Annual Quality Assurance Report (AQAR)
(Year 2016-17)

VINOBA BHAVE UNIVERSITY
HAZARIBAG

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

AQAR for the year *(for example 2013-14)*

| 2016-17 |

1. Details of the Institution

1.1 Name of the Institution

| VINOBA BHAVE UNIVERSITY |

1.2 Address Line 1

| P.O.REFORMETORY |

Address Line 2

| SINDOOR |

City/Town

| HAZARIBAGH |

State

| JHARKHAND |

Pin Code

| 825319 |

Institution e-mail address

| registrarvbuhzb@gmail.com |

Contact Nos.

| 9334271935 (Registrar) |

Name of the Head of the Institution:

| DR. GURDEEP SINGH |

Tel. No. with STD Code:

| 06546-267878 |

Mobile:

9431711184

Name of the IQAC Co-ordinator:

DR. P.K.MISHRA

Mobile:

08986823937

IQAC e-mail address:

vbuiqac10@gmail.com

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)*

JHUNGN 11297

OR

1.4 **NAAC Executive Committee No. & Date:**
(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

EC(SC)/13/A&A/41.1

1.5 Website address:

www.vbu.ac.in

Web-link of the AQAR:

www.vbu.ac.in/AQAR2016-2017

For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	B	2.77	2016	2021
2	2nd Cycle				
3	3rd Cycle				
4	4th Cycle				

1.7 Date of Establishment of IQAC :   DD/MM/YYYY

18/06/2014

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((*for example AQAR 2010-11submitted to NAAC on 12-10-2011)*

i.   AQAR _____N.A___ _____(DD/MM/YYYY)4
ii. AQAR_____ _____ (DD/MM/YYYY)
iii. AQAR_____ _____ (DD/MM/YYYY)
iv. AQAR_____ _____ (DD/MM/YYYY)

1.9 Institutional Status

University   State √ Central ☐ Deemed ☐ Private ☐

Affiliated College   Yes ☐   No ☐

Constituent College   Yes ☐   No ☐

Autonomous college of UGC   Yes ☐   No ☐

Regulatory Agency approved Institution   Yes √   No ☐

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution   Co-education √   Men ☐   Women ☐

Urban ☐   Rural √ Tribal ☐

Financial Status   Grant-in-aid ☐   UGC 2(f) √ UGC 12B √

Grant-in-aid + Self Financing ☐   Totally Self-financing ☐

1.10 Type of Faculty/Programme

Arts √   Science √ Commerce √ Law √   PEI (Phys Edu) ☐

TEI (Edu) √ Engineering √   Health Science √   Management √

Others (Specify)   . Tribal Regional Language

1.11 Name of the Affiliating University *(for the Colleges)*   N.A

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University   NO

University with Potential for Excellence   NO   UGC-CPE   NO

DST Star Scheme   NO   UGC-CE   NO

UGC-Special Assistance Programme   NO   DST-FIST   NO

UGC-Innovative PG programmes   NO   Any other (*Specify*)   NO

UGC-COP Programmes   NO

2. IQAC Composition and Activities

2.1 No. of Teachers   16

2.2 No. of Administrative /Technical staff   1

2.3 No. of students   1

2.4 No. of Management representatives   3

2.5 No. of Alumni   1

2. 6 No. of any other stakeholder and

   community representatives   --

2.7 No. of Employers/ Industrialists   --

2.8 No. of other External Experts   3

2.9 Total No. of members   16

2.10 No. of IQAC meetings held   One

3   √

2.11 No. of meetings with various stakeholders: No.   Faculty

Non-Teaching Staff Students | 2 | Alumni | 1 | Others | |

2.12 Has IQAC received any funding from UGC during the year?   Yes [ ]   No [√]

If yes, mention the amount | |

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. | 3 | International | 0 | National | 3 | State | 0 | Institution Level | 0 |

(ii) Themes

| 1. Quality assessment in Higher education
  2. Importance of wetland |

2.14 Significant Activities and contributions made by IQAC

> **a.** Promoting research activities was taken on priority basis and for this, young teachers were encouraged to write project proposals and submit the same for external funding. Financial assistance was given to ten faculties for undertaking preliminary research and develop them to full fledged proposal.
> **b.** Every department was stimulated to set their goal for academic up liftment which significantly improved publications, both in quality as well as quantity, organization of seminars and special lectures etc.
> **c.** Attempts were taken to aware students and other stake holders towards environmental issues and cleanliness resulting into a relatively clean and green campus.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
	1. Promoting research activities by enhancing number of research project proposals by teachers.
2. Ten young teachers were provided fund for starting research work. Twelve project proposals have been submitted to different sponsoring agencies and are at different level of consideration.
3. Teachers were encouraged to publish their research works and special workshops on writing skill were organized.
4. Research papers were published by teachers of this university during this year.

 Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body   Yes [√]   No [ ]

[√]

| Management | Syndicate | Any other body |

Provide the details of the action taken

> It was approved by syndicate.

Part – B

Criterion – I
1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	~~Number of value added~~ / Career Oriented programmes √
PhD	1			
PG	24			
UG	N.A	N.A	N.A	N.A
PG Diploma			6	6
Advanced Diploma	3			
Diploma				
Certificate			2	
Others				
Total	28			

Interdisciplinary	1			
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / ~~Open options~~
   (ii) Pattern of programmes:

Pattern	Number of programmes
√ Semester	4
Trimester	
Annual	

1.3 Feedback from stakeholders* Alumni [√] Parents [√] Employers [ ] Students [√]
   (On all aspects)

   Mode of feedback   :   Online [ ] Manual [√] Co-operating schools (for PEI) [ ]

*Please provide an analysis of the feedback in the Annexure

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

NO

1.5 Any new Department/Centre introduced during the year. If yes, give details.

1. Forensic science centre and Food quality assessment centre has been established in the Biotechnology with all sophisticated equipments.
2. Medical lab technology has been established in Dept. of Zoology with all faculties and experts.
3. Tribal Regional Language Department.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
86	39+3=42	35	9	--

2.2 No. of permanent faculty with Ph.D.

84

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
--	--	--	--	--	--	--	--	--	--

2.4 No. of Guest and Visiting faculty and Temporary faculty

12		6		--

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	6	80	20
Presented papers	6	80	20
Resource Persons	3	40	13

2.6 Innovative processes adopted by the institution in Teaching and Learning:

MOOC

2.7 Total No. of actual teaching days during this academic year

185

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding,

Bar Coding

Double Valuation, Photocopy, Online Multiple Choice Questions)

2.9 No. of faculty members involved in curriculum
   restructuring/revision/syllabus development
   as member of Board of Study/Faculty/Curriculum Development workshop

25	--	--

2.10 Average percentage of attendance of students

81%

2.11 Course/Programme wise
    distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
M.A	1220	11	848	248	--	1107
M.SC	481	94	313	17	--	424
M.COM	365	10	323	16	--	349

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

   Feed back from students

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	52
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	80
Faculty exchange programme	2
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	4
Others	2

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	96	--	--	--
Technical Staff	--	--	--	--

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Providing seed money for minor researches.
Stimulating teachers for undertaking research activities and publishing their findings

3.2   Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	01	--	--	10
Outlay in Rs. Lakhs	7.5 Lakhs	--	--	74.68

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	01	7	3	6
Outlay in Rs. Lakhs	--	11.23 Lakhs	1.70 Lakhs	4.65 Lakhs

3.4   Details on research publications

	International	National	Others
Peer Review Journals	38	172	--
Non-Peer Review Journals	--	--	11
e-Journals	--	03	01
Conference proceedings	83	67	--

3.5 Details on Impact factor of publications:

Range 0.1-6.2   Average 2.8   h-index --   Nos. in SCOPUS --

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Major projects

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
--	--	--	--	--
--	--	--	--	--

Minor Projects

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--

3.7 No. of books published   i) With ISBN No.   09   Chapters in Edited Books   11

ii) Without ISBN No.   20

3.8 No. of University Departments receiving funds from

UGC-SAP --   CAS --   DST-FIST 01

DPE --   DBT Scheme/funds --

3.9 For colleges   Autonomy --   CPE --   DBT Star Scheme --

INSPIRE --   CE --   Any Other (specify) --

3.10 Revenue generated through consultancy   No

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	1	3	2	-	-
Sponsoring agencies	UGC & Univ.	VBU	VBU	-	-

3.12 No. of faculty served as experts, chairpersons or resource persons   38

3.13 No. of collaborations   International 1   National 04   Any other --

3.14 No. of linkages created during this year

> 1. Carrying out Social Impact Assessment Study for land acquisition under Telaiya Canal Irrigation Scheme, Department of Water resources/Waterways, Govt. of Jharkhand.
>
> 2. Social Impact Assessment (SIA) Study is under progress for Baksha High School overbridge at 17th km on Chauparan- Chatra Road, outsourced by PWD/RCD, Govt. of Jharkhand .
>
> 3. SIA Study of two overbridges on NH 100 at Holong Village, Tatijharia, outsourced by NH Division, Hazaribag.
>
> 4. Collaborating with Deusto University, Spain under Tuning India Project of Erasmus+ Programme

