



Yearly Status Report - 2016-2017

Part A

Data of the Institution

| | | |
|---|--|---|
| 1. Name of the Institution | | RAMAKRISHNA MISSION SIKSHANAMANDIRA |
| Name of the head of the Institution | | Swami Tattwasarananda |
| Designation | | Principal |
| Does the Institution function from own campus | | Yes |
| Phone no/Alternate Phone no. | | 03326549281 |
| Mobile no. | | 9748580334 |
| Registered Email | | rkmsmc@gmail.com |
| Alternate Email | | rkmsm@rediffmail.com |
| Address | | PO Belur Math Dist : Howrah West Bengal |
| City/Town | | Belur Math |
| State/UT | | West Bengal |
| Pincode | | 711202 |
| 2. Institutional Status | | |

| | |
|--|-------------------------|
| Affiliated / Constituent | Affiliated |
| Type of Institution | Men |
| Location | Urban |
| Financial Status | state |
| Name of the IQAC co-ordinator/Director | Dr Abhijit Guha |
| Phone no/Alternate Phone no. | 03326549281 |
| Mobile no. | 9433159125 |
| Registered Email | abhi.guha68@gmail.com |
| Alternate Email | guhaabhijit17@gmail.com |

3. Website Address

| | |
|--|---|
| Web-link of the AQAR: (Previous Academic Year) | https://rkmsm.org/uploads/ckeditor_files/file/AQAR/AQAR_2015-16_1.pdf |
| 4. Whether Academic Calendar prepared during the year | Yes |
| if yes,whether it is uploaded in the institutional website: Weblink : | https://rkmsm.org/uploads/ckeditor_files/file/Academic%20Calender/ACalender%202016-17.pdf |

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity | |
|-------|-------|------|-----------------------|-------------|-------------|
| | | | | Period From | Period To |
| 1 | A | 3.4 | 2007 | 31-Mar-2007 | 30-Mar-2012 |
| 2 | A++ | 3.56 | 2015 | 03-Mar-2015 | 02-Mar-2020 |

| | |
|---|-------------|
| 6. Date of Establishment of IQAC | 28-Feb-2007 |
|---|-------------|

7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|-----------------|---------------------------------------|
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
| Introduction of PG | 18-Mar-2017 | 70 |

| | | |
|--------------------------------|--------------------|----|
| diploma in Yoga Education | 365 | |
| Communicative English Training | 18-Mar-2017 180 | 17 |
| J J Goodwin Research Library | 18-Mar-2017 7 | 38 |
| View File | | |

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------------|--------|----------------|-----------------------------|---------|
| Ramakrishna Mission Shikshanamandira | CPE | UGC | 2016 1825 | 8000000 |
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| | |
|--|---------------------------|
| 9. Whether composition of IQAC as per latest NAAC guidelines: | Yes |
| Upload latest notification of formation of IQAC | View File |
| 10. Number of IQAC meetings held during the year : | 2 |
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website | Yes |
| Upload the minutes of meeting and action taken report | View File |
| 11. Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |
| 12. Significant contributions made by IQAC during the current year(maximum five bullets) | |
| Revision of B.Ed and M.Ed Curriculum | |
| Initiation of PG Diploma Course in Yoga Education | |
| New Methods Adopted in Teaching Learning | |
| Attempt to create a Green Environment | |
| Creation of a Knowledge Cultivating Ambience through Seminars, workshops etc | |

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achivements/Outcomes |
|---|---|
| Syllabus Revision | Bed and Med Syllabus Revision done |
| Introduction of new Diploma and certificate courses | Initiation of PG Diploma Course in Yoga Education |
| New Seminar Hall to be completed | Nivedita Seminar hall completed |
| Research Library to be set up | J J Goodwin Research Library completed |

[View File](#)

14. Whether AQAR was placed before statutory body ?

No

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2017

Date of Submission

04-Apr-2017

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

1. The Accounts is maintained through the MIS. 2. The Admission System has been introduced. 3. Evaluation is also done through this MIS.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

1. The College has very liberal policies to enable the pupil teachers to acquire varied learning experiences. Pupil teachers are allowed to attend all types of Workshops, Seminars, Talks and Conferences organized within the campus or in other institutions. To motivate them to participate in these programmes all sort of financial help is extended to them. College allows pupil-teachers to participate in different events and competitions to provide them varied

learning experiences. 2. The campus life itself is a mine of value and spiritual learning which we may say that not directly connected with the curriculum. The college is surrounded by a galaxy of other educational institutions which always cater to the diverse need of the students through their various organized programmes attended by the trainees formally or informally. 3. Various projects, practical works and field works are directly related with the curriculum like Projects within the respective subjects of the student- teachers, for Project on a Museum or On Local History for the History Method students; School Study Project, Action Research Project, Inclusive Education Project and Guidance and Counselling Project. The trainees and students are to gather the required information by physical participation for the course related subjects and works. Thus they have ample scope for flexible and varied operational curriculum related learning experiences which the college considers as the complimentary knowledge bank for the formal curriculum transaction.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|-------------|------------------------------|-----------------------|----------|--|-------------------|
| Nil | PG Diploma in Yoga Education | 01/07/2017 | 365 | in School, Yoga Centre as Yoga trainer | Training skill |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|---------------------------|--------------------------|-----------------------|
| Nil | NIL | Nil |
| View File | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
| BEd | Education | 01/07/2009 |
| MEd | Education | 01/07/2010 |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | Nil | 70 |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---------------------------|----------------------|-----------------------------|
| Communicative English | 18/03/2017 | 17 |
| View File | | |

