YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution   RAMAKRISHNA MISSION
                                                        SIKSHANAMANDIRA

- Name of the Head of the institution   SWAMI DIVYAGUNANANDA

- Designation   PRINCIPAL

- Does the institution function from its own   Yes
  campus?

- Alternate phone No.   03326549281

- Mobile No: 9748580334

- Registered e-mail ID (Principal)   rkmsmc@gmail.com

- Alternate Email ID   rkmsm@rediffmail.com

- Address   PO: Belur Math, Dist: Howrah,
                                             West Bengal.

- City/Town   Belur Math

- State/UT   West Bengal

- Pin Code   711202

2.Institutional status

- Teacher Education/ Special   Teacher Education
  Education/Physical Education:

- Type of Institution   Men

- Location   **Urban**

- Financial Status   **Grants-in aid**

- Name of the Affiliating University   **University of Calcutta**

- Name of the IQAC Co-ordinator/Director   **Dr. Satyajit Kar**

- Phone No.   **03326549281**

- Alternate phone No.(IQAC)   **(033) 2654 - 9281**

- Mobile (IQAC)   **9433111118**

- IQAC e-mail address   **iqac@rkmsm.org**

- Alternate e-mail address (IQAC)   **sk@rkmsm.org**

3.Website address

https://www.rkmsm.org/

- Web-link of the AQAR: (Previous Academic Year)

https://rkmsm.org/uploads/ckeditor_files/file/AQAR/AQAR%202020-21_accepted.pdf

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

https://rkmsm.org/uploads/ckeditor_files/file/Academic%20Calender/ACalender%202021-22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.4**	**2007**	**31/03/2007**	**30/03/2012**
Cycle 2	**A**	**3.56**	**2015**	**03/03/2015**	**02/03/2020**

6.Date of Establishment of IQAC

28/02/2007

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	NA	NA	01/04/2020	0

8.Whether composition of IQAC as per latest NAAC guidelines   Yes

- Upload latest notification of formation of IQAC   [View File](#)

9.No. of IQAC meetings held during the year   3

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   Yes

- (Please upload, minutes of meetings and action taken report)   [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   No

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Conducted a large number of seminars/webinars related to quality assurance.

Minor revisions in curriculum to cope up with COVID situation.

Evolved Blended mode of Teaching Learning and evaluation process to cope up with COVID 19 pandemic.

Participated in conduction of Internal Academic and Administrative Audit.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Curriculum transaction of different courses and Examination to be reformed after drastic COVID pandemic in new normal situation.	Course Curricular Transactions and Examinations were taken in Online Mode during pandemic and in regular offline mode post pandemic.
More online Seminar/ Webinar are to be organized for the quality enhancement of the institution.	Necessary arrangements for 25 webinars have been done.
Different criteria wise subcommittee meetings related to impending NAAC are to be held in online mode.	AC & BoS, Admission Committee, CFPC Committee, Library Committee etc. meeting have been held via online mode during pandemic and in regular offline mode post pandemic.
A Day Long Youth Convention	Necessary arrangements have been done.
Continuation of the project of building a multipurpose computer lab.	The multipurpose computer lab was finished and inaugurated on 16.04.2022
Plantation of over 100 medicinal plants belonging from 50 different families was planned to be incorporated in the selected land for	The medicinal plants were collected and planted successfully.

13. Whether the AQAR was placed before statutory body?   No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	**RAMAKRISHNA MISSION SIKSHANAMANDIRA**
• Name of the Head of the institution	**SWAMI DIVYAGUNANANDA**
• Designation	**PRINCIPAL**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**03326549281**
• Mobile No:	**9748580334**
• Registered e-mail ID (Principal)	**rkmsmc@gmail.com**
• Alternate Email ID	**rkmsm@rediffmail.com**
• Address	**PO: Belur Math, Dist: Howrah, West Bengal.**
• City/Town	**Belur Math**
• State/UT	**West Bengal**
• Pin Code	**711202**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Men**
• Location	**Urban**
• Financial Status	**Grants-in aid**

• Name of the Affiliating University	**University of Calcutta**
• Name of the IQAC Co-ordinator/Director	**Dr. Satyajit Kar**
• Phone No.	**03326549281**
• Alternate phone No.(IQAC)	**(033) 2654 - 9281**
• Mobile (IQAC)	**9433111118**
• IQAC e-mail address	**iqac@rkmsm.org**
• Alternate e-mail address (IQAC)	**sk@rkmsm.org**
3.Website address	https://www.rkmsm.org/
• Web-link of the AQAR: (Previous Academic Year)	https://rkmsm.org/uploads/ckeditor_files/file/AQAR/AQAR%202020-21_accepted.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://rkmsm.org/uploads/ckeditor_files/file/Academic%20Calender/ACalender%202021-22.pdf

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• (Please upload, minutes of meetings and action taken report)	[View File](#)
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

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13.Whether the AQAR was placed before statutory body? — No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	23/12/2022

15.Multidisciplinary / interdisciplinary
16.Academic bank of credits (ABC):
17.Skill development:
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):
20.Distance education/online education:

Extended Profile

1.Student

2.1   **325**

Number of students on roll during the year

File Description	Documents
Data Template	[View File](#)

2.2   **164**

Number of seats sanctioned during the year

File Description	Documents
Data Template	[View File](#)

2.3   **58**

Number of seats earmarked for reserved categories as per
GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4   **151**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **151**

File Description	Documents
Data Template	View File

2.6   **147**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   **124.52**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2   **250**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **21**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1	**325**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**164**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

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Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

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File Description	Documents
Data Template	View File

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File Description	Documents
Data Template	View File

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Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**124.52**
4.2 Total number of computers on campus for academic purposes	**250**

3.Teacher

5.1 Number of full-time teachers during the year:	**21**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**25**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Ramakrishna Mission Sikshanamandira is an autonomous college under the University of Calcutta. We offer B.Ed., M.Ed., M.Phil., and Ph.D. courses with our own curriculum. The following committees—Curriculum Framing and Planning Committee (CFPC), Board of Studies (B.O.S), Teachers' Council (T.C), Academic Council (A.C), and Internal Quality Assurance Cell (IQAC)—are responsible for developing, reviewing, and finalizing the curriculum. Suggestions and feedback from teachers,

students, employers, practice teaching schools, and alumni are collected and analysed by the CFPC. Recommendations for curriculum updates are forwarded through BOS, to the Academic Council and IQAC for final approval. Local needs and demands are prioritized in curriculum development.