3.15 Total budget for research for current year in lakhs : Proposals submitted for 2016-17 to H & T.E, govt. of Jharkhand

From Funding agency 270.00   From Management of University/College --

Total 270.00

3.16 No. of patents received this year: -

Type of Patent		Number
National	Applied	0
	Granted	0
International	Applied	0
	Granted	0
Commercialised	Applied	0
	Granted	0

3.17 No. of research awards/ recognitions   received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
28	--	4	3	20	1	--

3.18 No. of faculty from the Institution who are Ph. D. Guides   68
and students registered under them   88

3.19 No. of Ph.D. awarded by faculty from the Institution   46

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF --   SRF --   Project Fellows 44   Any other --

3.21 No. of students Participated in NSS events:

University level	9000	State level	30
National level	45	International level	---

3.22 No. of students participated in NCC events:

University level	--	State level	--
National level	--	International level	--

3.23 No. of Awards won in NSS:

University level	60	State level	03
National level	---	International level	---

3.24 No. of Awards won in NCC:

University level	--	State level	--
National level	--	International level	--

3.25 No. of Extension activities organized

University forum	35	College forum	--		
NCC	--	NSS	5	Any other	4

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Adoption of Birhor tribe by Anthropology Dept.

- Adoption of slum area by Geography Dept.

Criterion – IV
4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	The campus has a sports pavilion with gymnasium, 03 hostels (for men & women), internet browsing facilities, canteens, and waiting rooms for women and vehicle parking. The university has a well-furnished, comfortable house which also has a seminar hall. Additionally, there is a Health centre to cater to the health care of students and	--	UGC/State govt.	--

	faculty. The university has 24 hours uninterrupted power supply and additional generators in various facilities. The campus has its own water supply system including water purifier and water coolers in various faculties				
Class rooms	68	--	UGC/State govt.	68
Laboratories	41	16	UGC/State govt.	57
Seminar Halls	14	--	--	14
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	6+7	(ASTRC)	UGC/Univ.	13
Value of the equipment purchased during the year (Rs. in Lakhs)	243.40 + 4.305	--	UGC/Univ.	247.705
Others	--	--		--

4.2 Computerization of administration and library

Office is fully computerized and libraries are fully automated

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	61,493	--	10,000	--	--	--
Reference Books	4,033	--	3,000	--	--	--
e-Books	15,000	--	40,000	--	--	--
Journals	22	--	26	--	--	--
e-Journals	2,500	--	5,100	--	--	--
Digital Database		--	--	--	--	--
√ CD & Video	300	--	--	--	--	--
Others (specify)	--	--	--	--	--	--

(**Note:-** The total cost of books recorded in the Accession Registers cannot be provided as each & every book (mostly) recorded has no Indian currency & good number of books are in foreign currencies & no note regarding the conversion rate of that period)

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	54	2	Netgear	---	One	1	Library Automation	--
Added	--	--	Reliance Jio+ Pvt. Jionet	---	--	1	--	--
Total	54	2	3	---	--	--	--	--

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Workshops are held for upgrading computer knowledge of Teaching

4.6 Amount spent on maintenance in lakhs:

i) ICT

4.79

ii) Campus Infrastructure and facilities

160.83

iii) Equipments

12.56

iv) Others

8.82

Total :

187

[Note:- Details of expenditure for the F.Y-172016-17 up to 28th Jan -2017]

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

IQAC has stimulated eco awareness by field work survey and developing in inter disciplinary research.

5.2 Efforts made by the institution for tracking the progression

Discussions are constantly held with Head, Deans, Directors and official to track progression.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
	2077		

(b) No. of students outside the state

116

(c) No. of international students [NIL]

Men

	No	%
	--	--

Women

	No	%
	--	---

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
819	275	180	792	11	2077						

Gender   Male   601   Female   1476

Demand ratio   1:3   Dropout % - 12%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

UGC, Sponsored NET Coaching, Entry into services and coaching for poor students.

No. of students beneficiaries   710 students every year by NFT, EIS coaching.

5.5 No. of students qualified in these examinations

NET [21]   SET/SLET [--]   GATE [01]   CAT [--]

IAS/IPS etc [01]   State PSC [01]   UPSC [01]   Others [07]

5.6 Details of student counselling and career guidance

More than 300 students counseled by the Career Counseling Cell. They have been benefitted to choose their career in different field.