1.3.2 – Field Projects / Internships undertaken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|-------------------------|--------------------------|---|
| BEd | Education | 100 |

| | | |
|---------------------------|-----------|-----|
| MEd | Education | 100 |
| View File | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

| |
|--|
| Feedback Obtained |
| <ul style="list-style-type: none"> • The college has set up the students committees and communicates with them to get feedback about curriculum of various teacher education courses. • Secondly, a self-made questionnaire regarding the curriculum is filled by the pupil teachers. The questionnaire comprises of questions regarding Aims and objectives, syllabus, Methods of teaching, Examination and Evaluation techniques, Feedback system, Micro-Teaching Practice teaching, Various activities done during practice teaching, feedback by the school students school teachers or Heads of the Schools, various competitions like Drawing Painting, Chart making, Chalk board writing, skill-in- Teaching, Collage making, Speech, Poem Recitation, Quiz, Flower arrangement, Holi, Slogan writing etc., Games and Sports and Other Academic Programmes etc. are conducted. • The college Website also has the provision to post Feedback for the students on various curricular aspects. • The members of the faculty meet after every activity to review and discuss the strengths and weaknesses and necessary measures are adopted for the improvement. • Teachers' Council Meetings are held from time to time to check the existing functioning of college related to curriculum. • Teachers play an active role in the tutorial session to solve students problems regarding curriculum. • Class Tests and Semester examinations are conducted. • The College organizes a meeting with Principals of nearby schools related with present curriculum problems • The College has established extension linkages with local Educational Institutions - Practicing Schools. • The College invites various Institutions in every function organized by the College. • The College invites the teachers of various schools to orient and refresh their knowledge and skills about latest developments in the field of Education. • The College invites School Teachers, Parents and other Community members, to attend Exhibitions/Competitions, Cultural activities, Sports meet etc. and to record their feedbacks. • The Real Teaching Practice is carried out at local Schools and feedbacks are received from the School Teachers and Head of the School. |

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|-----------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BEd | Education | 100 | 416 | 100 |
| MEd | Education | 50 | 83 | 50 |
| MPhil | Education | 14 | 44 | 14 |

[View File](#)

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2016 | 100 | 50 | 9 | 7 | 2 |

2.3 – Teaching - Learning Process

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

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 18 | 14 | 4 | 5 | 1 | 9 |

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Yes, the practice teaching plans are developed cooperatively involving the school staff. First of all, the faculty members design the practice teaching plan in the meeting of the Teachers' Council. When the teacher educators and the trainees go to the practice teaching schools the school staff and mentor teachers of the respective schools assist them in framing the time table, in suggesting the syllabus for practice teaching, in supplying text books and teaching aids, if available. The number of student teachers per practice teaching schools is determined on the ratio of 3 student teachers per section or unit of a class. For example, if there is one section/ unit in each class from class V-IX in a school, 15 student teachers are allotted to that school. The method of allotment of the student teachers comprises of the following steps: ? First of all the number of trainees per method is calculated. ? Then the number of total units in the respective schools is determined. ? The graduate and post graduate student teachers are segregated subject wise to different schools. ? On the basis of above considerations it is tried to match the trainee with the need of the respective institutions. ? Regular consultation and feedback about the practice teaching are sought from the Headmaster by the College authority.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|
| 314 | 18 | 1:17 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 22 | 18 | 4 | 2 | 5 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---------------|---|-------------|--|
|---------------|---|-------------|--|

| | | | |
|---------------------------|-----|-----|-----|
| Nil | NIL | Nil | NIL |
| View File | | | |

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|---------------------------|----------------|----------------|--|---|
| BEd | RSIK01 | 4 | 09/06/2017 | 30/06/2017 |
| MEd | RSIK02 | 4 | 10/06/2017 | 30/06/2017 |
| View File | | | | |

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

? Evaluation in M.Ed. program is done through continuous internal assessment (CIA) policy as well as by an end semester examination and both these evaluations are consolidated hereafter. These components for CIA are: Assignment (15 marks), Seminar /Project (15 marks) for each paper (F.M. 100). ? For B.Ed., each compulsory paper comprises two halves one half is evaluated by external examiner and other by internal examiner. All method papers are evaluated externally. All practical papers are evaluated by external internal examiners jointly. ? For M.Ed., usually half of the theory papers is evaluated externally and rest internally. All practical papers are evaluated by external internal examiners jointly. ? Eligibility for appearing in semester exams: To be eligible for filling up forms of a semester the candidates shall be required to attend at least 75 of lecture classes/seminars and practical classes. Condonation is granted to the extent of 10 in exceptional cases. This clause is applicable for all semester exams. In addition to the above clause, for B.Ed., to be eligible for filling up forms for 2nd semester examination a candidate should compulsorily complete 40 days of internship program. Submission of all the components of internal assessment (assignments, projects etc.) is the essential precondition for appearing semester end examinations under normal circumstances.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The annual calendar of the college is planned and chalked out in advance by the Teachers' Council prior to the commencement of the academic session and thereafter the same is communicated to the students in the form of 'Students' Diary Academic Calendar' every year. The teaching learning process is regularly assessed in course of and at the end of every semester in the form of assignments, seminar- presentations, projects, dissertations and of course through the semester examinations. Weightage is given to the students' performance in various co- curricular activities that intersperse the academic calendar. The feedback obtained from the teachers and the students at the end of the year helps to make the necessary revision to the curricular and extra-curricular programmes in the subsequent session.

