result of the end semester within stipulated time.

Research, Innovations and Extension

The University provides adequate research facilities. High-end equipment's are available for projects and research. The University has a close association with different Government and Non-Government sponsoring agencies, like-DST, Higher Education, Science & Technology and Biotechnology, ICSSR, ICPR and many more. Department of Economics and Geography jointly conducting ICSSR funded Research Programme. To encourage faculty members to attend conferences, to publish articles and for pursuing funded research management provides incentives/ seed money. Policies are well framed to motivate faculty members for consultancy activities. This has resulted in good number of publications in international referred journals. The University has good collaboration with industries, academic institutes and professional bodies. The institute makes concerted efforts to attract researchers of eminence from academic and industrial background to visit the campus and interact with faculty members and students through national and international conferences organized by the departments, seminars, workshops and innovative project competitions. It has signed MOUs with esteemed organization namely, SIDO KANHU MURMU UNIVERSITY, DUMKA, JHARKHAND for different academic as well as social purposes. A good number of research projects are continuing by the faculties funded from different state and national agencies. All most all faculties of the University are engaged in research activities with scholars. The University provides research facilities to the faculties of the affiliated colleges.

Infrastructure and Learning Resources

Sidho-Kanho-Birsha University, has a policy for creating and enhancing the infrastructure to promote a good teaching-learning environment. The policy for infrastructural development is based on inputs received from faculties of various teaching departments and officials. Mostly, plan funds (non-recurring) are utilized for creation of assets and non-plan funds (recurring) for their maintenance. The bulk of the plan and non-plan funds are obtained from the State Government. In order to create ambience for good teaching-learning environment, expansion of infrastructure and its enrichment like creation of smart classrooms, state-of the art labs and laboratory equipment's, computer software, internet connectivity, intercom connection, expansion of bandwidth etc. has been already done.

A team of University officials usually visits all the teaching departments and make an on-spot assessment of the needs. Based on the report, a suitable work plan is generally formulated in consultation with the Officials. Ramps have been provided in all the buildings for physically challenged persons. The University Health Center looks after the medical needs of the students, employees and their families which is headed by a visiting doctor and assisted by a nurse and a pharmacist on contractual basis. Department of Physical Education, Chou and NSS unit has the intent to promote students' interest in sports, various cultural events and awareness. Cooperative mess in the girl's hostel is managed by the students themselves which gives them the liberty to choose the food. Faculties are given Personal Research grants so as to encourage them to bring in funds from

different Financial Agencies.

Student Support and Progression

Some students and research scholars are benefited by the scholarships extended to them each year. The university constantly organizes different capacity enhancement and developmental programs such as soft skill development, carrier counselling, and guidance for competitive examinations including coaching for NET to name a few. Students actively participate in all these programs. Every year, a large number of passed out students across disciplines opt for higher education and advanced courses either from this University or from other universities/institutes in and outside India. Even being a young University, a quite good number of the university's alumni have qualified several state and national level competitive exams and are well placed. Every year the university celebrates Hul Utsav, Baha Parav (Tribal festivals), World Indigenous Day, Teachers' day, fresher's well come, farewell of the outgoing batch and several other functions to keep up the student morale and for a vibrant social and cultural environment within the university. The university believes that an active body can create an active mind. Keeping true to its philosophy every year the university organizes different sports activities both at the inter-college level as well as PG level such as Table Tennis, Kabaddi, Volleyball, Football, Kho-Kho, PG Athletic Meet, Inter College Annual Athletic Meet, Cricket, etc. Apart from all these university level activities, all the departments organize their annual alumni meet with a view to be in touch with the former students.

Governance, Leadership and Management

Being one of the newly established state universities in West Bengal (2010) Sidho-Kanho-Birsha University has been trying its best to impart knowledge among the students especially to the marginalized in the society. Keeping faith on a simple proverb—'The unity is strength' the university decentralizes its power and accepts all the positive suggestions even from the students. To make the best citizen in India in all respect who is also capable to be the world citizen, one of the missions of the university, which will be fulfilled under the strong leadership of the Hon'ble Chancellor and the Hon'ble Vice-Chancellor. In this process 'to be and make a man in true sense', a joint contribution of the officers, the teachers and other staffs are necessary and this has been reflected in each and every work of the university which are being completed.

The structure and the nature of the governance is very clear and distinct, there is no scope to be confused. The works and workloads have been distributed in accordance to its nature following the Acts, the Statutes and the Regulations of the university. Regular financial and academic audit make the university in stable and transparent.

Institutional Values and Best Practices

Sidho-Kanho-Birsha University has, since its inception, tried to forge ahead with innovative ways, good practices and institutional values.

- A number of gender equity promotion programs have been organized by the institution during the last five years.
- The university has facilities for the safety and security of the students and staff alike.
- The university has always shown environmental consciousness and sustainability and has taken steps for

a green campus.

- Solar lights have been installed to make use of the most of the natural energy resources.
- Waste Management steps are taken in the University too for solid and liquid waste management.
- Differently abled (Divyangjan) Friendliness Resources are available in the institution for the benefit of differently abled persons.
- A number of initiatives have been taken to engage with and contribute to local community through philanthropic projects.
- The university promotes Human Values and Professional Ethics through courses and seminars and workshops.
- Innovative use of Solar Lights and the Constitution of a Museum in the University Campus are some of the best practices that are there.
- Again, in order to uphold and showcase the indigenous culture and heritage of this land, SKB University has also introduced a Certificate Course in Chhau.
- There is a Lac culture certificate course that has been initiated for the same purpose after getting approval from Higher Education Dept.

All these steps are taken by the university to realize its vision of inculcating Institutional Values and innovative Best Practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SIDHO KANHO BIRSHA UNIVERSITY
Address	P.O. Sainik School Ranchi Road, Dist. Purulia
City	Purulia
State	West Bengal
Pin	723104
Website	www.skbu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dipak Ranjan Mandal	03252-202444	9433963530	-	ardhendu.patra@gmail.com
Dean	Ardhendu Sekhar Patra	03252-202419	8250939747	-	skbunaac@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	06-07-2010
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	07-01-2011	View Document
12B of UGC	22-12-2016	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	P.O. Sainik School Ranchi Road, Dist. Purulia	Rural	12.84	13400	PG Course PG Diploma Course Diploma Course Certificate Course		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
General	17	4	21
Education/Teachers Training	1	9	10
Professional	0	1	1

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	32
Colleges Under 2(f)	15
Colleges Under 2(f) and 12B	13
NAAC Accredited Colleges	8
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	2
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No
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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	19				37				74			
Recruited	4	1	0	5	16	2	0	18	50	8	0	58
Yet to Recruit	14				19				16			
On Contract	0	0	0	0	0	0	0	0	2	0	0	2

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				41
Recruited	40	1	0	41
Yet to Recruit				0
On Contract	13	7	0	20

Technical Staff				
	Male	Female	Others	Total
Sanctioned				18
Recruited	14	0	0	14
Yet to Recruit				4
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	3	0	14	0	0	24	2	0	52
M.Phil.	0	0	0	1	0	0	6	3	0	10
PG	0	0	0	1	0	0	15	3	0	19

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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

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	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Not applicable	Not applicable	Not applicable

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	299	14	0	0	313
	Female	375	12	0	0	387
	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
Doctoral (Ph.D)	Male	9	0	0	0	9
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Diploma	Male	68	0	0	0	68
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	0

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	2	0	0	0	2
Female	15	0	0	0	15
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	06-07-2010
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	8
Total Number of Programmes Conducted (last five years)	8

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Anthropology And Tribal Studies	View Document
Bengali	View Document
Botany	View Document
Center For South Asian Studies	View Document
Center For Women Studies	View Document
Chemistry	View Document
Commerce	View Document
Economics	View Document
Education	View Document
English	View Document
Geography	View Document
History	View Document
Mathematics	View Document
Philosophy	View Document
Physics	View Document
Political Science	View Document
Psychology	View Document
Sanskrit	View Document
Santali	View Document
Sociology	View Document
Zoology	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	3	2	1
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of departments offering academic programmes

Response: 24

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1552	1461	1188	1157	1037
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
734	726	542	554	467
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
2807	2787	2351	2258	2147
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
117	186	170	308	441

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
42	39	34	33	20
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
83	75	50	54	54
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
130	123	123	86	86
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.4 Institution

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

2017-18	2016-17	2015-16	2014-15	2013-14
2559	2998	4336	3614	3279
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
521	479	380	343	316
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls

Response: 44

Total number of computers in the campus for academic purpose

Response: 189

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

2017-18	2016-17	2015-16	2014-15	2013-14
3538.66	1809.38	2399.88	1710.36	1054.58

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Sidho-Kanho-Birsha University continually attempts to endure and augment its excellence in teaching, research, community facilities and overall development. The logo statement of our University is taken from the fourth chapter of '*Swetasataroponishad*' which has been translated by Max Muller as "*May He, the God, endow us with good thoughts*". All the programmes offered by the university have some relevance in respect of local, national and global needs.

The University follows a systematic multi-level method for designing, developing and execution of the curricula keeping in view the employment and research potentials of the courses. In so doing it follows two states: one is the 'need observation state' and other is the 'construction and implementation state'. In 'need observation state information is gathered from university faculties, affiliated college faculties, students and other stakeholders, who are entwined with current market demand. The construction and implementation state is executed by different committees of the University. Major revisions of curricula are usually done every two to three years.

The specific course objectives are:

1. To carry holistic study of human beings (including the Biological, Social, and Cultural aspects) and to evaluate human development parameters with a focus on indigenous culture.
2. To make a man in true sense following Indian intellectual traditions.
3. To academically equip the students, so that they can compete at par with others in the global employment market.
4. To contribute and add to the continuum to the specific subject through seminars, workshops and colloquiums.
5. To accommodate both pure and applied branches of maximum number of subjects. Thus the students become equipped with the theoretical as well as practical training.
6. To take the advantages of globalisation and to percolate it among the students by eliminating immorality, intolerance, violence, impurity and untruthfulness.
7. The Add-on courses and Open Elective courses under Post Graduate programme encompass the issues like gender, employability, sustainability of environment, human values and enhancing life skills.

The course outcomes are:

1. Creation of employability, professional competence, and research orientation.
2. To equip students for examinations like National Eligibility Test, State Eligibility Test, Civil Service Examination, and other competitive examinations.

3. Our drop-out rate is also negligible thanks to the lucidity of the courses and its carryout process.
4. Courses have the employment possibility in general administration, mass media, environmental and ecosystem management sector, health sector and so on.
5. The Add-on courses like Environment Protection and Management, Value based education; Communicative English are expected to enhance the professional ethics and skill of the learners.

The relevance of the courses:

1. To bring expertise in regional planning, access over social capital and understanding of local indigenous culture.
2. Students are taught to articulate themselves with ease.
3. There are many economically important animal resources in this region which are helpful for Lac-culture, Sericulture, pond fishery, etc. These are losing ground and are in urgent need of modification. We are ideally located to help them.
4. Courses are concerned about Indian philosophical traditions.

File Description	Document
Any additional information	View Document

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

Response: 100

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

Response: 6

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

Response: 6

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

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

Response: 9.99

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	13	3	1	0

File Description	Document
Program/ 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	View Document
Any additional information	View Document

1.2 Academic Flexibility

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

Response: 24

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

Response: 6

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

Response: 25

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

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

Response: 40

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

Response: 2	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

Out of twenty five courses under six programs, at least six courses with at least four credits (120 hours) each deal with issues like gender. Nine courses with four credits (120 hours) each deal with issues like environment and sustainability and seven courses with four credits (120 hours) each deal with issues like human values and professional ethics.

In Post graduate programs such courses are mainly offered in the form of open elective papers in third semester and add-on course papers in fourth semester. Hence, all the students of the post graduate program are free to augment their choice over such courses.

Under Post Graduate Diploma program, two courses have been introduced by the university. The Post Graduate Diploma Course on Women Studies mainly deals with issues of gender discrimination, gender sensitisation, women opportunity, and women development etc. in two semesters. Another course in Post graduate Diploma is South Asian Studies, that deals with 'Know your neighbours' and the issues of Human values and Environment of South Asian region.

The University conducts Diploma courses on Chhau and Jhumur. Chhau is a traditional dance form articulating aboriginal Indian martial arts through dance. Jhumur is a traditional song.