No. of students benefitted [300]

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
32	225	87	90

5.8 Details of gender sensitization programmes

> Gender sensitization programmes are done through Women Grievance Redressal Cell and Mahila, Yaun Utpiran Niwaran Samiti

5.9 Students Activities

   5.9.1   No. of students participated in Sports, Games and other events

State/ University level | 11 | National level | 2 | International level | 0

   No. of students participated in cultural events

State/ University level | 1 | National level | 0 | International level | 0

   5.9.2   No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level | -- | National level | -- | International level | --

Cultural: State/ University level | 01 | National level | -- | International level | --

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	UGC – 27 University – Inspire fellow - 20	--
Financial support from government	60%	--
Financial support from other sources	--	--
Number of students who received International/ National recognitions	--	--

5.11   Student organised / initiatives

Fairs : State/ University level | 48 | National level | -- | International level | --

Exhibition: State/ University level | -- | National level | -- | International level | --

5.12   No. of social initiatives undertaken by the students | 48 |

5.13 Major grievances of students (if any) redressed: Yes

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

VISION	: Vinoba Bhave University aspires to become a modern 21st Century institution as a leading Centre of Excellence.
MISSION	: Equitable access to quality higher education in Graduate, Post – Graduate and Doctoral studies. Service to Society and Nation Sharing knowledge with ethical values for public good

6.2 Does the Institution has a management Information System

The University manages its information by CCTV, Web camera and biometrics.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1   Curriculum Development

Curriculum is developed through participation of stakeholders, industries and experts in the particular field.

6.3.2   Teaching and Learning

PowerPoint, internet, chalk and talk methods anf sight seeking

6.3.3   Examination and Evaluation

Examination is fully electronically operated and bar coded copies are used.

6.3.4   Research and Development

Financial support is provided.

6.3.5   Library, ICT and physical infrastructure / instrumentation

Library is fully automated sufficient infrastructure is provided.

6.3.6   Human Resource Management

Human resource management - Erasmus mundus programme, faculty visit to UK.

6.3.7   Faculty and Staff recruitment

JPSC

6.3.8   Industry Interaction / Collaboration

Yes

6.3.9   Admission of Students

On line admission

6.4 Welfare schemes for

Teaching	EMF -01
Non teaching	EMF-01
Students	10 types

6.5 Total corpus fund generated

25 Lacks

6.6 Whether annual financial audit has been done   Yes √   No ☐

6.7 Whether Academic and Administrative Audit (AAA) has been done?   NA

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	NAAC	Yes	IQAC
Administrative	Yes	State Auditors	Yes	University Auditors

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes   Yes √   No ☐

For PG Programmes   Yes √   No ☐

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Transparency has been introduced, session is timely and examinations are held timely. Examination calendar has been prepared.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

It is decided by the state government.

6.11 Activities and support from the Alumni Association

> Alumni are very activate. They held seminar and conferences time to time. They are very active in curriculum development.

6.12 Activities and support from the Parent – Teacher Association

> Parents give feedback for curriculum development and planning for development of the university.

6.13 Development programmes for support staff

> Supporting staff are promoted in upper grades. Several welfare programmes are held for them.

6.14 Initiatives taken by the institution to make the campus eco-friendly

> Tree Plantation has been done on large scale with a view of reducing carbon load in the air.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

> Our University has introduced a spectrum of transformative and innovative options in the academic, administrative and student report activities during the last year, to respond to the multiple complex needs of its stakeholders.

> **Academic Innovations:** The institution has introduced many new innovative academic practices to help the students in their pursuit of attaining quality education.
> - ❖ Strengthening of UGC Network Centre in the main library.
> - ❖ Jio-net was added in the existing Wi-Fi system.
> - ❖ Regular Internal Assessment through showing the answer books.
> - ❖ Students can see their evaluated answer books and then can discuss with the concerned teacher if they are not satisfied with the marks obtained.
> - ❖ End Semester results can be obtained through SMS.
> - ❖ Bar-coding of the Answers books followed by two tier randomization to stop malpractices, if any.
> - ❖ ICT enabled seminar presentation by P.G. students.
> - ❖ External seminars/workshops on emerging areas.
> - ❖ Comprehensive internal evaluation system.
> - ❖ Examination Committee to monitor internal and university examinations.
> - ❖ Manual registration procedure is replaced by online registration system.