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 in website of the institution (to provide the weblink)

https://rkmsm.org/cms_pages.php?page_id=79

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|--------------------------|---|---|-----------------|
| RSIK01 | BEd | Education | 99 | 97 | 97.98 |
| RSIK02 | MEd | Education | 44 | 44 | 100 |
| RSIK03 | MPhil | Education | 13 | 13 | 100 |

[View File](#)

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://rkmsm.org/uploads/ckeditor_files/file/Self%20Satisfaction%20Survey/AOAR%20Self%20Satisfaction%20Survey%20Students'%20Feedback%202016-2017.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|----------------------------|------------------------|---------------------------------|
| Minor Projects | 712 | UGC | 1.6 | 0.65 |

[View File](#)

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|--|-------------------|------------|
| 2 Day International Seminar: Development of personality through yoga education | Education | 20/02/2017 |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|-------------------------|-----------------|-----------------|---------------|----------|
| NIL | NIL | NIL | Nil | NIL |

[View File](#)

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|------|--------------|----------------------|--------------------|----------------------|
| NIL | NIL | NIL | NIL | NIL | Nil |

[View File](#)

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| | | |

| | | |
|---|---|---|
| 0 | 0 | 0 |
|---|---|---|

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|---------------------------------|-------------------------|
| Educational Studies (Education) | 0 |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---------------|------------|-----------------------|--------------------------------|
| National | Education | 4 | 0 |
| International | Education | 0 | 0 |

[View File](#)

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|------------|-----------------------|
| Education | 18 |

[View File](#)

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--------------------|----------------|------------------|---------------------|----------------|---|---|
| NIL | NIL | NIL | Nil | 0 | NIL | 0 |

[View File](#)

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--|---|--|---------------------|---------|---|---|
| Organizational climate of teacher education institutions in West Bengal in relation to teacher educators' motivation to work | Mr. Madhab Ghosh, Dr. Abhijit Guha | IRA-International Journal of Education Multidisciplinary Studies | 2016 | 1 | 15 | Ramakrishna Mission Sikshanamandira |
| NCF 2005: The concurrent need for conceptual affinities | Shanti Swarup Jana and Dr. satyajit Kar | Education India Journal: A Quarterly Refereed | 2017 | 1 | 0 | Ramakrishna Mission Sikshanamandira |

| | | | | |
|--|-----------------------------------|--|--|--|
| towards Vygotskian approaches in science education | Journal of Dialogues on Education | | | |
| View File | | | | |

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|-----------------------------|---------------|----------|-------|-------|
| Attended/Seminars/Workshops | 5 | 3 | 2 | 1 |
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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---|--|--|--|
| Exposure camp | Government of West Bengal | 3 | 20 |
| Development of Personality | Ramakrishna Mission Sikshanamndira | 2 | 50 |
| Youth Convention | Akhil Bharat Yuva Mahamandal | 5 | 200 |
| Blood Donation Awareness Camp | Ramakrishna Mission Sikshanamndira | 15 | 200 |
| Blood Donation Camp | Ramakrishna Mission Sikshanamndira | 10 | 250 |
| Distressed Relief Activities(Distribution of Sarees and Clothes) | Ramakrishna Mission Sikshanamndira | 8 | 200 |
| Winter Relief Activities (Distribution of Blankets) | Ramakrishna Mission Sikshanamndira | 12 | 280 |
| Nara Narayana Seva (Feeding of Poor People from Local Areas) | Ramakrishna Mission Sikshanamndira | 10 | 200 |
| Swachh Bharat Abhiyan | Ramakrishna Mission Sikshanamndira | 12 | 200 |
| Sapling Distribution | Ramakrishna Mission Sikshanamndira | 15 | 270 |

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---------------------------|-------------------|-----------------|------------------------------|
| NIL | NIL | NIL | 0 |
| View File | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activities | Number of students participated in such activities |
|---------------------------|---|--|--|--|
| Swachh Bharat Abhiyan | Vivekananda Study Circle | Cleanliness of Neighbouring Area, Slum Area, Jagannath Ghat, Belur Math Station, Internal Campus | 3 | 20 |
| View File | | | | |

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---------------------------|-------------|-----------------------------|----------|
| Special Exposure Camp. | 35 | Govt. of West Bengal | 30 |
| View File | | | |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---------------------------|----------------------|---|---------------|-------------|-------------|
| Internship | School Internship | Local Schools | 29/09/2016 | 21/11/2016 | 100 |
| Internship | School Internship | Local Schools | 21/03/2017 | 21/05/2017 | 100 |
| Project Work | Dissertation | RKMSM | Nil | Nil | 50 |
| View File | | | | | |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|-----------------------------------|--------------------|--------------------|---|
| Sree Chaitanya Study and Research | 20/12/2016 | Research | 10 |

Centre

[View File](#)**CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES****4.1 – Physical Facilities**

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 5500000 | 5259222 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|------------------------------|-------------------------|
| Campus Area | Existing |
| Class rooms | Existing |
| Laboratories | Existing |
| Classrooms with Wi-Fi OR LAN | Newly Added |

[View File](#)