Purulia is the only district in the state where lac insects are abundant in nature. Lac-Culture is another economically significant animal resource to produce traditional tribal artefact. In a broad geographic sub-region of this locality, scope of lac production is promising. With a view to uplift the socio-economic status of the marginalised lac-cultivators the University introduced a certificate course of six months on Lac-culture. The curriculum of such course is framed in such a way that the local lac cultivators and lac entrepreneurs become more environment concern and competitive-minded.

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: 18

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 18

File Description	Document
List of value added courses	View Document

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

Response: 19.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
705	632	70	55	00

1.3.4 Percentage of students undertaking field projects / internships

Response: 34.66

1.3.4.1 Number of students undertaking field projects or internships

Response: 538

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

1.4 Feedback System

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

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

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

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.19

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	1	4	2

File Description

List of students (other states and countries)

Document

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 3.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
1156	1065	904	790	710

File Description

Demand Ratio (Average of Last five years)

Document

[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: 75.47

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

2017-18	2016-17	2015-16	2014-15	2013-14
380	362	287	248	256

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

2.2 Catering to Student Diversity

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

Response:

The Departments pay attention to their students from the beginning after admission and try to identify the needs of the students. Before commencement of classes of every semester, the departments organise Departmental Committee meeting, where the lesson plans and time-tables are formed. During the very first week of the initiation of the semester classes are normally used by the faculties as a new orientation for the students, where they discuss about what kind of things are to be taught and for what purpose that specific study will be significant.

Individual teachers assess the newly admitted students, their learning aptitude and classify them. Accordingly, they then adapt different methodologies to teach the advanced learner students and slow learner students. For the slower learners – some special classes, remedial coaching and tutorials have been organised throughout the session. The departments arrange critical review-based home assignments and test the in-depth understanding and clarity of thinking via interactive seminar/ discussion and term paper presentation for advanced learners. They are also motivated to attend and present papers in different seminars, workshops etc. Students are encouraged for the NET/SET/GATE and other fellowship examinations.

The departments regularly arrange surprise as well as pre-scheduled internal assessments, open book assessments and home assignments for the students in order to monitor their academic progress. During continuous evaluation process if departments find some group of students are not performing as well as others, then departments arrange after class sessions for those students and individually council them in order to find out their problems.

The faculties always try to bring variety in teaching learning by adopting PPT based learning process and giving examples of current problems in the national and international arena to ensure the lectures more interesting. In ICT classes they are using various E-resources to enhance of knowledge of the students. The departments often arrange seminars/ special lectures for students by inviting eminent teachers and scholars. Departments engage their respective research scholars and JRFs to interact with PG students so that exchange of research view and day to day laboratory maintenance practices (for the lab-based departments) can be imbibed in their young PG students. Departments also take care regarding any language barrier and take multi-lingual approach for explaining any given topic keeping in mind not all of our students are similarly proficient in English language.

2.2.2 Student - Full time teacher ratio

Response: 19.31	
2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
Response: 0.25	
2.2.3.1 Number of differently abled students on rolls	
Response: 4	
File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

<p>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p> <p>Response:</p> <p>The Departments are motivating their students at various levels so that the young minds transform into inquisitive and enthusiastic students by nature. They exclusively follow students' participatory learning methods. The departments regularly organize Interactive classroom sessions, group discussions and students' seminars in order to improve both communication skill as well as group-based problem-solving skills of students. Besides, assignments are followed by tutorial, in which students solve the problems with the help of other students and teachers. Some of the departments also arrange Occasional lectures, for the students to have some first round ideas of recent trends and issues high-flying in the contemporary discourses that transcend all disciplinary boundaries and dogmatisms.</p> <p>The lab-based departments put emphasis on Laboratory activities which includes usual practical classes as well as project works. They have already procured or are in the process of procuring sophisticated and cutting-edge instruments with the help of extra mural funding and University start-up grants so that the students can use sophisticated instruments dedicated for research.</p> <p>The departments regularly arrange local field trips and out station excursions to introduce survey-based methodologies to their students. Since the University is located in tribal belt, departments encourage their students to tap the indigenous tribal knowledge.</p>
<p>2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>Response: 100</p>
<p>2.3.2.1 Number of teachers using ICT</p> <p>Response: 83</p>

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

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

Response: 19.31

2.3.3.1 Number of mentors

Response: 83

2.4 Teacher Profile and Quality

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

Response: 58.21

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

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

Response: 69.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
57	50	40	37	34

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.69

2.4.3.1 Total experience of full-time teachers

Response: 804

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: 77.53**

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	22	11	6	5

File Description	Document
Institutional data in prescribed format	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: 3.31**

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	2	2	2

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	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: 28

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

2017-18	2016-17	2015-16	2014-15	2013-14
39	27	29	21	24

File Description	Document
List of programs and date of last semester and date of declaration of result	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: 10.45**

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

2017-18	2016-17	2015-16	2014-15	2013-14
117	186	170	308	441

File Description	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: 58.86**

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

2017-18	2016-17	2015-16	2014-15	2013-14
77	121	100	170	218

File Description	Document
Any additional information	View Document

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

Response:

Sidho-Kanho-Birsha University maintains a strict rule of the eligibility for the end term-examination. A student has to attend 75% of the total number of classes held in a semester and should clear internal assessment for all papers to be eligible for end-term examination. The internal assessments of all courses are completed much before the end-term examination so that the students get enough time to point the scope for improvement in the end-Semester examination. The result and evaluated answer scripts of the internal assessment are shown to the students immediately after the internal assessments. After the introduction of CBCS, the examiners have also reoriented and adapted themselves towards the Gradation System and new standard (Grades) of evaluation. The Open Elective Courses, Add-On Courses and Out Reach Programmes have not only opened up the scope for interdisciplinary learning but also created a scope to score high. As a result the overall achievement of the students of all academic departments has increased to a significant level. At the same time the number of applications for scrutiny/review has also been reduced significantly.

2.5.5 Status of automation of Examination division along with approved Examination Manual A. 100% automation of entire division & implementation of Examination Management System (EMS)

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

C. Only student registration and result processing

D. Only result processing

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

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

2.6 Student Performance and Learning Outcomes

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

Response:

C

Contextuality, contemporaneity, and relevance are the three most important features of all programmes, introduced in Sidho-Kanho-Birsha University. So the students can, in most of the cases, relate themselves with the process of learning. The outcomes of their achievements are reflected in their success in NET/SET or other national level examinations. Considering the impoverished socio-economic conditions of most of the students of this backward District, a number of daily News Papers have published the news of the remarkable success rate of the students in NET and SET.

A good number of students from various departments have also presented their papers based on their field work and dissertation in the national level seminar within and outside the state. Following Table shows it:

Table2.6.1: Name of the Seminars/Work Shops in Which Students have Presented Papers

Title of the Seminar/Workshop	Organizing Institute/University	Date	Name of t
Anveshan: AIU Students' Research Convention 2016-17 (East Zone), VBS Purbanchal University, Uttar Pradesh	Association of Indian Universities	20-21 February 2017	Departmen and Departmen Departmen

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

Response:

A planned battle half assures its victory. The vigilant eye of the administration and sincerest endeavors of the teachers ensure the other half. Sidho-Kanho-Birsha University dreams to achieve all- round development of the learners. This includes their mastery in respective subjects, their career, their job and future satisfaction. Since its inception in 2010, Sidho-Kanho-Birsha University has produced students who have received national recognitions. Placement is the other issue which cannot be overlooked. Before the completion of a decade, more than hundred students had got placement in Government jobs and research projects.

Attainment of programme outcomes:

- 1.Sidho-Kanho-Birsha University has created a new surge of academic enthusiasm among the learners, in spite of the geographical adverse condition.

2. Enrolment ratio in Secondary, Higher Secondary, Graduate and Post Graduate education has a swelling progress but dreaming to achieve the imperial high.
3. Enrolment ratio at research activities cannot be overlooked. Well- equipped and modernized library facility has generated a new level of enthusiasm. The learners with high academic degree are planning to remain engaged in research activities. This trend is equally noticeable in Arts, Science and Commerce streams.

Programme Specific outcomes:

1. The learners- students can now think critically. They can identify and analyse. Science stream subjects have amplified the general and intellectual capability to weigh and consider.
2. The Humanities Subjects include Language (English, Bengali, Sanskrit and Santali)- The classrooms are arranged scientifically to assure inter- cultural and inter- lingual mixing. Since the beginning of this University, a change has come. The students are now comfortable even in using an additional language as third language.
3. Sidho-Kanho-Birsha University has introduced some Certificate Course like Lac Culture, Diploma Courses like Jhumur and Chhau. Apart from these, Women Studies and South Asian Studies (PG Diploma Courses) will add additional boon in the life's battle.

Attainment Course Outcome: Rome was not built overnight. Hence, success cannot be achieved in such a shorter span. Sidho-Kanho-Birsha University is the example of good beginning. It has promised a lot to achieve. For that, we need to wait for the time being. The so far journey of this institution talks of promises, dreams and a good morality which it has set forth. Overall course outcomes include the following-

1. The enriched programme of each post- graduate syllabus has a tremendous creative impact on the cognitive domain of the learners, which is so good.
2. A casual look will assure that this academically healthy syllabus is quite good in regulating the behaviour of the students.
3. The over- all assessment of the classroom performance of the students informs us of the course outcomes.
4. The students remain regularly in connection with the teachers with some intellectual inquisition. This indicates the healthy progress of their intellect. Sidho-Kanho-Birsha University has its administration with good ethics and teachers with their dedicated mind set-up to achieve the goal it dreamt earlier.

2.6.3 Average pass percentage of Students

Response: 91.95

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

Response: 674

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

Response: 733

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.65

NAAC

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

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

Response: 1.63

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)

2017-18	2016-17	2015-16	2014-15	2013-14
4.9	0	1.06	1.23	0.96

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

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	0	0

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

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

Response: 60

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	33	12	3	2

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

3.1.5 University has the following facilities

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

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Link to videos and photographs geotagged	View Document

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

Response: 29.17

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

Response: 7

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

3.2 Resource Mobilization for Research

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

Response: 410.14

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

2017-18	2016-17	2015-16	2014-15	2013-14
140.03	44.36	38.21	56.3	131.24

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

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

Response: 2.5

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

Response: 35

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

Response: 70

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 by recruiting and developing potential human resources. The laboratories in science streams are regularly upgraded and the ideal state of the art infrastructure has been successfully established for both teaching-learning system and research. The details are as under:

1. Human Resource Development: The University recruits faculties strictly as per UGC norms. There is a combination of young and experienced senior faculties who work in full dynamism in the ratio of Professor, Associate Professor, and Assistant Professor as 1:2:4 in the departments. Senior faculties always guide the students as well as new faculty members. The faculty members are groomed in various orientation programmes, subject specific refresher courses, short term courses and **up-gradation of domain-specific knowledge** through organization of Conferences, Seminars, Workshops and Lecture

Series organized in the University itself. Faculty members are granted leave and financial support to attend similar activities outside the University, in India and abroad.

2. Research infrastructure: The fund of more than Rs.23 crores have been allotted by the State Government to procure equipments in the laboratory based subjects. In addition to this, funds have also been procured by different departments through different projects (more than 30) and schemes from both state and central Government such as DST-FIST scheme of Govt of West Bengal, DBT Govt of West Bengal, SERB, ICHR, ICSSR, CSIR, UGC, West Bengal Biodiversity Board & DST, GoWB, etc. Excellent **research infrastructure** has been created through these projects. Also the University provides **Seed money** to the faculty members for pursuing specific research programs, framing of research projects etc.

3. We have more than 30 online **journals packages** including Oxford, JSTOR, and Cambridge publications etc. Updated books are also regularly procured by the University.

4. To **facilitate networking** and to establish **collaborations** for undertaking multi-disciplinary and interdisciplinary research, University has signed **MoUs** with academic institutions, research organizations such as Indira Gandhi National Center for Arts, New Delhi; Sidhu Kanu Murmu University etc. The University also encourages to adopt **external co-guides from national Institutes for PhD students**.

5. Protection and Commercialization of Intellectual Property: A dedicated **IPR Cell** is established to provide free IPR services to all the students, researchers and faculty members.