- ❖ On line internal examination system has been introduced.
- ❖ Study tours and Industrial visits.
- ❖ Career oriented add-on programmes.
- ❖ ICT integrated syllabi for all programmes.
- ❖ Book bank and question banks in all departments.
- ❖ E- learning facility in the library.
- ❖ Experiential learning (learning by doing) through laboratory facilities.
- ❖ Group/individual student projects in the final semester of UG and PG programmes.
- ❖ Self-appraisal by faculty members.
- ❖ Student assessment of teachers by structured feedback mechanism.
- ❖ Publication of ISSN numbered research journal.
- ❖ Communication laboratory installed is used as an aid in language teaching.
- ❖ PG seminar halls.
- ❖ Well-furnished internet labs.
- ❖ Help to students in their pursuit of attaining quality education.
- ❖ Gymnasium- for the psychological, spiritual and physical well being of the students.

Administrative Innovations
- ❖ Computerized office administration.
- ❖ Admission Committee to monitor student admissions.
- ❖ Research Committee to promote research aptitude among teachers and students.
- ❖ Responsibility accounting through well-defined Quality System Procedures.
- ❖ Decentralization of academic and administrative functions through periodic Management Committee meetings.
- ❖ Frequent Staff Council and General Staff meeting.
- ❖ Frequent Department meeting.
- ❖ Annual get- together of the Management and Staff.
- ❖ Proposal for a File Tracking System.

Innovations in student support activities.
- ❖ Ragging free campus.
- ❖ Erasmus –Mundus programme.
- ❖ Remedial classes for the weaker students.
- ❖ Personality development programmes to improve soft skills of the students.
- ❖ Three tier grievances redress mechanism through student grievance redressal cell.
- ❖ Women Forum – "Mahila Yaun Utpiran Niwaran Samiti" to empower girl students.
- ❖ Water coolers with purifier in all buildings to ensure pure drinking water.
- ❖ Fire extinguishers at strategic points.
- ❖ First Aid Kit in each Department
- ❖ Services of qualified medical practitioner.
- ❖ Vibrant Career Guidance and Placement Cell.
- ❖ Scholarships and Freestudentship to needy students.
- ❖ Encouraging and deputing students to participate in inter college competitions organised by other colleges/PG Athletic Club.
- ❖ Democratic elected College Student's union.
- ❖ Parent-teacher meeting during each semester.
- ❖ Ramp for physically challenged students.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

> (a). Every department was asked for time bound goal setting and to
>
> strengthen activities accordingly.
>
> (b). Regular feedback from students and guardians were taken and
>
> necessary steps were taken by different departments.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

> **Best Practices**
> (i) Department of anthropology adopted Birhor village Tanda and took responsibility of their health, hygiene, and upliftment of their socio - economic condition. The village is visited repeatedly, health status is checked and remedial measure is taken whenever needed.
> (Annexure –I)
> Department of Geography, Vinoba Bhave University has accepted social responsibility in addition to teaching and research. The Department has selected 18 slum areas and has started several programmes for their sustainable developments. Schemes have been started to enhance economic condition of people leaving in that area. Self Help Groups are set up for making people self dependent. (Annexure –II)

*Provide the details in annexure (annexure need to be numbered as i, ii,iii)

7.4 Contribution to environmental awareness / protection

> 1. The Dept. of Botany maintains a garden and skills for landscaping.
> 2. Saplings have been planted throughout the campus and the trees are tagged with botanical and common names.
> 3. The main avenues of the campus have colourful plant aprons that provide a pleasant ambience.
> 4. The university campus has been declared tobacco-free and sign boards to this effect are displayed at prominent spots.
> 5. The campus roads are litter free and plastic free.
> 6. All departments display eco-friendly posters to save water and electricity.

7.5 Whether environmental audit was conducted?   Yes √   No ☐

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

> The university teaches weaker section of the society; tribal, rural students for examples.

8. **Plans of institution for next year**

(i)   Proposed Construction of Examination Building
(ii)   Proposed Construction of 100 Bedded Girls Hostel
(iii)   Proposed Construction of Lecturer's Quarter
(iv)   Proposed Construction of Professors Quarters
(v)   Proposed Construction of V.C's, Pro V.C's Residence
(vi)   Proposed Site developments Works etc.
(vii)   Proposed Construction of Central Library Cum Distance Learning Centre
(viii) Further plans for development of History, Political Science, Zoology, Botany & Physiotherapy Departments
(ix)   Repairing an d Renovation of All Building in VBU Campus
(x)   Establishment of Coaching Centre & Conducting Classes in two shifts
(xi)   ICT Infrastructure & e- learning
(xii)   Training, Conferences, Workshop, Seminar Symposium and visit to different places in country
(xiii) Grant in Aid for soft education
(xiv) New Schemes proposed by the university- Research Fellowship, Commencement of New Teaching programme/Interdisciplinary research, learning material and teaching and preparation, central library.

9.