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---------------------------|---|---------|--------------------|
| SLIMS | Partially | 7 | 2017 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|----------------------|----------|--------|-------------|--------|--------|---------|
| | | | | | | |
| Text Books | 1500 | 824428 | 1207 | 525914 | 2707 | 1350342 |
| Reference Books | 70 | 271376 | 75 | 318361 | 145 | 589737 |
| e-Books | 13 | 191463 | 0 | 0 | 13 | 191463 |
| Digital Database | Nil | 5700 | Nil | 5750 | Nil | 11450 |
| Library Automation | 304 | 76650 | 300017 | 371175 | 300321 | 447825 |
| Others (specify) | 0 | 0 | 11494 | 20339 | 11494 | 20339 |

[View File](#)

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------|----------------------|---------------------------------------|-----------------------------|
| Abhijit Guha | Research Methodology | Institutional LMS | 15/08/2016 |
| Satyajit Kar | ICT in Education | Institutional LMS | 20/09/2016 |

| | | | |
|---------------------------|---|-------------------|------------|
| Dr. Goutam Bondyopadhyay | Philosophical foundation of education, Methodology of Teaching English | Institutional LMS | 15/08/2016 |
| Dr. Pradip Sarkar | Sociological and Political Foundation of Education, Population Education (POEE), Swami Vivekananda and other Prominent Indian Educators - A Comparative Study | Institutional LMS | 15/08/2016 |
| Dr. Pradip Kumar Sengupta | Foundation of Education and Education in the light of Swami Vivekananda, Language Education | Institutional LMS | 20/09/2018 |
| Arumay Jana | Yoga and Health Education, Health Education and Physical Education (HEPE), Yoga Education, Sociology, Politics and Economics of Education | Institutional LMS | 23/08/2016 |
| Rathin Kuri | Visual and Performing Arts in Education - 1, Work Education Vocational Education (WEVE) | Institutional LMS | 06/09/2016 |
| Santanu Biswas | Guidance Counselling and Curriculum Studies, Education as an Independent Discipline, Guidance and Counseling | Institutional LMS | 15/08/2016 |
| Dr. Sandip Mondal | Teacher Education, Inclusive Education | Institutional LMS | 06/09/2016 |
| Dr. Madan Mohan Mondal | Methodology of History | Institutional LMS | 23/08/2016 |
| View File | | | |

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth | Others |
|------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------|--------|
|------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------|--------|

| | | | | | | | | | |
|----------|-----|----|----|---|---|----|----|-------------------|---|
| | | | | | | | | h (MBPS/ GBPS) | |
| Existing | 50 | 50 | 5 | 2 | 2 | 10 | 20 | 5 | 0 |
| Added | 75 | 15 | 5 | 2 | 1 | 5 | 8 | 5 | 0 |
| Total | 125 | 65 | 10 | 4 | 3 | 15 | 28 | 10 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|---------------|
| 10 MBPS/ GBPS |
|---------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|---|
| Virtual Classroom | https://www.rkmsm.org/cms_pages.php?page_id=90 |

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 40 | 37.05 | 30 | 26.74 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

| |
|--|
| <p>The College has a faith and policy in building and expanding its infrastructural facilities continuously, which is one of the index of progress. The College focuses on the upkeep and maintenance of its infrastructure on priority basis, which is one of the indicators of its vision and commitment. The College has instituted a department to oversee the maintenance and utilisation of its physical infrastructure. The department is headed by a monastic member and supported by the voluntary engineers. The college has also a specific policy of such maintenance and required augmentation. Purchase committee also exists for the procurement of academic requirements. The increasing demand to involve the green initiatives while augmenting and maintaining the infrastructure is also taking for consideration in all allied strategic planning. The College has been spending funds on the maintenance of physical infrastructure according to details given below: ? Regular painting of buildings ? Cleaning blockage in drains ? Cleaning of roofs before the of rainy seasons start ? Regular checkup and repairs of electric points/fittings (regular electricians have been appointed to perform this job). ? Regular checkup and servicing of Computers, Fax Machine, Photostat Machine, Printers and Generators etc. ? Greasing of all fans is done every year during summer vacation. ? Regular clearing out of weeds in grass (permanent gardeners are appointed). ? Regular pruning of plants to give a beautiful look. ? Regular maintenance and refilling of Fire-Extinguishers. ? Regular insurance/assurance of building and costly equipment. ? Cleaning and chlorination of water tanks. ? Spray of anti-termite medicine. ? Use of naphthalene balls. ? Replacement of old furniture and so on.</p> <p style="text-align: center;">https://www.rkmsm.org/cms_pages.php?page_id=136</p> |
|--|

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|--------------------------|--------------------|------------------|
| Financial Support from institution | Institutional | 5 | 5000 |
| Financial Support from Other Sources | | | |
| a) National | OASIS | 83 | 830000 |
| b) International | Nil | Nil | Nil |

[View File](#)

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|---|------------------------|-----------------------------|-------------------|
| Communicative English | 15/11/2016 | 20 | RKMSM |

[View File](#)

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|------|--------------------|--|--|--|---------------------------|
| 2016 | Coaching for TET | 10 | 20 | 4 | 4 |
| 2017 | Coaching for TET | 9 | 11 | 3 | 3 |

[View File](#)

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 2 | 1 | 5 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|-------------------------------|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| 2 | 30 | 5 | 2 | 25 | 5 |

[View File](#)

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Depratment graduated from | Name of institution joined | Name of programme admitted to |
|---------------------------|--|--------------------------|---------------------------|----------------------------|-------------------------------|
| 2017 | 40 | BED | Education | RKMSM | MED |
| 2017 | 15 | MED | Education | RKMSM, WBUTTEPA, CU | Research |
| View File | | | | | |