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

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	0	0	0

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

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

Response: 21

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	6	3	4

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

3.3.4 Number of start-ups incubated on campus during the last five years**Response: 108**

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

2017-18	2016-17	2015-16	2014-15	2013-14
30	0	26	27	25

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

3.4 Research Publications and Awards**3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response: Yes****3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**

Response: Yes**3.4.3 Number of Patents published/awarded during the last five years****Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

List of patents and year it was awarded

[View Document](#)**3.4.4 Number of Ph.D.s awarded per teacher during the last five years****Response:** 0.21

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

Response: 9

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

Response: 42

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)**3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 4.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
90	51	54	43	37

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

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

Response: 4.65

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

2017-18	2016-17	2015-16	2014-15	2013-14
63	59	84	59	29

File Description	Document
List books and chapters in edited volumes / books published	View Document

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

Response: 2.41

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

Response: 8.5

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

3.5.3 Revenue generated from corporate training by the institution during the last five years**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

3.6 Extension Activities

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

The University promotes regular engagement of faculty, students and staff to neighbourhood communities for their holistic and sustained development through various activities. The outreach programmes for the Post-Graduate students across disciplines have been introduced in the syllabi and curricula with the objective to meet this particular purpose. Needless to say intertwining outreach programmes with syllabus oriented education is an effort to make our students much more grounded and sensitive towards the social issues around them. Apart from the outreach programmes our University's NSS groups are constantly staying in touch with the neighbourhood communities. We have organized the following programmes to help the neighbouring communities.

1. Various health and hygiene camps – i. Eye check-up and ophthalmological examinations; ii. General health check-up. ii. Bringing social awareness about pre and post-natal care, breast feeding practice among lactating mothers and child health care; iii. Generating consciousness about the importance of immunization like Pulse Polio; iv. Making people aware about the threats of and preventive measures against the parasitic and immunological diseases;
2. Blood Donation Camp
3. Assistance for Legal Aid
4. Distribution of blankets and clothes to the destitute
5. Different training programmes - Training for skill development in fire extinguishing, cultivation techniques of oyster, mushroom etc.
6. Different awareness programmes- Safe Drive Save Life (Traffic) and distribution of helmets, Preservation of environment, Global warming, Impact of GST on essential commodities, Financial literacy and Financial education in villages, Drinking water quality, Fluoride problem in drinking water, sanitation etc.
7. Tree plantation programmes and cleaning programmes
8. Livelihood development of agricultural farmers,
9. Socio-cultural influence of Sanskrit Shastras upon the visited communities
10. Ek Bharat Shrestha Bharat.
11. Different Folk Cultures of Purulia: A study of Folk songs and dances

Impact:

Exposure to extension and outreach activities sensitizes the students towards social issues of importance and makes them attentive about the legal and social remedies in different matters pertaining to the needs and care of the local communities. These activities, as a whole, help them to find avenues for the effective application of their knowledge. By reaching to people they simultaneously reach to the ground reality.

The activities conducted during these years helped our students to learn the values and importance of social responsibilities, and also these became helpful to the community stakeholders in the following manner.

- i) raising the general level of awareness in local communities;
- ii) providing facilities for improving the conditions of life;

iii) encouraging and enabling the local people to assume community responsibilities.

iv) helping people in need;

v) promoting the values of cleanliness;

vi) assisting people to develop analytical and communication skills, management skills, leadership skills, etc.

To sum up, the extension activities of the University focus on making initiatives for a better, rewarding life for its neighbouring community members. It is the responsibility of any educational institution to enlighten people around with the beauty of true knowledge. Our University does the same by disseminating knowledge to the community living in remote areas.

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	3	1	0

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

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

Response: 87

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

2017-18	2016-17	2015-16	2014-15	2013-14
62	21	4	0	0

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

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

Response: 43.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
1514	1346	296	45	0

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

3.7 Collaboration

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

Response: 0.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	3	0	1

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

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	1

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

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	0	0	0	0

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

NAAC

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 University has adequate facilities for teaching learning which is enabled through the policy for creation and enhancement of infrastructure.

The policy for infrastructure development is based on inputs received from teaching departments and research centres. Mostly, plan funds (non-recurring) are utilized for creation of assets and non-plan funds (recurring) for their maintenance.

The bulk of the plan and non-plan funds are being obtained from the State Government presently. In order to create ambience for good teaching-learning environment, expansion of infrastructure and its enrichment like

- creation of smart classrooms,
- state-of the art laboratories
- laboratory equipments and instruments
- computer software,
- internet connectivity,
- intercom connection,
- expansion of bandwidth, etc. have already been done.

As a part of infrastructure assessment, a team of University officials or Development Officer usually visits all the teaching departments and make an on-spot assessment of the needs. Based on the report, a suitable work plan is formulated in consultation with the engineering unit. Purchase of furniture, computers, teaching aids, etc. are done through the centralised committee.

The University has **3 Smart Classrooms** to promote interactive learning among the students. The University has equipped the general classrooms with LCD projectors, multimedia devices etc.

Constant funding through Plan and Non-Plan grants to the various departments is utilized for enhancing research facilities. All science departments are equipped with state of art equipments in their laboratories. All the departments have very good libraries and other facilities. Most of the departments have computer labs and some departments have language lab also.

- Faculty room for each staff member with internet connectivity
- Research laboratories in each science department
- Centralised Computer lab facilities along with departmental computers.
- Resource base/ department libraries

- Campus wide Wi-Fi
- Gymnasium, playground
- Police Outpost
- University Health Centre

To name a few **sophisticated instruments** present in various Science Departments are:

Flow Cytometer, Elisa readers, Pentahead microscope, Fluorescent microscope, Cell Culture Facility, Gel Documentation System, Cooling centrifuge, Stereo Zoom Trinocular Microscope, AAS, Rota-evaporator, -80°C and -20°C refrigerators, HPLC, UV-IR, GC, Electrochemical work station, PG-DTA, Ferroelectric measurement Unit, Furnace, Flouride measurement unit, Diffractometer, Optical Spectrum Analyser, UV-vis, FTIR, LCR meter, spectrofluorometer, Ball mill.

Most of the instruments have CMC and AMC.

During last five years financial aid of **Rs. 10,57,03,345.00** has been received for the development of Laboratory Equipment and subsequently utilized for which it was sought for.

Each and every department is allotted enough space and resources so as to provide good teaching learning environment.

The construction of a new University guest house within the campus to accommodate the Professors and Resource persons is another step to facilitate the extension of quality education to the students

Further, as per the changing scenario, **proposals for research grants are submitted** by the faculty members of various funding authorities like DST (both Govt. of West Bengal & Govt. of India), CSIR, UGC, ICSSR, ICHR, etc.

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

Response:

The University Sports Board has been providing various facilities to the students of the Sidho-Kanho-Birsha University with the intention of promoting interest among students in sports and games. Facilities like football ground, cricket field, basketball court, volleyball court, handball court, badminton court, kho-kho court, kabaddi court with facilities to play badminton, basketball, volley ball and table tennis have been introduced. A multipurpose open air theatre is present where occasional presentation of Drama by our Chauu troops is done.

SKBU has organised various tournaments in various capacities since its inception and also hosted some events.

- Intercollege Kabaddi (Men and Women)
- Intercollege Kho-Kho for Men
- SKBU has also participated and qualified in All India Kho-Kho tournament.
- Intercollege Football for Men and Women

The university has the following playgrounds and courts

- Football Ground [90m × 60m]
- Volley Ground [18m × 9m]
- Badminton Court [13.4m × 6.4m]
- Kabaddi Court [36m x 18m]
- Kho-Kho courts [men 13m x 10m] [women 11m x 8m]

Besides these, there are provisions for indoor games such as Table Tennis and Carrom.

To maintain good physique there is a Multi-Gym Facility Centre, where there are 16 stations and 2 treadmills not only for students but all for teaching and non-teaching staff.

The University is trying in various capacities to sharpen the talent of budding scholars and artists in academics and cultural activities.

1. Special attention is given to nurture Chhau Dance, the traditional art of Purulia District and makes attempts to train the students in Chhau recognised by the UNESCO as the Cultural Heritage of Humanity in 2010.
2. Diploma course in Chhau dance has also been running since last two years.

Since Lac culture is widely practised in rural areas of Purulia, Certificate Course in Lac culture has been started since 2016 to impart scientific ways of culture so that rural mass can generate revenue on their own.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 44

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

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

Response: 78.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
3047.06	1441.10	2128.36	1328.37	661.81

File Description	Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The Central Library of SKB University is a central facility, which provides information support for teaching and research activities of the University. The library was started in the year 2010 and implementation of the library automation was started in 2014. We have already partially automated our library system and the process is being continued. We have implemented the **Web Centric LIBSYS 7 (Release 1.0)** and it is in progress.

LIBSYS7 is a web centric system based on libsys providing access through industry Web Browsers. It is quite comprehensive and provides some additional value added features. It is committed to deliver value to the libraries through its products. LIBSYS7 is poised to transform the overall library experience through technological innovations, refining the workflows and accelerating best library practices.

At present the university central library has a total collection of 37602 purchased books. In the financial year 2017-18, number of total books purchased was 13205. Apart from this, the library has received number of books as gift from various sources. With the aim in view for total library automation, library software LIBSYS has been installed in the year 2014. Till date data entry of 25,651 volumes has been completed. The library users of the university can read five national dailies. Periodicals focused on employment information and guidance are also on display of the library for the students seeking suitable placements after completion of their formal study. The subscription of the popular Bengali fortnightly DESH and the journal DHANADHANYE (Yojana-Bengali), focusing plans, programmes and accomplishments on national development published by the Publications Division, Government of India has been renewed. The library had subscribed to a reputed journal Economic & Political weekly.

Besides these the library has collection of several reports like, Manuscripts, Education Reports, etc. A good number of text books for reference, conventional reference books as well as the books for competitive examinations are available for consultation whenever necessary.

Modern library classification with the DDC (23rd edn.) and system AACR-2R (1988) are used for cataloging in the library.

The library is also enriched with 388 journals including the e-journals, 12 databases, 6 back volumes, 2 periodicals with 4 complimentary ones, 3 for employment information and 5 daily newspapers.

Services provided in the library are

- Lending Service
- Reading Room Service
- Reference/Referral Service
- Bibliographic Service
- Current Awareness and SDI Service
- Newspaper Clippings
- Periodicals
- Career/Employment information service.

The details of Library software is as given below:

- Name of the ILMS software: **LIBSYS**
- Nature of automation (Fully or partially): **Partially**
- Version: **Web Centric LIBSYS 7 (Release 1.0)**

Year of automation: **2014**

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

Response:

The Central Library of Sidho-Kanho-Birsha University began its functioning in the year 2010. Though in the initial stage to collect syllabus oriented text books was our primary concern, still we had the scope to collect some rare books from various sources. Till now the library has acquired 45 number of rare books which are of much importance. We are continuously searching to collect more rare books including rare books, reports, thesis, and other knowledge resources to enrich the collection. These collection would surely encourage the teachers, scholars and the students of the university. The library has collection of several reports like, Education Reports, Occasional papers, books of heritage importance, etc. The library with the help of the teachers, non-teaching staff, research scholars and the students is also trying to collect very old books and manuscripts from the local people which have heritage importance. A list of our collection is given which includes following information along with the accession number:

1. Title of the book
2. Name of the author
3. Publisher
4. Year of publication

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

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

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

Response: 55.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
127.49	62.598	65.2802	1.649	21.936

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

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 4.27

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

Response: 72

4.2.7 E-content is developed by teachers :

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

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: None of the above

File Description

Document

Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)

[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The IT infrastructure is being managed by the Automation and Electronic Information Management Cell (AEIMC). The major works of AEIMC include the Website development and maintenance, installation and maintenance of network in the campus, procurement of centralized infrastructure related to IT, computer labs installation, guiding the departments in setting up the IT infrastructure, setting up and maintenance of CCTVs for surveillance for security of the University, etc. The network installed in the campus has been encrypted to make it more secure against the cyber attacks. The website has been audited by the Govt. agencies as per the guidelines by the IT Act to provide the security to it.

The departments are being encouraged to use the open source software which are easily available and otherwise use of licensed proprietary software is being encouraged.

Sidho-Kanho-Birsha University follow e-waste management policy and green computing.

Most of the departments have their own well structured computer labs with LAN and Wi-Fi. Many terminals have been provided where the students of the department can work on the software installed for the specific purpose.

Date of updation of Wi-Fi:

Online journals through INFLIBNET have been made available to the staff and students. The online teaching & learning resources are available to the Teachers, Research Scholars and Students through a link of UGC-INFONET Digital Library Consortium and knimbus Research.

Anyone using any University Computer or Laptop has access to all e-resources via Wi-Fi Connection. Besides, there is a well

Equipped centralised Computer Lab with 37 Computers which are used by the students/teachers.

University has installed campus network with wired and wireless connection facilities. In this network Firewall is installed for information security and network security. The network is configured in such a way that the information of one department will not be accessed from other department as well as other else. This maintains the secrecy of information.