ANNEXURE –I

1. Title of the Practice:- Adoption of Birhor Tanda (Kandsar Village) for its holistic development
2. Objectives of the Practice:
Birhor is a highly vulnerable primitive tribe and it requires special attention from administration, NGOs, educational institutions and other socially sensitive people. Department of Anthropology accepted this challenge and adopted this village with following objectives-
1. To promote habit of better hygiene leading to good health condition.
2. To observe food practices of Birhor and improve their nutritional status with the help of locally available resources.
3. To generate interest in primary education system and encouraging them for enrolment in conventional school system.
3. The Context:
Birhor is a primitive as well as dwindling tribe and is confined to a small pocket of Jharkhand and some neighboring states. Population of this tribe is reducing fast and there are various regions for that poor health condition, lack of hygiene, low level of nutrition, low educational level and lack of proper attention from governmental authorities. The present practice was formulated to add this challenges and help residence of Birhor **Tanda** to improve their social educational and health status. The methodology was specially formulated and *in-situ* approach was adopted. Door to door and focused group discussion and action oriented approach was adopted. The programme is still continuing and our aim is to benefit every single person of this Tanda(village). In Kandsar total no of household is 26 and total Birhor population is 156 .

4. The Practice:

Development /Action Anthropology is an important branch of Social Anthropology. Our university is situated in an area having good representation of various tribes. A part from imparting knowledge regarding social behaviour of different tribes, their culture, their tradition etc. be also take up action and application oriented responsibility. Birhor is an important tribe found in Hazaribag district and they are the list of primitive tribe because of various reasons. PG Department of Anthropology, VBU, Hazaribag decided to study the life of Birhor and collect firsthand information of their status. For this purpose Birhor tanda of Kandsar village was selected and instead of study about them in class students and teachers decided to live with them and closely watch their life style. This provided us an opportunity to not only watch their day to day routine but to experience their agonies. This type of experience, their observation and interpretation in different from conventional study pattern. Apart from identifying their problem.be also decided to provide some solution with the help of local administration and relevant department. The moto of higher education is three dimensional- classroom study, research and extension activity. The extension part of our responsibility has been covered by adoption of Birhor tanda Knadsar village.

Adjusting with our normal university routine and the time required for this project was a real constraint. Birhor are basically hunter- gatherer. So their normal routine also provide some limitation forever project .Resource crunch is another bottleneck and be have to depend upon other governmental agencies for helping the people and solving their problem.

5. Evidence of Success:

The programme is   success and is evidenced by following successes stories

1. About 38 post-graduated students were asked to take project on different aspects of social, cultural, health and hygiene, women and child related problems and nutritional aspects of Birhor. The project report presented a realistic picture of Birhors of the studied area and its further compilation in one comp endium is being done.

2. One Birhore youth, Shankar Birhor of Ramgarh passed intermediate examination. After rigorous counselling by our team persuaded him to take admission in graduate course. He agreed to do so but financial problem was another bottleneck which was removed by providing help from University.

3. A lady Sunita Birhorin delivered her baby in forest while she was gathering minor forest products. She was provided medical assistance and the baby was properly vaccinated by the help of medical officer. This action generated interest in PHC.

6. Problems Encountered and Resources Required:

Kandsar is a village of Hazaribag district. It is situated in Katkamsandi Block and surrounded by the forest and hills. This small but attractive village is situated 18 Km south-west of Hazaribag on NH-100.These region is partially effected by the naxal-problem. There is a communicational problem because of their language is Birhori, i.e a tribal language. Data collection was done by Lingua-franca. As the area is a difficult terrain, hence staying their troublesome commodities of day to day are also not available and security problem was also a constants. As the tribe is basically hunter and gatherer, hence we got very little time to interact with them.

For sustainable development of the study area resources like adequate fund, assistance from experts (health nutrition and hygiene) and assistance from government agencies is essential.

1. **Title of the Practice**

'Adoption of Slums through Participatory Urban Slums Appraisal and Upgrading'

(The Department of Geography, VBU, has adopted 18 Slums under Hazaribag Municipality. At present successive surveys are being carried out by team comprising students drawn from Semester-IV of the Dept. of Geography. It fulfills the twin objectives of Project Based Pedagogy and at the same time Community Outreach and Extension Activities carried out by the Department of Geography Students and Faculty Members. The issues pertaining to the identification of problems, project planning, interaction and coordination with the various departmental agencies, execution and completion of projects are to be undertaken.