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|---------------------------|---|
| NET | 12 |
| SET | 17 |
| Any Other | 15 |
| View File | |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|------------------------------------|-------------|------------------------|
| Annual Sports Meet | Institution | 200 |
| Intra College Football Competition | Institution | 100 |
| Puja Social | Institution | 150 |
| Talent Hunt | Institution | 300 |
| Rabindra Jayanti | Institution | 100 |
| Saraswati Puja | Institution | 200 |
| Vidyarthi Vrata | Institution | 300 |
| Independence Day | Institution | 100 |
| Republic Day | Institution | 120 |
| Netajis Birth Day | Institution | 80 |
| View File | | |

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)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---------------------------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| Nill | NIL | Nill | Nill | Nill | NIL | NIL |
| View File | | | | | | |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Another unique feature of Sikshanamandira is the 'Siksharathi Samsad', the students' self-government which is a non-political platform constituted from among the resident trainees on the basis of common consensus and it works hand

in hand with the college administration and the Teachers Council for the academic, cultural and other overall improvements of the college. The 'Siksharthi Samsad' is comprised of various Sub-committees which go as follows:

- Cultural sub-committee - organizing the college Talent Hunt and the Puja Social and other cultural activities.
- Magazine Sub-committee- to edit and oversee the publication of the various wall magazines and the college magazine.
- Games Sports Sub-committee: to look into the arrangements in the inter college matches, to organize various indoor- games competitions and the annual sports.
- Religious and Cultural Heritage Sub-committee- to organize the Vidyarthi Brata and the Saraswati Puja.
- Reunion Sub-committee - to assist in reunion related activities
- Seminar sub-committee :to organize seminars and colloquia on the various method subjects taught in the college
- 'Vivekananda Study Circle' - to conduct and oversee the Prasad- bitarana on the occasion of Jagaddhatri Puja. To participate in the various Reliefs works done by the Mission.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

c. Some major activities of the Alumni Association include: a. Organizing blood donation camp b. Organizing Cultural Programmes and classical music presentations c. organising science awareness camps conducted by eminent scientists d. Felicitation of the ex-principals of the college. d. Ten eminent Alumni of the College: 1. Srimat Sw. Shivamayanandaji Maharaj -Trustee and Ex-Assistant secretary, Ramakrishna Math Mission 2. Sw. Sarvapriyananda Maharaj - Ex-Registrar, RKMVU 3. Sw. Tattwasarananda Maharaj- Principal, RKM Sikshanamandira 4. Sri Dibya Gopal Ghatak - Jt. Director, Dept. of School Edn, Govt. of W.B. 5. Prof. Nemai Maiti - HoD, Dept. of Education, Calcutta University 6. Janab Abdul Mannan - Ex- Member West Bengal Legislative Assembly 7. Sri Tara Shankar Ghosh - Ex Headmaster, Belur High School (Recipient of President's Award) 8. Prof. Prajit Palit, HoD, History - Silchar University, Assam. 9. Pramathesh Banerjee - Ex-member of the Parliament of India. 10. Siddhartha Bose - Eminent Sarod player. e. Ramakrishna Mission Sikshanamandira is proud to have as its alumni a collective of more than 10,000 professional educationists, teachers, professors, scientists, civil servants, literary critics, media experts, journalists, political leaders, social activists, technologists, managers and entrepreneurs over the last 55 years and more. This number will continue to grow. The college has established an Executive Committee (EC) under the president ship of the Principal since 2003. Currently, Prof. Satyajit Kar is the secretary and the chief advisor of the Praktani Association. f. The Executive Committee (EC) aims to foster stronger relations between its alumni and others connected with the college. RKMSM recognizes its alumni as important stakeholders in its continuing quest to provide excellent education and research in the field of teacher education. It realizes the enormous benefits that can come from the engagement and support of its alumni who have considerable expertise in many areas and can help identify strategic directions for RKMSM in the 21st century. g. The alumni can provide opportunities for community service, act as goodwill ambassadors for RKMSM, serve as effective interlocutors, provide advice and support to the college, suggest frontline research areas, offer career advice and also provide financial assistance. There can also be academic and technical collaboration in research and projects.

5.4.2 – No. of enrolled Alumni:

5

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

3

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT**6.1 – Institutional Vision and Leadership**

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Formally the M.C. of Saradapitha, the G.B. of the college, Hostel committee, Teachers' Council, IQAC, BoS, AC, M.Phil. Committee, Ph.D./ Research Committee and informally different sub-committees take note of the functioning of the college. In each meeting, the minutes and actions taken on the minutes of the previous meetings are discussed at length and developmental measures are suggested for overall improvement thereof. Sikshanamandira follows a democratic, rational, team based model of decision making where a high degree of transparency is maintained through and through. Since team based fundamentality is the corner stone of administrative practices in our college, decision making is delegated to the members of different committees at each level of activity. The decision making process is thus a consequence of collective team work and participatory administration. Valid information is available for the management through direct and personal contacts and informal but very much effective feedback mechanism inbuilt in the system by which internal coordination and monitoring are accomplished.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|----------------------------|--|
| Curriculum Development | The Board of Studies and the Academic Council of the College plans the curricular development in accordance with the local national and global needs. While framing the curriculum due cognisance is taken from different stakeholders such as students, alumni, faculties, employers, external experts, etc. |
| Teaching and Learning | The college administration and the relevant academic cells of the college sit along with the IQAC and the Academic Council in the beginning of the academic session to plan the teaching learning system to be followed for the ensuing session. Due attention is paid to the feedback received from the learners from the previous session. |
| Examination and Evaluation | The college has a controller of examinations cell to determine the polices of the assessments. CoE prepares the Annual Calendars of examinations and publishes the results |