University purchases proprietary or custom made software or packages from the companies to fulfil the necessity of the academic departments and the offices. Presently university is building customised packages for different works which are broadly based on available open source packages.

University encourages its teachers, students and employees to access open source resources available online. The links are circulated time to time.

At the moment the University practices some aspects of Green Computing. E-mail is used for inter-departmental and intra-departmental communications which saves lots of papers. University is uploading resources like old question papers, curriculum, and syllabi for public access instead of printing those. All electronic equipments are kept off when they are not in use. The University has the goal to make itself a paperless University within the days to come.

4.3.2 Student - Computer ratio

Response: 8.48

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

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: 50 MBPS-250 MBPS

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

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 20.67

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)

2017-18	2016-17	2015-16	2014-15	2013-14
491.6	368.02	271.51	351.69	392.77

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	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:**

To ensure maximal utilization of infrastructure, such as classrooms, smart classrooms, labs, computer labs, etc., the Time Table is staggered in such a manner that classrooms, labs and computer labs are available to all of the learners in a systematic manner.

The academic need of students and demands of the courses are discussed and approved by the academic bodies. The new blocks for teaching and hostel for the girls' students are built at per the plan of the University with the observance of National Building Plan. We are also planning to build the hostel for the boys' along with research scholars with up to date facilities. The authority is planning to build separate

staff quarters for the teachers, officers, teaching assistants and the staff members so as to establish an ambient family atmosphere within this academic environment of the university.

The common computer laboratory has been established in 2016 in the 2nd floor of the Utility Building for common use of the students of the PG departments, the Diploma Courses, Research Scholars and the laboratory is maintained properly. The slots are allotted as per the requisition from the departments after thorough consideration of the availability so as to maximize its utility. The English language lab, the SPSS, the ORIGIN, and some useful software are installed.

For optional utilization of class rooms, classes of some of the curricula like NET/SET coaching have been arranged in different time slots without hampering the routine classes. In order to create ambience for good teaching-learning environment and maximum utilisation of infrastructure, slots are being provided to each department so that they can use resources and computers to the maximum extent.

The coaching centre for competitive examinations like, IAS, IPS, WBCS, WBFS, etc. is being run in such a way that the running aspiring students can avail the facilities of the centre through the lectures of the internal and external resource persons both from the academic and administrative sectors.

The gym facility is available throughout the day; however, we encourage the members to use it in the morning and also in the evening as per their choices. We maintain good communications among the users and the staff members and the officials who are related to the gym and sports facilities.

The university has established the Orell English Language Laboratory in September, 2016 in the Computer Centre of the University. The Orell English Language software has been installed in 37 computers including a teacher console. The rest 36 terminals with audio video facilities with high speed internet are dedicated for the students. We are planning to conduct several courses in English Language using this lab, like Spoken English, Communicative English and Certificate Courses in English Language. Through this Language Lab we also aim to develop the speaking and communicative ability of our students of different departments keeping in mind the job opportunity in the present market scenario. After words, we may extend the benefit of this laboratory to the passed out students also.

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: 43.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
834	1245	908	0	0

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

- 1.Guidance for competitive examinations
- 2.Career Counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses

7. Yoga and Meditation**8. Personal Counselling****7 or more of the above****Any 6 of the above****Any 5 of the above****Any 4 of the above****Response:** Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	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:** 7.89

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

2017-18	2016-17	2015-16	2014-15	2013-14
632	0	0	0	0

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

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

Since its inception in 2010, Sidho-Kanho-Birsha University has been fundamental to ameliorate its students in every possible means. The university runs nineteen Post Graduate departments (in Arts, Science

and Commerce) within the campus and also authorises some colleges to run Post Graduate course in some selected subjects. It has also started course in Psychology from 2018-19. It holds a sound number of research scholars and tries to offer the best facilities for research activity. Some students and researchers have attended international seminars and workshops where they have encountered and interacted with foreign scholars. The university knows the value of such meetings and interactions. But at present the institute does not hold any kind of active international students' cell that can cater the requirement of foreign students.

However, the university aims at forming such cell where the students can be given the exposure to widen their activities through interactions with the foreign students. To materialise it, the university has thought out of a cell comprising the students and scholars with head of the departments at the top of it. A formal talk has also been done and this cell will come into existence whenever the institute will grow fully fledged and well equipped and can cater to the requirements of the foreign students.

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

Response: Yes

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

5.2 Student Progression

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

Response: 14.28

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

2017-18	2016-17	2015-16	2014-15	2013-14
194	118	70	53	29

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

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 0.95

5.2.2.1 Number of outgoing students progressing to higher education

Response: 7

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 12.29

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

2017-18	2016-17	2015-16	2014-15	2013-14
327	65	47	18	22

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

2017-18	2016-17	2015-16	2014-15	2013-14
1039	737	582	423	249

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

5.3 Student Participation and Activities

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

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

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

Response:

This is in connection with the ‘**student council**’ with reference nos. 1111(19) Edn(U)/1U-111/14 dated: 26.11.2015 which directs that higher education institutions will now keep the conduct of student union election in abeyance and 473(19)- Edn(U)/1U-71/12(Pt-II) dated: 24.06.2016 says that institution can resume the student union election. The university authority recognises the inevitability of a well-established students’ council to avoid unwanted functionary disturbances and to ensure the peaceful & orderly working of the university affairs. However, the SKBU authority, in spite of this fact, could not yet form the same due to the below mentioned key challenges that it has been facing since its establishment.

1. It is to be noted that, the institution had commenced its operation with a very feeble infrastructural base. It was a small part of Purulia Zilla Parisad campus where the university had started carrying out its initial activities.
2. It is to be noted that, at a subsequent stage, only a circumscribed number of subjects were introduced but the concerned departments were running in a scattered and ill-organised manner from a number of campuses situated at various places of the district. For instance, the departments like Bengali, Commerce, Economics, English, History, Philosophy and Political Science were running in a rental campus of DIET till the year 2014. The other departments like Santali was running at Manbazar college campus till 2012 and thereafter in DIET till 2014, Mathematics and Physics in J.K.College

Campus till 2012 and thereafter in BIST campus for the year 2013 and 2014, Chemistry in Raghunathpur College campus till 2012 and in BIST till 2014, Zoology in the STT campus during 2013-14 and so on.

3. Although, until recently in 2014, the university has got its own campus near Sainik School, Purulia but the prolonged infrastructural flaws have yet not been completely fixed. The construction activities are still in progress. Besides, the university has been suffering from chronic insufficiency of human resources in administrative, non-teaching and teaching categories since its infancy stage.

However, in spite of the above mentioned challenges, the SKBU authority has undertaken highest possible efforts from its part in this regard and thereby constructed an informal student representative body along with different other committees of similar kind like Anti-ragging committee etc. to tackle the related issues to some extent for the time being.

Thus, the university authority would expect realization and consideration of the legitimacy of the above mentioned causes as to why it still remains incapable of forming a well organised students' council till date. Now we are preparing our self to constitute a student council through conducting an election.

But, the coordination between the Administrators- Students, Teachers-Students is satisfactory. And every disputes, demand of students are cordially and amicably resolved with the consent of student representative.

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

Response: 15

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	21	18	10	10

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

5.4 Alumni Engagement

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

Response:

Sidho-Kanho-Birsha University is one of the newly established universities of West Bengal. The university started to confer the PG degree for the first batch in each department (Science, Arts and Commerce; total seventeen subjects) from 2013 and the first convocation was held in 2016. That is why at present a strong Alumni Association, like other established universities, is yet to come into existence. However, each department organized reunion of the existing and former students in 2017 to find out those students who are successful to establish themselves and are capable to form Alumni Association at least from the perspective of each department. It was found that a few students are successful to get jobs in different sectors whether it is private or government or semi-government. In this situation, each department enlisted the names of the interested candidates who are willing to become members of Alumni Association.

Along with this, the university authority also formed a committee in order to (i) frame the draft rules of a central Alumni Association, (ii) to materialise the central Alumni Association. The committee not only framed draft rules where the aims, objectives, types of members, the fees etc. are discussed for the central Alumni Association but also a web portal named as 'Alumni Zone' (<http://alumni.skbuonline.in/univ.admin>) has been introduced through the website of this university for those candidates who are interested to register their name online freely.

The committee further resolved that the central Alumni Association will be formed through a grand meeting in the presence of those online registered students, the members of the committee, the Hon'ble Vice-Chancellor of this university, the Head of the Departments, the Deans of the faculty of Arts, Science and Commerce by i) taking the suggestions ii) collecting membership fees from the interested students and iii) discussing the rules.

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

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	View Document

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

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
23	0	0	0	0

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision of Sidho-Kanho-Birsha University:

The Vision of Sidho-Kanho-Birsha University is to dispel the darkness of ignorance by spreading the sparks of education out across castes and communities, religions and gender and to ignite the hidden possibilities of perfection.

This vision statement is inscribed in the university logo as “? ?? ??????? ?????? ??????????”.

Missions of Sidho-Kanho-Birsha University:

1. To reach at the peak of academic excellence by converging the local possibilities, national priorities and global standards.
2. To explore the cultural uniqueness, biological diversities and natural resources of the district and to contribute towards its preservation, sustenance, and expansion.
3. To ensure an all-inclusive academic environment by eradicating all sorts of unethical discriminatory practices and to help the students of the marginalized sections of the population overcome the hurdles of their life.

Motto of Sidho-Kanho-Birsha University: To follow Swamiji’s Clarion “Be and Make a man”, and to transform the young learners into complete human beings through the manifestation of the perfection within them.

Nature of Governance

His Excellency the Governor of West Bengal is the ex-officio Chancellor and Head of the University and Chairman of the court.

The Vice - Chancellor is the full time Academic and Chief Executive Officer of the university and functions in accordance with the provisions of Sidho-Kanho-Birsha University Act, 2010 with subsequent modifications. He is a chairman of University Executive Council, and Faculty Council of Post-Graduate Studies and also of any other body of the university of which he is a member.

The Registrar is the chief administrative officer of the university. **The Deans, Faculty Council of Post Graduate Studies** oversee the academic matters of the university and renders appropriate advice for academic and overall development.

Finally, the bottom level of Administration hierarchy rests with **Head/Coordinator** of the respective departments, who is appointed on rotational basis for two years. In consultation with the **Dean**, the HODs/ Coordinators oversee the academic and overall functioning of the department.

In addition to the above other officers of the University – **Controller of Examination, Finance Officer, Development Officer, Inspector of Colleges, Hostel Super, Engineer, Secretary UG Council, Asst. Registrar, Asst. Controller of Examinations and Security Officer** provides leadership and discharges their duties for effective management.

The governance structure has been designed keeping to ensure task efficiency and timely allocation of resources to faculty and students.

Perspective Plans

In order to strengthen the accessibility of different stake holders, the university is in plan to have Management Information System where everyone can able to access services of different sections of management, results, notice, online project submission and other academic and career related details.

Participation of Teachers

The university provides equal status to every teacher to exchange their views on academic, administrative and policy related aspects. The Executive Council and Court provides platform to faculty members to place ideas and discuss problems through HODs & Deans. The nominated teachers are also the member of Faculty council of postgraduate-studies, Faculty Council of Undergraduate-studies, Board of Studies, and different committees as Ph.D., Publication, finance and Building, etc.

6.1.2 The institution practices decentralization and participative management

Response:

i) The University follows the principle of co-operation and joint action in all stages of academic and administrative works. The policy of collective participation from all members of different designations and community are strictly followed while framing any academic and non- academic bodies. The composition of various statutory bodies from University court and Executive Council to different departmental committees indicates the nature of decentralization and participative action in management and functioning of the University.

ii) Moreover, the acts, the statutes, the regulations and the ordinances are revised from time to time in order to decentralize the works among the competent persons.

iii) The college teachers have also the scope to express their opinions and they actively participate in different works which are assigned.

iv) The university strictly follows the orders issued by the MHRD, UGC, NAAC and the State Government from time to time.

v) At departmental level all regular faculties are members of Board of Studies and all regular faculties with Ph. D. degree are the members of Board of Research Studies/ Research Advisory Committees.

vi) In fact, this university always ensures the involvement of all faculty members, officers and the non-

teaching staff to make all important decision through the constitution of different committees under the chairmanship of Hon'ble Vice-Chancellor for effective functioning of academic departments as well as administration.