2. **Objective of the Practice**

The aim is to improve the quality of life of the slum dwellers by:

- Analyzing the social, spatial and economic characteristics and dynamics of urban slums.
- Strengthening the capacity of local people and their institutions to engage with local authorities and other service providers for the sustainable provision of basic services.
- Scaling-up the delivery of basic infrastructure services for clean & safe water, improved sanitation, better and affordable housing, waste removal and access to land tenure rights through collaborative efforts with local people and municipal authorities.
- Supporting income-generation activities and community managed savings and credit schemes that enable households to secure funds for the improvement of physical facilities.
- Sharing of experiences, and the adoption of more pro-poor policies and practices for slum upgrading and land tenure at local and regional/national levels.

3. **The Context** (*The contextual features or challenging issues that needed to be addressed in designing and implementing this Practice.*)

The proliferation of slums appears to be, at present, an unavoidable part of urbanization in India. Slum dwellers, recently arrived migrants, and the very poor are all parts of the city's population, and as such, they require infrastructure and services just like other inhabitants. In fact, the locus of global poverty is moving to the cities, a process now recognized as the 'urbanization of poverty'.

At the same time, the slum dwellers are regarded as a potential human resource for the development of the city; a resource that requires some attention both for social and economic development, and for necessary infrastructure development.

Without concerted action on the part of municipal authorities, national governments, civil society actors and the international community, the number of slum dwellers is likely to increase in most developing countries.

Contacting Slum/Local Leaders: As a first step in this Project/Practice, it was necessary to establish contact with slum/local leaders. It was noted that the selected slum should be within a short distance from the dwelling place of the survey teams or at least, the slum should be allotted as per their choice, so that constant contact can easily be made.

Survey of the Slum: Before drawing up the plan of action, a comprehensive survey of the Slums was carried out.

It was ensured that the report of survey provides primary and up-to-date information about the problems and potentials of the Slums and help in programme planning for Slum Improvement and Development.

The Project Team should motivate the communities to involve themselves with Project for the development work undertaken by the Dept. of Geography, VBU.

The Project Team should also establish good rapport with the Government officials and development agencies.

4. **The Practice** (*Description of the practice and its uniqueness in the context of higher education and the constraints/limitations, if any, faced.*)

The Practice is for in situ improvements to slum communities of Hazaribag Municipality. The programme is carried out following the Project Design as developed by the Dept. of Geography, which in many ways made flexible to meet the differing physical and social characteristics and needs of people living in different parts of the city.

The absence of basic support services saps the strength of the urban poor and denies society the full contribution they could make. The paradox is that the slum dwellers, if given a little support, can become worthy citizens and even act as a potential human resource. Further, they can be profitably employed in development work, through community participation, social mobilization, and income generating activities, skill training, and adequate credit.

Concomitant to the imperative of the Higher Education system is to devise about the processes it would adopt in integrating intercultural and social dimension of research and service delivery.

The student community which is a vast reservoir of human energy is waiting to be harnessed for useful purposes. They need opportunities which will capture and arrest their imagination, tap their power, unlock their talents and develop their potential.

In Higher Education, the curricular work needs to be integrated with the developmental activities in the community. Such integration would bring realism to the courses of study, since the subject matter studied can then be applied to life situations.

Therefore, in consonance with the institutional goals and the pedagogic requirements, the Post-Graduate Courses of Studies incorporated the global & social concern with local context. The curricula of Geography was developed keeping in view the needs of the society, the desirable balance between the disciplinary focus and interdisciplinary orientation.

Thus, our Practice is institutionalized as it has a bearing on Curriculum of Geography. It has been made part of our Practice Team's nature by conscious learning and assimilation. As part of social responsibility, applying our mind and efforts to upgrade the living conditions in slums is of equal importance to social responsibility of dissemination of the Practice.

In fact, our Practice is an amalgamation of community outreach programme and extension activities and good education practice aimed at redesigning our social function in terms of building strong university-society linkages, emphasizing and disseminating core national values enshrined in our constitution along with the skills to cope with the expectation of the 21st Century.

Consequently, the students will become deeply interested in what they are studying and understand the realities as they exist. Through this Practice, students of the University have an unprecedented opportunity to serve the people in urban slums.

Constraints/Limitations: Lack of Institutional Funding and MoU with any Govt. Agency to carry out the Practice on such a scale.

Lesser weightage of marks allotted to the Project Based Study in the course curriculum of the discipline of Geography. Moreover, as of now, only the Semester-IV students are being involved, which breaks the continuity of the Practice.

We need to make the Practice more visible and sustainable in nature by maintaining its continuity by involving the students of the rest semesters of the Dept. of Geography and going in for some specific MoU with the Govt. Agency.