| | |
|--|--|
| | in due time. |
| Research and Development | The college has a research wing. Specific research policy is also functional. It encourages the faculties to take up different research projects and deliver those in a time bound manner. |
| Library, ICT and Physical Infrastructure / Instrumentation | To maintain the entire physical infrastructure the college has a dedicated department under the leadership of a monastic member and the technical guidance of an authorised engineer. |
| Human Resource Management | The college administration pays objective attention to its human resource so that the maximum outcome can be derived from each stakeholder for the benefit of every individual and the institution as a whole. |
| Industry Interaction / Collaboration | The college being a teacher education institute is scheduled to keep contact with school education and college educational institutes which needless to mention, is maintained in a meticulous way. |
| Admission of Students | Before the beginning of each academic session, the designated cell of the college sits with the administration and IQAC to formulate the admission policy and calendar. The entire policy is transparent and digitised to the maximum possible extent. |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|-------------------------------|---|
| Planning and Development | The college follows e-methods such as sending email or electronic messages to the faculties and other staff members for dissemination of information . |
| Administration | The college is linked with the state government web and digital system for the general administrative steps to be adopted time to time. However, for running the internal administration it follows the same method as mentioned above. |
| Finance and Accounts | The College follows Tally-ERP software to maintain its financial accounts. |
| Student Admission and Support | A dedicated online system is prevalent for student admission and support. |
| Examination | CoE maintains a dedicated ERP for its |

all operations related to examinations.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---------------------------|-----------------|---|---|-------------------|
| Nill | NIL | NIL | NIL | 0 |
| View File | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---------------------------|---|---|-----------|---------|--|--|
| Nill | NIL | NIL | Nill | Nill | Nill | Nill |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|--|------------------------------------|-----------|---------|----------|
| NIL | 0 | Nill | Nill | 0 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| 9 | 9 | 16 | 2 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|----------|--------------|----------|
| 0 | 0 | 0 |

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The Accounts of the College is regularly audited by the Internal Auditor as well as by the External one. Accounts of the College is audited in every 3 months by the Internal Auditor and the College authority follows the Internal Auditor's Report in proper way and acts as per their advice if any. The Accounts of the College is audited at the end of every financial year by an External Auditor appointed by the Government of West Bengal as this College is a Government sponsored one. Apart from that, the Ramakrishna Mission authority also gets the accounts of the College audited by an External Auditor appointed

by the Mission authority. We have not yet received any adverse report either from the Internal or from the External Auditor.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| NIL | 0 | NIL |
| View File | | |

6.4.3 – Total corpus fund generated

| |
|---|
| 0 |
|---|

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|--------|----------|-----------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | Nil | No | Nil |
| Administrative | No | Nil | No | Nil |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

| |
|-----|
| NIL |
|-----|

6.5.3 – Development programmes for support staff (at least three)

| |
|--|
| 1. Health Scheme 2. Provident fund and Gratuity 3. Financial Literacy 4. IT literacy |
|--|

6.5.4 – Post Accreditation initiative(s) (mention at least three)

| |
|--|
| 1. Addition of 1 floor in Hostel. 2. Changes in Curriculum 3. Augmentation in IT infrastructure. |
|--|

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b)Participation in NIRF | No |
| c)ISO certification | No |
| d)NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|--|-------------------------|---------------|-------------|------------------------|
| 2017 | Introduction of PG diploma in Yoga Education | 18/03/2017 | 18/03/2017 | 18/03/2018 | 70 |
| 2017 | Communicative English Training | 18/03/2017 | 18/03/2017 | 18/09/2017 | 17 |
| 2017 | J J Goodwin | 18/03/2017 | 18/03/2017 | 25/03/2017 | 38 |

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|------------------------|-------------|-----------|------------------------|------|
| | | | Female | Male |
| NIL | Nil | Nil | 0 | 0 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

1. Through various projects and survey programmes on Ecological Issues.
2. Introducing Environment and Population related matters in the curriculum.
3. Introducing various Work Education related programmes and gardening activities.
4. Orienting through a residential life and sensitizing the importance of plain living and high thinking.
5. Incorporating Environmental Awareness programme within the curriculum.

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|--|--------|-------------------------|
| Physical facilities | Yes | 7 |
| Provision for lift | Yes | 7 |
| Ramp/Rails | Yes | 4 |
| Braille Software/facilities | Yes | 4 |
| Rest Rooms | Yes | 16 |
| Scribes for examination | Yes | 9 |
| Special skill development for differently abled students | No | 0 |
| Any other similar facility | No | 0 |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|------|--|--|------------|----------|-----------------------|------------------|--|
| 2016 | Nil | 1 | 14/09/2016 | 1 | Swachh Bharat Abhiyan | Cleanliness | 212 |

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|-------|---------------------|--------------------------|
| NIL | Nil | NIL |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---------------|-------------|------------------------|
| Development of personality through yoga education | 21/03/2017 | 22/03/2017 | 70 |

[View File](#)

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Restricted use of Motor Vehicles
2. Restricted use of Plastic
3. Plantation
4. Restricted emission of carbon
5. Installation of Solar