6.2 Strategy Development and Deployment

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

Response:

The University has achieved milestone in both academic and non-academic dimensions of development. Starting its journey from the *Bongabadi* campus (a blind school 5 kilometers away from present campus) with 12 post graduate departments in 2011-12, we grew to 18 departments within a short span of three years. In 2016, all the academic departments have been accommodated in its own campus of 12.84 acres with best modern amenities. Six months certificate course has been introduced on Lac Culture and one year diploma course has been introduced on Chhau in 2016. In the next year that is in 2017 one year Post Graduate Diploma courses have been introduced in two subjects—Women Studies and South Asian Studies. Again, from the coming session i.e. from 2018-19, two new courses have been introduced one of which is 5 years integrated course in Psychology and the other is one year diploma course in Jhumur. Recently the university got 51.99 acres of land from the Government of West Bengal to extend its second campus at Charra, 10 kilometers away from present campus. The university provides modern infrastructure to the students and the faculty members. The university departments are equipped with high speed LAN and modern Wi-Fi facility (throughout campus) with internet, intercom, computers, scanners and personal locker facilities. The details of completed and ongoing projects are

Projects Completed

Sl. No.	Project Details	Quantity
1	Academic Buildings	03
2	Administrative Building	01
3	Hostels	01
4	Utility Building	01
5	Vice Chancellor Bungalow	01
6	Library	01
7	Guest House	01
8	Security Room	01
9	Sub Station	01
10	Cycle Stand	02
11	Main Gate	01
12	Play Ground	01
13	Open Auditorium	01
14	Internal Compound Road	

Ongoing Projects

Sl. No.	Project Details	Quantity
1	Vertical Expansion of Academic Building I and II	02
2	Auditorium	01
3	Student activity Centre	01
4	Annexure Building	01

Academic Plans

The university stands on the principal of imparting education keeping intact the responsibility towards people, society and country. We aim at developing courage and committed responsibility through value based interdisciplinary higher education.

Teaching and Learning

- Introduction of CBCS in all academic PG and UG departments of affiliated colleges.
- Enhancing skill based training through industry partnership
- Spoken Tutorial, Spoken English and Coaching for Competitive Examination

Research and Development

- Establishing of Modern laboratories
- Providing Consultancy services to government and non-government organizations
- Providing Personal Research Grant
- Providing Travel grant to attend seminars/conferences.

Human Resource Development

- The university policy allows its staffs to avail training and development courses as required.
- Providing seed money for organizing conference/seminars/training programme as required.
- Introduction of research methodology workshops and refresher courses

Responsibility towards Local Culture

- The University tries to retain the local culture and heritage by preserving the antique monuments and idols in university museum selected by museum committee under chairmanship of Honorable Vice Chancellor.

The university facilitates three major courses promoting livelihood opportunities for rural and urban artisans i.e. Diploma in Chhau and Diploma in Jhumur and certificate of Lac culture.

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:

Organization structure, governing body and administrative setup

i) His Excellency **the Governor** of West Bengal is the ex-officio Chancellor and Head of the University and Chairman of the court.

ii) The **Vice-Chancellor** is the full time Academic and chief Executive officer of the university and functions in accordance with the provisions of Sidho-Kanho-Birsha University Act, 2010 with subsequent modifications. He is the Chairman of Executive Council, Faculty Council of Post-Graduate Studies and also of any other authority.

iii) The **Registrar** is the chief administrative officer of the university.

iv) The **Finance officer** is responsible for the financial matters i.e. budget, audit etc.

v) The **Controller of examinations** is responsible for the examination related matters.

vi) Other Officers

Librarian, Development Officer, Engineer, Placement Officer, Secretary to the Faculty Council (UG), Security Officer and etc.

The governing body of the university is constituted with the University Court, the Executive Council, Faculty of Post Graduate Studies, Faculty of Under Graduate Studies, Board of Studies, Research Advisory Committee, and Finance Committee.

The University Court is comprised under chairmanship of Hon'ble Chancellor, Vice-Chancellor, Deans of Faculty Councils for Post-Graduate Studies, Secretary, Higher Education Department, Govt. Of W.B., Secretary, Finance Department, Govt. of W.B., Chairman, West-Bengal State Council of Higher Education, President, West Bengal Board of Secondary Education, Director of Public Instruction, West Bengal, Nominees of the chairman of NCTE, UGC and CSC, Representatives of University Departments and affiliated Colleges and other Nominated Members.

The Executive Council is comprised under chairmanship of Vice-Chancellor, Secretary, Higher Education Department, Govt. Of W.B. Secretary, Finance Department, Govt. of W.B. Director of Public Instruction, West Bengal, Chairman, West Bengal State Council of Higher Education, Principals of Affiliated Colleges, Dean of Faculty Councils for Post-Graduate Studies and Other members including HODs, members faculty council of P.G studies

Faculty Council of Post Graduate Studies is comprised under chairmanship of Vice-Chancellor, Deans, concerned faculty councils, Head of the Departments, Professors of the Departments, three U.G. teachers Librarian and one representative P.G. Student and Research Scholar representative.

Faculty Council of under Graduate Studies is comprised under chairmanship of Vice-Chancellor, Deans, Faculty Councils for Post-Graduate Studies, Principal and teachers from affiliated colleges, and three students representative from colleges in different streams as per statutes.

Functions of various bodies, service rules, procedures

The University strictly follows the Acts, Statutes, Regulations, Ordinances, the UGC orders and the state Government orders issued time to time.

The Deans, Faculty Council of Post Graduate Studies oversee the academic matters of the university and render appropriate advice for academic and overall development.

The bottom level of administrative hierarchy rests with **Heads/Coordinators** of the respective departments.

Recruitment, promotional policies and grievance redressal

The university follows the UGC regulations and the orders of the Higher Education Department, Government of West Bengal, in the recruitment of teaching and non-teaching staff. IQAC governs the promotional activities as per the existing regulations. The university has the Grievance Redressal cell, Anti-ragging Cell, Internal Compliant Committee.

6.2.3 Implementation of e-governance in areas of operation

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

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 3 of the above

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

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

Response:

The following Meeting minutes of hostel committee has been successfully implemented

Meeting No.04: Hostel Committee

28.11.2017

Members Present

1. Dr Swati Guha
2. Professor Sonali Mukherjee
3. Dr. Rajkumar Modak
4. Anita Banerjee
5. Sumantra Chakraborty
6. Indira Pandey

Resolution

Agendum

I: Local Guardian

It is unanimously resolved that one point should be included in the hostel admission form regarding local guardian for future admission in the hostel. At present a notice is recommended for issuing by the Registrar for the 14th girls who have failed to give the name of their local guardian as follows:

It is hereby noticed for the 14th girls who have failed to give the name of their local guardian may appear to their (i) departmental teacher or (ii) their college teacher or (iii) Ph. D. Research-Scholar or (iv) friend parents with a passport photo, Mobile number and permanent address. If they are failed to do this they are also requested to give a declaration from their parents officially that in urgency if occur the parents will be responsible.

II: Medical emergency regarding fitness certificate and infectious diseases

It is unanimously resolved that in case of infectious diseases the decision of the University medical unit will be final. It is also resolved that a medical fit certificate issued by a registered doctor must be attached with the filled up hostel admission form.

III: Sick Room

It is unanimously resolved that sick room must be consisted of (i) Oxygen cylinder, (ii) Fire extinguisher, (iii) Inhaler, (iv) Weight machine, (v) Walker (vi) medical bed etc.

IV: Use of Tele Vision and TV Remote

It is unanimously resolved that the TV remote will be managed by the matron and the TV remote must be

kept in front of the TV set and TV switch must be off before 11 P.M. (except national games or world cup)

V: Repairing

It is unanimously resolved that the engineer should necessary action in this matter after forwarding the application to the Registrar through hostel-super.

VI: Fire extinguishing training

It is unanimously resolved a mock training regarding fire extinguishing will be organized by Indira Pandey in consultation with the district Fire Brigade Office through the Registrar of this university.

VII: Entry time for evening

It is unanimously resolved that a notice should be issued regarding the time of coming back in the hostel at evening regularly at 7:00 P.M. by the Registrar immediately.

VI II: Time of staying at hostel after taking a hostel clearance certificate

It is unanimously resolved that a candidate must leave the hostel after taking the hostel clearance certificate within 24 hours.

IX: Guest

It is unanimously resolved that a guest can stay at hostel after taking official permission of the Registrar.

X: Fine of misused object or damaged object

It is unanimously resolved that if a candidate misuse any hostel object she must be charged the cost the object as fine and the amount of the fine will be decided by the finance section.

6.3 Faculty Empowerment Strategies

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

Response:

The university provides ample of financial and non-financial benefits to teaching and non-teaching staffs. There exists the facility of Sidho-Kanho-Birsha University Staff Cooperative Society and Festival Advances for both teaching and non-teaching employees, The female employees are entitled for six month maternity and child adoption leave in addition of general leaves such as casual leave, earned leave, on duty leave, study leave for pursuing Ph.D and Post-Doctoral, special duty leave, Medical leave and child care leave etc. There exist a full fledged health centre with specialized doctors and free medicine. Further, the latest government health facility have been extended to all teaching, non-teaching and contractual staffs (Swasthyasathi) of the university. There also exists the provision of availing travel grant (including registration fee) to attend/present paper in national and international seminar/conference/workshop in India

and abroad. Institutional support is extended for organizing training programme, seminar, conference and workshop.

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: 23.85

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	21	19	22

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

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

Response: 1.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
02	03	01	01	01

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation

Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 26.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	24	18	10	17

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

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

All teaching and non-teaching employees submit annual performance reports to the Registrar of the university. The Registrar further analyses submitted data and annual reports which are placed before the Vice-Chancellor for further action.

- The IQAC conducts regular interaction with faculty members about the problems encounter in delivering services and career advancement.
- With holding 67 percent of young faculties (Assistant Professors), the university focuses to develop the teaching and other related activities by providing opportunity for attending Orientation programme, Refresher course, pursuing Ph.D., etc.
- The Vice – Chancellor makes personal visit to each department and interacts with the students regularly.
- Academic audits are also carried out annually for each department.
- The performance of the non-teaching staffs is routed through their respective head.

University collects and analyzes students' feedback, non-teaching staff's feedback and also take necessary actions.

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal and external financial audits regularly****Response:**

All University accounts are audited on regular basis. The internal audit is occur regularly but the external audit is purely decided as per schedule of the state government. The Comptroller and Auditor General (CAG) functioned as external auditor appointment of the state government. The CAG audit completed up to the year 2017-18. This includes only the transactional audit which was done by two phases. One is 2010-11, 2011-12, 2012-13 financial year. In phase II 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18. This transactional audit includes audit of all bank accounts, development activities, academic activities, library transaction and recruitment of teaching and non- teaching staffs. Financial audit was conducted only once, which included audit of all financial transactions and bank accounts. Internal audit is generally conducted after the completion of a financial year, i.e. in July- August every year. University authority takes necessary actions in case of any anomalies. Major portion of financial transactions are done through IFMS or PFMS account. IFMS is a portal developed by government of West Bengal and PFMS is used only for central government funding including the research projects, fellow ships and etc. Both internal and external audit include the audit of transactions made through IFMS and PFMS. Apart from this the financial audit of the research projects are done by auditor fixed by the university authority.

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: 0.84

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.05	0.15	0.6423	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

The university maintains 'special fund' out of donation received from different personalities and institutions. The amount is directly utilized by the university to help the educational expenditure of the needy, meritorious, differently abled and financially backward students. The resources are mobilized on the basis of eligibility as defined

- Student with good academic background having financial constraints are provided with book grants and special permissions to get more books from the central library (beyond the permissible

limit).

Provision for full and half free ship on tuition fee. In 2016, out of 155 selected students, 53 students have got full free studentship and 102 students have got half free studentship.

6.5 Internal Quality Assurance System

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

Response:

The Internal quality Assessment Cell was constituted in Sidho-Kanho-Birsha University under chairmanship of Vice-Chancellor to retain the objective of maintaining quality education. The IQAC meet on regular interval to discuss matters relating to career advancement of different stakeholders. The cell promotes transparency in the academic functioning by holding regular meeting to review progress of students, their academic performance, regularity in classes and student feedback. In order to maintain quality focus has been made on two major stake holders i.e. students and teachers.

1. The university provides forum to the students to interact with the higher authorities (every year) about their problems in learning, teacher's behavior, regularity of the classes and other related issues. Further, the feedback is obtained at the end of every academic year about course completion, quality of teaching and attendance. This in turn is utilized by the committee to frame the new guidelines for further improvement in teaching-learning process and individual teachers are informed about their two positive and negative sides.
2. The teachers have to submit the annual performance report which is analyzed and placed before the Vice-Chancellor for appropriate initiation. Further, feedbacks were collected from teachers about the services of administrative staff and vice-versa to smooth the co-ordination between academic and non-academic activities.