5. <u>Evidence of Success</u>

In practical terms the programme puts slums of Hazaribag Municipality on the 'urban map' and shall encourage the necessary policy changes, budget allocations and multi-stakeholder partnerships for the sustainable improvement of slum dwellers' living conditions.

The prorgamme will thus institutionalize partnerships and empower key urban actors to contribute to the incremental eradication of urban poverty at community and city-wide levels.

To begin with, evaluation of housing and sanitation condition along with socio-economic survey was carried out as part of the Project Work cum Field Activity which has direct bearing on the curriculum of Geography.

The Project (First Phase) was completed successfully by the Team. The project, in its first phase, was evaluated after its completion by the Department of Geography and shall involve members of the community in the onward phases. The Project Team should learn from the lapses in the execution of the project and plan for the next project keeping in view the bottlenecks and constraints faced by the during the earlier project.

Significance of the Programme/Activity: One of the important services being rendered by the Survey Teams is disseminating information about the latest developments in non-conventional energy, low-cost housing, sanitation, nutrition and personal hygiene, schemes for skill development, income generation, government schemes, legal-aid, consumer protection and allied field. A liaison between Government and other development agencies like Banks, HUDCO, NHB, ISHUP, Swachch Bharat Urban, JNNURM, UIDSSMT, NLUM, RAY, RRY, AHP, Mission for 'Housing for All' by 2022, AMRUT, etc. is also to be made.

The applied field work under Adoption of Slums through Participatory Urban Slums Appraisal and Upgrading has helped the students to increase their analytical ability and deepen their thinking. Further, this has also helped them to identify the problems which have been left unnoticed.

The Students involved in the project addressed the challenges of the slums and learnt from each other's efforts.

Successful completion of the projects has won appreciation and earned credit of the community.

The Practice, will enable all actors involved to overcome the apathy and lack of political will that have been a barrier to progress, and move ahead with greater determination and knowledge in our common effort to help the slum dwellers to attain lives of dignity, prosperity and peace.

6. <u>Problems Encountered and Resource Required</u>

Before drawing up the plan of action, a comprehensive survey of the Slums was carried out. However, some resource crunch and problems were encountered while implementing the practice, are cited below:

(i) To prepare, involve and motivate the students for this practice/outreach programme, especially, to befit them in the roles assigned to them:

(a) As Investigators: They are to prepare brief profile on various slums in the city covering different amenities, services, and living conditions, etc.

(b) As Workers: They are to identify local leaders and in cooperation with them discuss local problems on which cooperative action can be initiated.

(c) As Programme Aides: Students are to help the local communities in launching a number of programmes like sanitation drive, recreation, adult and primary education, health projects like immunization, first aid centre, child care, nutrition classes, and free legal aid centres, etc. They will also help in forming youth clubs, children groups, mahila mandals, Self Help Groups (SHGs), etc.

(d) As Organisers: Students, after establishing rapport with the slum dwellers, form association to tackle local problems on a group basis with reliance on local resources, self help and mutual aid and with some minimum external assistance.

(ii)   Initial resistance from some parents of girl students.

(iii) Initial lack of cooperation from the slum dwellers. Winning the support and cooperation of the local leaders.

(iv) Very high expectations from the visiting teams of students by the slum dwellers.

(v)   Authenticity/accuracy of answers or data being provided by the Slum dwellers, initially.

(vi) Lack of financial support for this practice. No institutional funding is used as of now for this practice. Financial support through creative funding and cost effective approach through common resource pool creation and sharing by the students involved and the faculty of the department.

(vii) Difficulty in drawing attention of the municipality officials towards the problems of the slums.

(viii) Lack of Secondary Data pertaining to Hazaribag Municipality/District.

(ix) Accessibility: It was noted that the selected slum should be within a short distance from the dwelling place of the survey teams or at least, the slum should be allotted as per their choice, so that constant contact can easily be made.

(x)   Only Semester-IV students are involved in this practice as of now. In the successive phases of the project/practice other Semesters' students will also be involved.

Name _Prashant Kumar Mishra_

_P. K..._____

Signature of the Coordinator, IQAC

Director
I.Q.A.C. V.B.U.
Hazaribag

Name ___GURDEEP SINGH___
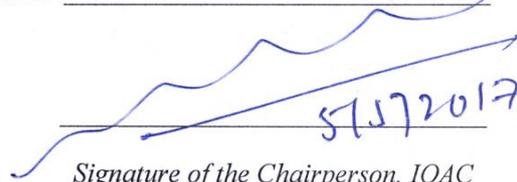
_____ 5/5/2017

Signature of the Chairperson, IQAC

Vice Chancellor
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