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Two Best Institutional Practices: Title of the Practice: Green Initiative
Objectives of the Practice: "You can never have an impact on society if you have not changed yourself" opined by Nelson Mandela reverberates the progressive stance of human beings. So, change is the quintessence which we want to see in every sphere of our life. Therefore, the inculcation of green initiatives in Ramakrishna Mission Sikshanamandira reflects that change in our various endeavors to raise awareness and adopt 'Go Green' initiatives. This also ensures that we save our natural habitat from the clutches of various hazardous perils at the larger level. To that cherished objective, we aspire to move. The Context: Whenever we look at our modern society, we observe a massive decline in the awareness of common people regarding environmental issues. It remains missing in our daily context. But stealthily nature is forcing us to embrace unexpected natural hazards willy-nilly. This has just taken place rampantly due to our indiscriminate deforestation, destruction of nature at the expense of cramped urbanization and sundry other petty motives to exploit nature. This has wreaked havoc on our bio-diversity, which in turn interrogates our so-called institutional education at large. Hence, we at Sikshanamandira strive to attenuate the ever-increasing unconsciousness and inhumane attitude towards mother nature and engage our different stakeholders in adopting green initiatives as much as possible. The Practice: Round the academic year, we adopt such an initiative through different modes. They are generally maneuvered through curricular and co-curricular activities, on campus initiatives and extension activities. An elucidation of these activities is furthered below.
Curricular and Co-Curricular Activities: Under the curricular dimension, we assign our students different projects on environmental issues to zero in on the flora and fauna, biodiversity indexing and species richness. Students are encouraged to take these projects with sufficient zeal. Under the co-curricular activities, organization of different seminars and workshops, observance of earth day, ocean day and water day are conducted every year. This has helped us spread awareness among our different stakeholders. Some of the pictures of observing different days have been added below to ensure that we really comply with our stated green initiatives. River Day: Environment Day: Earth Day: On-Campus Initiatives: We at Sikshanamandira keep abreast of many on-campus initiatives. This like the curricular and co-curricular activities also bears testimony to our endeavor to retain our campus verdant. Some of them are enumerated below. We have been maintaining a very rich and diversified built-in

green area within the confines of our campus. Regarding waste management, we have such a system that we can easily segregate the solid waste of biodegradable at the first level. For handling liquid waste management, we have an interconnected drainage system within our campus. This drainage system is properly manhandled by our staff in order to prevent it from having unnecessary blockages or accumulation of stinking water. We have also been perpetuating our practice of recycling the biodegradable items. For this, we have soak-pits where we throw vegetable ends, cow-dung, leaf litter and kitchen waste.

Although Sikshanamandira is situated very close to the river Ganga, we have also constructed blocks for rainwater harvesting. This is purposefully done for gardening. The utilization of renewable sources of energy is evident in maintaining rooftop solar panels in our hostel, which cuts short our excessive consumption of electricity. These solar panels are used for providing hostellers with hot water throughout the year. We at Sikshanamandira maintain a herbarium where many medicinal plants have been planted. To reduce the consumption of electricity in our campus, we have switched to LED bulbs and LED tube lights. To preserve the quality of soil in our campus, we prioritize the use of manure and biofertilizers over chemical fertilizers. This in the long run ensures a sustainable development. Thus, with the help of the aforesaid on-campus initiatives, it is still possible for us to hold a miniature form of forestation amidst urbanization. That, too, succinctly paints our campus green.

Extension Activities: Among the extension activities, we hold our arrangements for sapling distribution in collaboration with Howrah Joutha Parivesh Mancha and some organizations of North 24 parganas every year. Besides, awareness camps are also organized to increase sentience among the common men to embrace the axiomatic truth- 'one tree, one life'. To contribute to the essence of sustainable development, we also organize awareness camps for sewage workers.

Through holding these camps, we attempt to instill in them a sense of maintaining proper health and hygiene. Both the intrinsic and extrinsic hygiene are inevitable to maintain equilibrium in our nature. In addition to these, we have also been maintaining a kitchen garden in our campus. The produced vegetables are basically used for catering to the needs of our daily use in cooking for the dwellers of our hostel. One captivating quality that Sikshanamandira possesses is its ceaseless services to the different avian species. To metamorphose our abstract relation into a concrete one with the avian world, we cultivate sunflowers whose yellowish presence in summer enthalls the attention of different types of birds. We receive their footfalls in legions. We also provide water and shelter to the thirsty animals during summer in order to protect them from the scorching sun rays. Evidence of Success: It is true that a good habit is always hard to perpetuate. But once exercised properly, it retains its existence forever. With these initiatives, we have been successful in conveying our message to our surrounding areas that retaining greeneries is our responsibility. In the long run, ideas only live.

Therefore, many small agencies looking after environmental concerns have adopted our green initiative policies to ameliorate the present condition of greenless urbanization infested with narrow motives. **Problems Encountered and Resources Required:** While we work on environmental issues at the larger level, we face unresponsive behavior of many as if they did not belong to our world. Many found these issues disparaging. To convince others of these seminal issues is definitely a herculean task for us. In order to work on these issues at the larger level, we need financial aid to augment our endeavors. 1. Title of the

Practice: Robust Infrastructure 2. **Objective of the Practice:** The term 'infrastructure' itself connotes the meaning of a pedestal onto which the entire system is contingent. In terms of academics, we come to mean by the word 'infrastructure' both the physical and digital components of an institute.