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

Response:

The institution reviews its teachings learning process, structures & methodologies of operations and learning out comes at periodical intervals through IQAC by using the following norms:

1. The list of the students who clear NET, SET etc examination
2. The number of published books in national and international level by the faculties and research scholars.
3. The number of published papers in UGC listed journal by the faculties and research scholars.
4. Number of acceptance of seminar proposals from different funding authority such as UGC, ICSSR, ICPR etc.
5. Number of acceptance of project proposals DST, UGC, ICSSR, ICPR etc.
6. Number of students getting fellowship
7. Number of faculties getting different academic awards

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 0.2**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

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

6.5.4 Quality assurance initiatives of the institution include

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 2 of the above

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

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

Response:

Organisation of Seminars and Workshops

Various departments of the University have organized a number of seminars/ workshops/ conference of national/ international level for promoting quality culture among the participants. Our University, being a new one, had no IQAC since its inception. After formation of IQAC in the year **2015**, the IQAC members, either directly or indirectly, have been taking initiatives in organizing these seminars/ workshops/conferences.

Various Achievements of the IQAC during last five years :

- 1) Regular meetings of the IQAC are held. The process of receiving feedbacks from the students as well as from the faculties are collected regularly and an authorised body analyses them. Necessary required measures for improvements, as suggested by that body will be taken.
- 2) Academic Audit Committee regularly conducts academic audits in the affiliated colleges. Academic Administrative Audit at the University level has also been initiated.

Incremental improvements made during the preceding five years :

Since formation of the IQAC in this University in the year 2015, till 5th April 2018 nineteen no. of IQAC meetings have been held. 33 applications along with enclosures from the faculties seeking promotion under CAS were scrutinized and processed and recommended for promotion to next higher stage of employment, strictly adhering to the UGC rule and Government Orders in this respect. Applications for different teaching posts as per various Advertisements under Direct Recruitment were also processed , merit lists (on academic parameters on the bases of documents submitted along with the applications) were prepared and recommendations were made to the University authority either to arrange for interview of the candidates before the Selection Committee, if sufficient number of duly qualified candidates are available or to advertise afresh where number of duly qualified candidates is insufficient.

Keeping in mind the interest of the teachers and the research scholars, in the month of May 2018 the IQAC organized a seminar on two most vital subjects—(i) the various aspects of CAS related matters and (ii) how to maintain and/or improve the quality of research papers. In this seminar, the teachers as well as the research scholars of this University participated and took part in the interaction session.

Till date the IQAC has been able to do a little and it has to do a lot for achieving the overall quality development in our University. As most of the learners in this University are first generation learners and with so many socio-economic problems they have to get their education and the areas of their habitation have not yet been developed in line with other urban areas, the task of IQAC will be too difficult. The IQAC of Sidho-Kanho-Birsha University believes that we have the ability to do everything and now we will have to utilize this ability to overcome all the problems and to achieve the target. As we have strong determination accompanied with skilled resources we are hopeful to provide quality services to all the stake holders of this University.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	0	0	0

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Security Guards are there in the University in front of each academic or administrative building as well as at the main gate and girls' hostel.
3. CCTV Cameras are going to be installed shortly all over the campus for continuous surveillance for safety.
4. Zero-tolerance towards ragging and any sort of harassment.
5. Functional Internal Complaints Committee
6. Counselling
7. Separate Common Room for girls.
8. Installed Sanitary Napkin disposal machines at all possible corners.

The University authorities put the safety and security of the girl students at the utmost priority. A number of measures have been taken to ensure that the learners especially the girls are well protected against all sorts of adversities.

Security Guards are there in the University in front of each academic and administrative building as well as at the main gate and girls' hostel. Over and above that, CCTV Cameras are going to be installed shortly all over the campus for continuous surveillance for safety.

The university maintains zero-tolerance towards ragging and harassment. Ragging is prevented right from the onset by asking students to take oaths against ragging right at the beginning of the session. Moreover, there is a full-fledged Internal Complaints Committee that looks after cases of sexual harassment if any and when the necessity arises. The students are continually counselled about the need to maintain gender equity and stand up against any form of sexual discrimination.

For recreation, the girls have a separate Common Room just as the boys have too. The common room has carom boards for the girls. Comfortable sitting arrangement has also been provided.

Sanitary Napkin disposal machines (9 in number) along with Incinerators have been installed in all of the Academic Buildings, the Utility Building and the Girls' Hostel.

As for Gender Equity to maintain the balance between the gender construct, several programmes have been conducted by the University.

A special camp on Legal Aid was organised on 30.03.2016 by NSS Unit -1 of Sidho-Kanho-Birsha University.

There also a Special Camp on Learning the Basics of an Equitable Existence by the NSS Women's Unit at Dhadka village . NSS volunteers and women from the NSS-adopted village participated in the camp.

Students are encouraged to indulge in gender-sensitive cultural activities too. Students organised a dance drama titled "*SadharaniNamastute*" to propagate awareness on violence against women and emphasise women's Empowerment on 20.12.2017.

A competition on Women's Rights titled 'Women's Rights HUMAN RIGHTS: Issues of Legal Safeguards of the Women' was organised in collaboration with the National Commission for Women. 374 participants took part in the event.

In addition to, the university has helped 126 girl students get approval for the award of Kanyashree of Rs 25,000 per annum. 4 girl students have availed the Single girl child scheme of the UGC.

Thus, SKB University puts in optimum effort to safeguard the privileges of the Girl students so that gender equity is ensured.

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

Response: 2.58

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

Response: 7182

7.1.3.2 Total annual power requirement (in KWH)	
Response: 278240	
File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 11.59	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 4783	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 41256	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <ul style="list-style-type: none"> • Solid waste management: There are two compost making machines that are used to recycle solid organic waste in the Hostel and the Canteen. <p>Dispensing of solid waste is a problem that has to be faced by any institution. Waste management entails all the activities and actions required to manage waste from its production to the final disposal, which necessarily includes collection of waste, transport, treatment and disposal and recycling, if and where possible.</p> <p>In Sidho-Kanho-Birsha University, we have devised our own ways of managing solid waste. Two compost making machines have been installed in the university campus—one in the Canteen in Academic building III and the other in the girls' hostel. These machines efficiently recycle solid organic waste in the hostel and the Canteen. This in turn, gets transformed into compost that can be used as nutrient to the plants in the campus.</p>
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- **Liquid waste management:** Waste bath water from the hostels is recycled and processed to provide water for gardening.

Liquid waste too has to be managed in order to ensure hygiene and cleanliness. The Department of Geography in SKBU has come forward with ingenious projects to process waste water through natural processes of purification. Thus, waste bath water from the hostels is recycled and processed to provide water for gardening. The water is also used to create waterbodies to preserve flora and fauna. That way, the university gets a way to dispense of waste water, while, on the other hand, water for gardening and other purposes is provided for, in an otherwise water-scarcity-prone place like Purulia.

- **E-waste management:**

As for E-waste management, the University being quite a new one, still has not encountered the problem of disposing of e-waste. Adequate steps will be taken when the need arises.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting structures and utilization in the campus

Rainwater harvesting has been on the cards for quite some time now in our university. Rainwater harvesting is a technique used for collecting, storing and using rainwater for landscape irrigation and other uses. The rainwater is collected in one place from various hard surfaces like rooftops and other above-ground hard surfaces.

This practice is growing in popularity due to increasing interest in reducing the consumption of potable water and the inherent qualities of rainwater.

Sidho-Kanho-Birsha University too has plans of investing in Rain water harvesting. Thus, arrangements have been made with the Central Ground Water Board of the Govt of India for Rainwater Harvesting. Rainwater will be collected in reservoirs. The same water will then be treated for further use in other purposes—one of the chief purposes being gardening. The rain water will be channelized towards raising the ground water level so that scarcity of water can be done away with.

The plans for rainwater harvesting has had to be kept on hold for a while until the construction of all the buildings are completed. Once the buildings are completed, which feat has almost been achieved, we shall get the rooftops of each of the building to work on Rainwater harvesting reservoirs. We expect to get approximately 15041, 15000, 4058, 3827 and 7758 square feet of area respectively from academic buildings I, II and III, Utility building and Administrative building. Thus we expect to get a gamut of around 45,770 square feet area to construct rainwater harvesting paraphernalia.

7.1.7 Green Practices

- **Students, staff using**

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

Response:

‘Going Green’ has become the necessary catchword of the day to ensure a healthy and sustainable life on earth. ‘Going green’ means to pursue knowledge and practices that can lead to more environment-friendly and ecologically responsible decisions and lifestyles, which can help protect the environment and sustain its natural resources for current and future generations.

SKB University tries to play a major part in the motto of going green.

Green audit of the campus is carried out by the staff periodically by supervising the maintenance of the existing trees and locating places for planting new trees. Nurturing Plants is one of the non-academic pursuits that develop eco-concern among the students. Areas in the university have been taken up by the NSS for planting, watering, weeding and maintaining the plants, greens, herbs and trees with sustainable plans for the yearly addition of trees to the green campus. The Forest Department too has been approached for help and collaboration in maintaining a green eco-friendly campus.

A lot of students and Staff members use bicycles for travelling to and from the university. Thus, the consumption of fuel is checked, thereby providing a respite from the pollutants of fuel fumes in the atmosphere.

It is ensured that the vehicles that are used in the university by personnel or faculty are checked regularly for PUC. Thus, the caveat for a greener, cleaner campus is vouched for.

The university has an open air stage –‘*Muktomoncho*’—which serves as a green backdrop for university level functions by making the most of natural light and air. Apart from saving valuable electricity, the use of the ‘*Muktomoncho*’ also contributes to the feel-good factor of nestling amidst the fresh openness of nature

Moreover, The University has been careful in creating a Plastic-free zone. Dustbins have been placed in strategic positions so that students can dispose of packets or bottles or any other plastic stuff in dustbins, thereby leaving the university campus plastic-free.

The University also strictly disallows smoking in the campus, thus creating a smoke-free zone. Bulletin boards are set up in places to remind all and sundry about keeping the university smoke-free always.

Over and above everything, the University administration mostly relies on e-mails for office work to reduce the use of hard copies or paper which are made of vegetation. The Admission process is also done online, thus ensuring that a huge amount of paper is saved.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**Response:** 0.96

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

2017-18	2016-17	2015-16	2014-15	2013-14
15.87	32.97	18.16	14.5	9.95

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

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

A. 7 and more of the above**B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 22

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	8	6	1	0

File Description**Document**

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 53

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	13	6	1	0

File Description**Document**

Report of the event

[View Document](#)**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes**File Description****Document**

URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics

[View Document](#)

7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document

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

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
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Response: 13

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	2	2	1

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

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

Response:

Our university makes it a point to pay homage to the great Indian personalities by commemorating their birth and death anniversaries every year. Our institution also duly observes national festivals.

- 12th Jan is the day on which Swami Vivekananda, the foremost disciple of Sri Ramakrishna and a world spokesperson for Vedanta, was born. Swami ji represented Hinduism at the first World Parliament of Religions in Chicago in 1893 and then he returned to India and founded the Ramakrishna Order in 1898. Thus, 12th January is observed every year to celebrate the birth anniversary of Swami Vivekananda to bring out our immense veneration for this monk who put India on the world map of spiritualism. The day is also observed as the National Youth Day with pomp and vigour.
- 23rd Jan is observed every year to celebrate the birth anniversary of NetajiSubhas Chandra Bose. Subhas Chandra Bose, lovingly called or the “Respected Leader”, was the one who led an Indian national force against the Western powers during World War II. Thus, celebrating 23rd Jan every year is the way the university pays homage to this great man who fought valiantly for the freedom of Mother India.
- 26th Jan is observed every year to celebrate the Republic Day. The Constitution of India came into effect as the governing document of India on 26 January 1950 replacing the Government of India Act of 1935.

This completed the country's journey towards becoming an independent republic. It was on this day in 1930 that the Declaration of Indian Independence or ‘*Purna Swaraj*’ was proclaimed by the Indian National Congress. The observation of this day in all solemnity honours the eventful history of India’s struggle for freedom.