Therefore, outwardly the infrastructural setup of an institution serves many purposes of our student teachers. However, to provide our stakeholders with the best quality of infrastructure, we are dedicated to keeping it robust. 3. The

Context: In the age of unprecedented technological progress, keeping an updated infrastructure is a challenge to any academic institution. Since the ambience of an environment affects our cognition, practice and attitude, we at Sikshanamandira are committed to upholding the state-of-the-art infrastructure before our student teachers. If we break the word 'Sikshanamandira', we find that two morphemes come out - 'sikshan' and 'mandira'. Therefore, learning-teaching takes place in a temple (mandira). We have ascribed the status of a temple to our college where learning and teaching are worshiped. In this particular context driven by the ideologies of Swami Vivekananda, we at Sikshanamandira aspire to facilitate learning and teaching within a robust infrastructure.

4. The Practice: To delineate our infrastructure in concrete terms, we split it into two parts. They are physical and digital. Under these two dimensions, further elaboration of each is discussed below.

Physical Infrastructure: · We have ICT enabled classrooms in Sikshanamandira. Each room has a computer, speaker, mike and overhead projectors. · In our college, all method subjects have separate resource rooms which are rich in nature. · We have a state-of-the-art language laboratory with many modern apparatuses. · We have a resourceful psychology lab. · Sikshanamandira possesses a computer lab which currently has 250 computers. This lab is used for holding different government competitive exams in CBT mode. · We have a computer kiosk which serves the needs of our student teachers 24×7 hours. · We have a common library on the first floor and J.J.Goodwin research library on the third floor. · Our general library is RFID enabled. It also has an auto issue return system. · We at Sikshanamandira provide our research scholars with well furnished rooms. Besides, all these rooms have high speed internet enabled computers. · We have an exquisite conference room with the latest technological gizmos. · Our Nivedita Conference room serves the purpose of holding different international and national seminars, workshops. · We have separate cubicles for our faculty members with personal computers and high-speed internet. · Since our educational system is residential, we have a hostel for our student teachers within the close precinct of our college. · We have a gymnasium with updated machines. · We have an airconditioned study zone adjacent to our general library on the first floor. · We have a virtual classroom which is rapidly utilized for imparting teacher education in order to reflect the objectives embedded in NMEICT.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://rkmsm.org/uploads/ckeditor_files/file/Best%20Practices/Institutional%20best%20practices.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The guiding principle of our College is the ideal of education as enunciated by Swami Vivekananda, the inspirational and dynamic disciple of Sri Ramakrishna, with its emphasis on 'man-making and character-building assimilation of ideas' and 'the manifestation of the perfection already in man'. Swamiji envisioned a residential system of education where teachers and trainees would meet on a common platform of shared ethos and where education would be a joyous activity no less than a potent instrument of inner transformation. If we are to point out the distinctive features of our College, we would certainly stress its completely residential character, its tranquil and soothing environs, the sustained level of its excellence in academic as well as extra-academic activities, the highly pleasing work culture prevailing here, and above all, the practical application of the idea of education as set forth by Swami Vivekananda. Furthermore, the infrastructure for co-curricular activities like

cultural meets and competitions and games and sports - that we have access to is adequate and ideal by any standards and we put it to optimal use. The institution is looked after by monks from all perspectives. The quality of strict integrity of their character being inculcated and maintained for long, transforms the community life in hostel to the sacred student life of celibacy and sincerity - with daily spiritual activities being morning and evening prayer, spiritual classes and group meditation academic engagement becomes a way to imbibe the underlying spirit of purity of the monastics administrative relationship becomes a source of rejuvenation to the staff. This holistic vibe of dynamism fuelled by selflessness makes Education - the professional embarkation - to take a living form by bringing out the dormant spirit of freedom and guilelessness from the very character of the individual human soul. This institution started in 1958 with the vision to train a group of budding teachers in the same mould as that of Swami Vivekananda. Accordingly the ancient residential teacher-student relationship has been infused in the very working of the institution. With Swami Vivekananda's ideas on education forming major parts of both B.Ed. and M.Ed. curriculum with a vast soothing greenery adorning the campus with a rigorous daily routine from morning prayer to regular classes to physical activities to evening prayer to group meditation to spiritual discussions to night study with frequent cultural activities with ample opportunities to engage in selfless social services such as - relief activities, green initiatives, cleanliness drives, blood donation camps, free health camps with cutting-edge modern technology and very qualified, caring and efficient teachers with a research and experimentation oriented outlook towards teaching and curricular revision - all to look after the holistic growth of the students from professional, spiritual, physical, mental and emotional perspectives, this institution has been working tirelessly to imbibe the excerpt of Education in their very spirit - Education as a tool for mass upliftment and individual betterment through selflessness - just as brought forth by Swami Vivekananda

Provide the weblink of the institution

[https://rkmsm.org/uploads/ckeditor_files/file/Institutional%20Distinctiveness/Institutional%20Distinctiveness%20excerpt_WebUpload\(1\).pdf](https://rkmsm.org/uploads/ckeditor_files/file/Institutional%20Distinctiveness/Institutional%20Distinctiveness%20excerpt_WebUpload(1).pdf)

8.Future Plans of Actions for Next Academic Year

1. Conducting Extension activities reliant upon the situatedness and requirement of the locality. 2. Upgrading and Updating the syllabus in accordance with the local and regional needs. 3. Up gradation of the civil infrastructure 4. Offering increased support facilities for the students 5. Opening up the scope of the getting the psychological counselling within the institutional framework 6. Increased endeavour for the placement of the pass out students 7. Attempt to arrange for the enhancement of integrated capability of the learners.