- Again, ‘PochisheBoishakh’ is observed every year to celebrate the birth anniversary of Kaviguru Rabindranath Tagore. Rabindranath Tagore (1861-1941), the youngest son of Debendranath

Tagore, holds a very special place in the hearts of Bengalees. A poet, novelist and painter par excellence, Tagore was knighted by the ruling British Government in 1915, but within a few years he resigned the honour as a protest against British policies in India. Celebrating his birth anniversary on 'Pochishe Boishakh' is always a privilege and honour for the multitudes of Bengal. In SKB University too, 'Pochishe Boishakh' is celebrated with love, pomp and fanfare, through myriad cultural presentations.

- The first war of independence was fought in Purulia on 30th June, 1855, when two Santal rebel leaders, Sidhu and Kanhu Murmu, mobilized ten thousand Santals and declared a rebellion against British colonists. 'Hool Divas' is observed every year in SKB University, on 30th June to commemorate the bravery with which the Santhal Community had revolted and fought against the British in 1855.

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

Response:

Sidho- Kanho-Birsha University maintains a thorough transparency as far as its financial matters are concerned. There are a number of criteria that go a long way in establishing the fact that finances in the university is managed in then most above-board manner possible. Some of the criteria of transparent financial dealing are listed below:

1. All orders are approved through official note-sheet.
2. All tenders are ratified in the Tender Committee and the Finance Committee.
3. Transparency is maintained in case of all purchase matters. Tenders, E-tenders, quotations, sealed quotations are done according to value of worth.
4. E-tenders are done when the purchase amounts to Rs 5 Lakhs or more than Rs 5 Lakhs.
5. Tenders are called when the purchase amounts to Rs 1 Lakh and above, but less than Rs 5 Lakhs.
6. Sealed quotations are called for when the purchase amounts to an amount that is less than Rs 1 lakh but more than Rs 20000.
7. When the amount is less than Rs 20000, quotations are called, or the purchase is done through market survey or reputed dealers.
8. Repeated e-tenders are called for in case less than 3 tenders respond.
9. All Government rules pertaining to tenders as formulated time to time are followed strictly.
10. The Budget is prepared according to the need of the university. The Budget is prepared, printed and placed for ratification in the Finance Committee, EC, Court, and all other competent authorities.
11. The Budget is sent to the Higher Education Department for appraisal and placement of funds.
12. All transactions are made through the bank
13. No expenditure is incurred out of revenue receipt without depositing it in the bank.
14. The accounts of the university are duly maintained through IFMS software.

All these factors vouch for the fact that there is complete transparency as far as the financial dealings of Sidho- Kanho-Birsha University are concerned.

7.2 Best Practices

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

Response:

7.2.1.A

1. Title of the Practice

Innovative use of Solar Lights

2. Objectives of the Practice

Energy conservation is one of the thrust priorities to save our society from the greenhouse gases. So energy conservation has been led to the implementation of renewable, sustainable and affordable energy-sources by harvesting them in an energy-intensive process. The use of Solar Panel Electricity System, also known as Solar Photovoltaic (PV) System, is one of the ways of using nature for the betterment of the university campus generating free electricity from direct sunlight. S.K.B. University uses Solar-powered Lights to flash up the entire campus so that the renewable energies of Nature can be harnessed to augment the betterment of the University. The use of solar energy was aimed at bringing down the consumption of electricity to a great extent and will benefit the university financially.

3. The Context

- Environment-friendly as reduce Carbon Footprint as no release of green-house gases
- Build up and maintain a cleaner, energy-efficient world by soaking up all the sun-shines throughout the days and trickling out electricity
- Reliable source of energy to supply us electricity with zero to minimal maintenance costs
- Extremely versatile as it may be both big as well as small project according to requirement
- Financially viable through extensively using power street lamps in campus and water heaters in Girls' hostel
- As time goes on through the radical technological advancement, it's efficient and effective, as our campus is located in a remote area of the state
- Opportunity to store up the excess energy for future usages
- Gradual growth of capacity, it may be used for broadly usages like fans, lights, computers, pumping-stations etc
- Creation of job opportunity as it is one of the product of highly technological advancement

4. The Practice

The practice of Solar Lighting has its own uniqueness:

- The energy we may get from solar panels, it gradually becomes cheaper as time goes on and the demand-ratio increases. As it has been reported that, the average price per watt or solar panel was \$2.60 in 2009 while it was \$76.67 per watt in 1977. The average is at a cost of just \$0.53 per watt in 2018. So, in such circumstance, we, the SKBU authority took the prompt decision to install the Solar energy system to make ourselves independent as well as economically viable.
- As the solar panels lie lazily in open places and soak up the sun lights throughout the days and

trickles electricity, the SKBU authority grabs the opportunity. Though our campus is not so large, but designs of construction is very healthy with broad open-space, i.e., sunny-spot which is very useful to run the project.

- As the solar energy system does not release any greenhouse gases, so there is no scope of pollution of air and environment. It's no doubt improves our public health. Our campus is located in front of a national highway. Naturally, the road is very busy with series of vehicles. We always face to highly toxic zone caused by running motor vehicles through the high road. In such circumstance, we have taken up a few environmental-friendly practices, of which solar energy system is one of them to combat the toxic forces.
- As efficiency depends up on time and space, it might be smartest practice. An institution with 18 academic departments in 02 six-storied and 01 three-storied Academic buildings (including Laboratories and Computer centre), 01 four-storied separate Administrative building, 01 six-storied dedicated Central Library building, 01 four-storied Girls' Hostel with more than 100 accommodations, 01 two-storied 3-Star type Guest House, 01 four-storied Utility building, 01 two-storied Bungalow for Hon'ble Vice Chancellor, 01 two-storied auditorium, 01 two-storied Security building, 01 two-storied building under construction for Banking and other services, no doubt, requires high-power capacity of electricity.

5. Evidence of Success

- There are 91 solar lights installed to illuminate the SKBU campus. Each light cost around Rs 15000, thus the total installation cost was around Rs. 1,50,000.
- The light fixtures come with a warranty of 5 years each. After 48 months, an approximate sum of Rs 3 lakhs has already been recovered. Moreover, the Electricity bill which would earlier amount to something like 30000 per month, has come down dramatically. We can imagine how much the electricity-cost will drop in 5 to 10 years.
- The management adopted a policy to install geysers in the Girls' Hostels to provide hot water for the stakeholders, as Purulia is one of the coldest region in winter season.
- The authority is thinking much for the future plan with the solar energy system connecting all the peripheries of electrical appliances.

6. Problems Encountered and Resources Required

- High initial cost is one of the major problems.
- It requires government's patronization to generate the required funds.
- In spite of the hazards, our institution is very optimistic to materialise the practice in broad perspective to combat the increasing cost of electricity other than solar energy.

7.2.1.B

Title of the Practice

Establishment of a Museum in the University Campus

2. Objectives of the Practice

Sidho-Kanho-Birsha University has established a museum that boasts a total gamut of 250 exhibits. Purulia is commonly known as a back-of-the-beyond *Jangalmahal*, but a close study of the place would reveal a rich heritage, both tangible and intangible, left back by the legacies of a number of dynasties and religious sects.

- As the traditional significance of the museum is to collect objects and artifacts of cultural, religious, archaeological and historical importance and to preserve them with great importance and as the public can enjoy and gather knowledge regarding their golden past, so the S.K.B. University has taken up an initiatives to present the golden past of the region before our students and community and to bring it up to the cultural cartography of the world.

3. The Context

Purulia is a down-to-earth place with a cultural richness that is astoundingly great. Preserving that heritage was the contextual basis for the plan of the establishment of the museum.

- As the modern purpose of the museums is to collect, preserve and present before scholars and researchers to interpret their heritage, a new arena of the research of regional history will be opened up.
- Moreover, there are various forms of art that the indigenous and tribal people of Purulia are adept in - our museum seeks to showcase these artworks so that visitors can get a taste of the rich culture of the area.
- Museum is one of the means of promotion of unity. So museum should be devoted for collections in promoting a better understanding of the collective heritage of the nation. Apart from that point of view, our university was so keen to establish the museum.
- Again there are invaluable manuscripts scattered untidily over the region, our teachers take immense pain to procure those manuscripts and preserve them in controlled atmosphere in our museum, which will reveal and enriched the another kind of cultural history.

4. The Practice

The museum has now been established at the Utility building within the campus. The museum is intended to place Purulia firmly on the Cultural map of the world. The artefacts displayed here will go a long way in helping students of History, Culture Studies, Sociology, Anthropology and other related subjects.

- Our honest approach to this practice is to produce leadership in the promotion of the both tangible and intangible heritage of the region, state and above all nation.
- Museum is nothing but a store-house of knowledge. In this point of view, the mission and vision of a museum must be fulfilled through the proper organization of various types of seminars, workshops on various modern issues and topics. To materialise this mission, a national seminar was organised on 'A Rational Reconstruction of Indian Cultural Heritage in Light of its Socio-Philosophical Traditions' during 16.3.17 – 18.3.17
- As a museum might be seen as a way to educate the public about the museum's mission, an exhibition was organised on cultural and material heritage where so many phenomena were displayed regional art like *dokhra*, *terracotta*, *woodcraft*, tribal material culture, *chhou* masks, graphical paintings etc.

- Museum might be a reflection on innovative experiences. Through the collections and preservations of materials, artefacts, manuscripts, one may gather experience the innovative ideas by studying and interpreting those. Students, scholars, and even the visitors may be influenced to see the museum items. One may be much curious to collect the new items or one may inform the museum authority regarding the availability of artefact understanding the significance of the old things. In such way innovative experiences grow and develop properly.
- Community consciousness also emerges through the museum culture. The art collections make an identity of a particular community. As for example, an exhibition on the various items, like instruments as well as utensils used by the tribal people may develop the tribal material culture. It also helps us to understand the evolution of tribal society and culture. It signifies the movement of people, cultures and knowledge which always accompanied and fostered the evolution of the various community.

5. Evidence of Success

The museum had two Seminars on Archeology, Art and Culture of Purulia in one in collaboration with the Directorate of Archaeology & Museum, Department of Information and Cultural Affairs, Govt. of West Bengal and the other with the Indira Gandhi National Center for the Art, New Delhi. The eminent personalities in the seminars praised the endeavour of the University for setting up the Museum. This may also be mentioned that there is no museum of its nature as described in the district of Purulia.

Our museum is enriched with the following objects and artefacts:

- Dokra: There are eighteen types of dokra artefacts consisting of 36 artefacts of dokra.
- Terracotta: We have twenty two types of terrakota artefacts consisting of 29 artefacts of Terracotta.
- Clay model of Ghurni Krishnagar, Nadia: There different types of clay model made by famous artists of Ghurni, Nadia
- Portrait: We have about 52 reproduced portrait drawn by famous artists.
- Lac artefacts: There are different artifacts polished by lac collected from Balarampur, of Purulia district.
- Wood craft: We have fifteen types of wooden idol collected different artists of Natungarm, Bardhaman district (now East Bardhaman).
- Chhau Mask: There are thirteen types of Chhau mask of Manbhum tradition and apart from these we have also eight Chhau mask of Seraikella tradition.
- Hero-stone collected from Cheliama
- Remnants of Jain temples from different parts of Purulia.
- Different tribal material culture related artefacts, cane made bowls etc.

Apart from these there are different artefacts or specimens such as Baluchuri, brass utensils of Bishnupur, Bankura, Dash Avatar Card, Pat-Chitra, bamboo made artefacts and so on.

Activities:

We arranged a Seminar Cum Exhibition on March 2016 on tribal material culture and boats of Bengal. The students also visit the museum to meet their academic need.

6. Problems Encountered and Resources Required

- So many items, artefacts, coins, manuscripts are still now in scatted manner. It is one of the great challenges to recover and collect those.
- As our university still now in neonatal-status, we have to go through a long passage to materialise our dream. Our management is always keen to take further initiatives to foster our museum culture.
- The Archaeological Survey of India also should co-operate our institution to improve our museum through constructive suggestions and recommendations and arranging funds. The university authority is always in close touch with the ASI. Our university has stowed very positive response from ASI.
- Absence of trained and experienced Curator to manage the museum is another challenge. However Higher Education Department has been approached for creation of the post of Curator for the museum. We have good faith that the post will be created to support the University endeavour within the shortest time period.

7.3 Institutional Distinctiveness

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

Response:

Talking about 'institutional performance in one area distinctive to its vision, priority and thrust', we, in Sidho-Kanho-Birsha University nurture the dream to uphold, showcase and safeguard the indigenous culture, heritage, and practices pertaining to the socio-economic perspective of the area where the institute is situated. In addition to the maintenance of quality teaching learning process and research we have emphasized distinctively on the mission of uplifting this geographic area into the socio-cultural and economic map of the world.

Not a single one but several thrust has been given on this particular area. To promote Chhau, which is unique to the land, but has been less appreciated by the global field of art than it should have been. Chhau is a martial dance form indigenous to the land of Purulia. Every performing art requires to be nurtured and academia is the best arena for this. An academic Diploma Course in Chhau has been introduced to uphold and enrich this intangible cultural heritage of humanity as recognised by the UNESCO in 2010. The Students of Chhau have already proved their merit through recitals outside of the University too. Some of our students have qualified at the national level screening and receiving scholarship from Govt. of India. We have also designed for the first time an authentic Chhau map of the state.

'Jhumur' is an indigenous sweet folk song of the locality. This has also been brought into academic curriculum and an independent certificate course is going to be introduced on 'Jhumur' song from this current academic session.

Lac is the only resin of animal origin and Purulia is the only district in the state where Lac insects are naturally found. The Lac culture is practised by the marginalized tribal community. The University has

introduced a Lac culture certificate course. The primary objective is to rejuvenate the highly viable and big prospect of the Lac industry in Purulia District which is taking a blow day by day because of the lack of effective scientific nurturing. This will bolster the livelihood prospects of thousands of poor farmers, along with the conservation of Lac associated Biodiversity too.

The Department of Zoology has researched the status of ponds and fish production in some villages in a bid to find out how the fishers can increase the fish production with the application of modern science and technology even in drought prone area like Purulia.

Again, Fluoride being most electronegative when contaminated to water either through naturally (e.g. from fluoride containing minerals, burning of coal, volcanic eruption etc.) or through artificially (e.g. fertilizer, medicine, textile industry etc) causes different kinds of Fluorosis. As of now there is no medicine available for the disease fluorosis. The districts like Purulia, Bankura, Birbhum, South Dinajpur in West Bengal, and Orissa, Rajasthan, Andhrapradesh, Gujrat are declared as Fluoride affected areas. To remove fluoride from drinking water our Dept. of Chemistry is pursuing research on how to remove fluoride from fluoridated water. Various nano adsorbents are being synthesized and fabricated them to filter candles. The candles are tested for fluoride removal capacity, water quality, test of water, pH, repeatability, etc. Some of the candles are proven to be good enough to be useful for household purpose as well as large scale filtration purpose. Our team is also working on field visit for water tests and also for awareness purpose in the local areas. The aim is to prepare such low cost candles which would be useful for people including the poorer section of society.

The Departments of Humanities too are doing their bit in enhancing the general quality of life in this area.

Then department of Economics held a joint programme on livelihood enhancement of agricultural farmers of Sonajhuri village situated at some proximate distance from our University along with the Agriculture & Fisheries Department, Govt of West Bengal. The students interacted with the agricultural farmers and collected information about their income, health status, financial literacy, social status, hygiene consciousness, poverty, involvement in SHG, inequality, women empowerment etc. Our students submitted individual reports on their observations and also explained the improvement steps and its advantages to the farmers.

The department of English conducted a survey on the status—both social and financial—of the women in the adjoining villages like Baram to find out ways towards more of gender equity.

The department of English also conducted a comparative survey on the status of English Language acquisition among the students of Government schools in the villages in and around Purulia as compared to English medium private schools. This was done in an effort to research the problems that come in the way of the English language acquisition in an age of globalisation where literacy in English has become the necessity of the age.

Again, 'Bir Hore' a tribal community passes a semi savage life in certain hill forest areas of Purulia and also in some places of Jharkhand. The Department of Anthropology and Tribal Studies has conducted a survey cum research on the socio-cultural status of this tribe for the first time of its kind in the state.

Sidho-Kanho-Birsha University holds the 'Earn-While-You-Learn' Project through which students are given a chance to work and earn money as remuneration as they work in various ways outside class hours in the university while continuing their studies. This also affords them an apprenticeship of sorts as they

learn various aspects of work too. In 2017, around 100 students applied for the Scheme. 10 students were taken in into the library where they worked at various aspects of library work like— stacking, , barcode and spine label pasting. Thus the students learnt some of the skills of library work while they also got paid as per UGC norms.

And these are the steps in general that have been taken by the University to materialize the ambitious vision to place Purulia in the socio-cultural and economic hive of the world. The academia here is at constant work to plumb and protect and promote the betterment of our land.

NAAC

5. CONCLUSION

Additional Information :

- **Statutes:** The University follows ‘the Sidho-Kanho-Birsha University First Statutes, 2014’ and opens up the scope for the academic autonomy of the academic departments so that they can excel in their respective field of teaching, learning and research.
- **Reasonable Fee Structure:** Most of students of Sidho-Kanho-Birsha University come from economically impoverished families and low income group.
- **Strict Attendance:** Attendance Rules of the students are strictly followed and they are not allowed to appear in the end semester examination if they fail to present in at least 60% of the total number of classes held.
- **Role in Implementing CBCS at the State Level:** Sidho-Kanho-Birsha University is one of the forerunners in the state of West Bengal to implement CBCS at PG and UG Levels (in affiliating colleges). It has implemented CBCS much before the established universities of the state. The University has played a pivotal role in ‘State Level CBCS Implementation Committee’, constituted by the Higher Education Department of Government of West Bengal to introduce CBCS in other universities of the state.
- **Convocation:** Since 2016, Sidho-Kanho-Birsha University organizes Convocation regularly with the prior permission from Hon’ble Chancellor of the university and awards Gold, Silver and Bronze Medals to various Under Graduate and Post Graduate students.
- **Sports and Cultural Programmes:** Sidho-Kanho-Birsha University Sports Board organizes annual sports every year in which a large number of students take part.
- **Anti-ragging Oath-taking:** Sidho-Kanho-Birsha University stringently follows UGC guidelines for Anti-ragging Campaign. Following these guidelines, every student of this university takes ‘Anti-ragging Oath’ in front of their respective teachers and, as per the requirement of UGC, signs an undertaking in this regard.
- **Boy’s Hostel:** The University has moved forward to build up a Boy’s Hostel and has placed the required DPR in Higher Education Department of West Bengal for necessary approval.
- **Campus Extension:** Keeping an eye on the future expansion of the university, it has recently acquired 51.99 acre of land at Charra from the Government of West Bengal.

Concluding Remarks :

- **Overall Conclusive Explication:**

Sidho-Kanho-Birsha University is situated in a rural region which can provide socio-cultural and bio-physical treasure to the researchers. A confluence of tribal cultural heritages, folk traditions, biological diversities and eco-political uniqueness has made this part of Chotanagpur plateau a real research laboratory of its own kind. For obvious reasons the university is trying to explore the so far unexplored areas of Purulia district through its curriculum, research programmes and extension activities. It started with 17 Post graduate departments like the Department of Anthropology & Tribal Studies, Department of Bengali, Department of Commerce, Department of Economics, Department of Education, Department of English, Department of History, Department of Department of Philosophy, Department of Political science, Department of Sanskrit, Department of Sociology, Department of Geography, Department of Chemistry, Department of Mathematics, Department of Physics and

Department of Zoology. In 2016, the Department of Botany was introduced. All these PG Courses have been designed to give emphasis on indigenous culture, indigenous languages knowledge indigenous knowledge as far as practicable. Integrated Course (B.Sc. and M.Sc) in Psychology has been introduced in 2018.

In order to diversify its quest for knowledge, both local and global, the University has introduced Post Graduate Diploma Course in South Asian Studies, Post Graduate Diploma Course in Women Studies, Diploma Course in Chhau (a traditional dance form), Diploma Course in Jhumur (a traditional song), Certificate Course in Lac Culture (lac is available in Purulia).

Sidho-Kanho-Birsha University was establish in 2010 but it could fully start delivering services to the knowledge seeking students not before 2012, when it, for the first time recruited full time faculty members, officers and non-teaching staff. In all sense of the term, this university is in its formative stage, working hard in tune with its mission, vision and own plan of action. With all determination it is trying to transform the opportunities to real achievements.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>3</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>13</td> <td>3</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	5	3	1	0	2017-18	2016-17	2015-16	2014-15	2013-14	2	13	3	1	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	5	3	1	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	13	3	1	0																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 8 Answer after DVV Verification: 6</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 25</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 5 years Answer before DVV Verification : 19 Answer after DVV Verification: 18</p> <p>Remark : As per supporting provided</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>526</td> <td>455</td> <td>289</td> <td>251</td> <td>264</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>380</td> <td>362</td> <td>287</td> <td>248</td> <td>256</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	526	455	289	251	264	2017-18	2016-17	2015-16	2014-15	2013-14	380	362	287	248	256
2017-18	2016-17	2015-16	2014-15	2013-14																	
526	455	289	251	264																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
380	362	287	248	256																	

Remark : As per supporting provided by the university duly signed by registrar. For 2016-17 and 2017-18 the number of sanctioned seats for OBC and ST are less than actually admitted students, so DVV has considered only the sanctioned number of seats for calculation.

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 837 years

Answer after DVV Verification: 804 years

Remark : As per 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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	22	11	6	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	22	11	6	5

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
39	27	29	21	24

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
39	27	29	21	24

Remark : As per documents provided by HEI

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
80	128	131	202	298

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
77	121	100	170	218

Remark : As per supporting excel sheet provided by hEI.

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

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)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4.89	0	1.04	1.15	0.94

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4.9	0	1.06	1.23	0.96

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:

2017-18	2016-17	2015-16	2014-15	2013-14
30	0	26	27	25

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
30	0	26	27	25

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
9	1	3	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	3	1	0

3.7.1	<p>Number of Collaborative activities for research, faculty exchange, student exchange per year</p> <p>3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>3</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	2	1	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	3	0	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	2	1	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	3	0	1																	
3.7.2	<p>Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years</p> <p>3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>7</td> <td>5</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	8	7	5	2	1	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	1	0	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	7	5	2	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	1	0	1																	
4.1.4	<p>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.</p> <p>4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

3047.06	1441.36	2128.36	1358.67	661.81
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3047.06	1441.10	2128.36	1328.37	661.81

Remark : As per CA certified statement provided 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:

2017-18	2016-17	2015-16	2014-15	2013-14
130.29	62.598	65.282	1.649	21.936

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
127.49	62.598	65.2802	1.649	21.936

Remark : As per CA certified extract provided 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

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:

2017-18	2016-17	2015-16	2014-15	2013-14
491.6	368.02	271.51	351.69	180.35

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
491.6	368.02	271.51	351.69	392.77

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
102	155	124	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : No relevant supporting documents provided by HEI.

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:

2017-18	2016-17	2015-16	2014-15	2013-14
185	28	14	9	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
194	118	70	53	29

Remark : As per outgoing students placed provided by HEI.

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:

2017-18	2016-17	2015-16	2014-15	2013-14
327	65	48	19	22

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
327	65	47	18	22

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:

2017-18	2016-17	2015-16	2014-15	2013-14

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	16	16	11	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13	24	18	10	17

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	3	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	0	0	0

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

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

Answer before DVV Verification : 4712

Answer after DVV Verification: 4783

7.1.4.2. Annual lighting power requirement (in KWH)

Answer before DVV Verification : 41256

Answer after DVV Verification: 41256

Remark : As per green audit report provided by HEI.

7.1.8	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2.23</td> <td>16.55</td> <td>18.16</td> <td>14.5</td> <td>9.95</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>15.87</td> <td>32.97</td> <td>18.16</td> <td>14.5</td> <td>9.95</td> </tr> </tbody> </table> <p>Remark : The data have been changed as per letter provided by finance office of HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	2.23	16.55	18.16	14.5	9.95	2017-18	2016-17	2015-16	2014-15	2013-14	15.87	32.97	18.16	14.5	9.95
2017-18	2016-17	2015-16	2014-15	2013-14																	
2.23	16.55	18.16	14.5	9.95																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
15.87	32.97	18.16	14.5	9.95																	
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1014 1046 1149"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>13</td> <td>6</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1227 1046 1361"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>8</td> <td>6</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	33	13	6	1	0	2017-18	2016-17	2015-16	2014-15	2013-14	7	8	6	1	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
33	13	6	1	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	8	6	1	0																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1641 986 1753"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1832 986 1944"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	4	2	2	1	2017-18	2016-17	2015-16	2014-15	2013-14	5	4	3	2	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	4	2	2	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	4	3	2	1																	
2.1	<p>Number of students year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1603	1461	1188	1157	1037

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1552	1461	1188	1157	1037

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
556	511	405	366	337

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
521	479	380	343	316