- Teacher trainees study academic, vocational, and psychological needs in the local context.
- Learners design learning experiences following revised Bloom's Taxonomy.
- Culture-specific pedagogy is encouraged in teaching internships.
- Multilingual contexts are celebrated, offering curriculum options in various languages.
- Language skills across the curriculum are promoted to bridge local and global demands.
- Communication skills of learners from diverse backgrounds are enhanced.
- Learners engage in rigorous research on local educational problems.

Communication about the curriculum is primarily done through the college website. Orientation classes inform students about the curriculum, timetable, assessment procedures, and academic calendar. Teachers facilitate curriculum management discussions.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process	A. All of the above

during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	**No File Uploaded**
Meeting notice and minutes of the meeting for in-house curriculum planning	**No File Uploaded**
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**A. All of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://rkmsm.org/uploads/ckeditor_files/file/IQAC%20programme%20learning%20outcomes%202022/Programme%20Learning%20Outcome_Combined.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

27

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

12

1.2.2.1 - Number of value-added courses offered during the year

12

File Description	Documents
Data as per Data Template	[View File](#)
Brochure and Course content along with CLOs of value-added courses	[View File](#)
Any other relevant information	**No File Uploaded**

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

335

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

335

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	[View File](#)
Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

214

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

214

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	**No File Uploaded**

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

A fundamental or coherent understanding of the field of teacher education:

The B.Ed. and M.Ed. curriculum fosters deep insights into various facets of teacher education. Trainees explore subjects like Philosophy of Education, Developmental Psychology, Evaluation and Management, ICT and Curriculum Studies, Inclusive Education, Visual and Performing Arts, and more.

Procedural knowledge for specialized teaching:

Procedural knowledge bridges content and pedagogy. Trainees familiarize themselves with school curricula, enhancing micro teaching skills and pedagogical knowledge. They delve into pedagogy through interdisciplinary understanding and cultural-specific approaches. Emphasis is on language skills and practices aligned with NCF, 2005 and NCFTE, 2010.

Applying acquired competencies:

Learners extrapolate knowledge through practical tasks such as timelines, reports, and comparative estimates. They develop as ideal teachers, creating e-content, ICT-based TLM presentations, programming, and practicing yoga. School projects enhance understanding of teacher responsibilities, while teaching internships prepare them as educators.

Skills/Competencies development:

Emotional Intelligence, Critical Thinking, Negotiation, and Communication Skills, Collaboration, etc., are taught through relevant courses. Practical implications of Emotional Intelligence are explored. The curriculum promotes critical understanding, expository writing, and communicative skills. Excursions, projects, and research deepen learners' understanding of their role in society.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Ramakrishna Mission Sikshanamandira designs its own B.Ed. and M.Ed. curricula, exposing student-teachers to Indian and international school systems. The CFPC reviews the syllabus, emphasizing the relevance, integration, flexibility, and plurality of school systems. In the B.Ed. program, students understand schools' significance in the modern Indian context and develop administration skills. They engage in projects exploring different curricula and observe functional differences across boards.

The curriculum provides opportunities for students to acquire assessment knowledge. They learn to construct teacher-made tests, assess learning outcomes using statistics, and employ evaluation techniques like NRT, CRT, and diagnostics. Students also learn to write learning outcomes, design question papers, and develop rating scales, questionnaires, and interview schedules.

M.Ed. students maintain Cumulative Record Cards, interpret evaluation results, and analyse state-wise variations in the National Curriculum Framework. They study Comparative Education, gaining insights into educational systems in India, developed countries, and SAARC nations. A core course on Education in International Perspective enables M.Ed. trainees to evaluate global trends, focusing on countries like the UK, USA, Russia, Japan, and SAARC nations. Ramakrishna Mission Sikshanamandira equips student-teachers for effective educational practice in diverse contexts.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Ramakrishna Mission Sikshanamandira equips student-teachers with diverse curricular experiences, making them future-ready professionals. They learn essential teaching skills, explore Vivekananda's educational thought, and gain a deep understanding of the learning process. Students acquire knowledge of teaching theories and skills in school administration and healthy practices.

Through projects and a school exposure program, student-teachers familiarize themselves with various curricula and design customized learning experiences. They apply evaluation techniques and enhance classroom instruction with integrated teaching-learning materials. B.Ed. students undergo micro-teaching, while communication and writing skills are honed through coursework.

The curriculum emphasizes learners' study, psychology practical's, and research projects like action research and dissertations. ICT usage, subject teaching methods, evaluation tools, and pedagogical analysis are covered. B.Ed. trainees apply skills during internships, gaining an understanding of school activities. M.Ed. trainees develop observation skills, prioritize students' mental health, and promote well-being through yoga.

The program fosters understanding of education systems, aesthetics, and societal responsiveness. Student-teachers holistically guide and support their students, becoming rising stars in their academic and vocational pursuits.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	**All of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	**Feedback collected, analyzed, action taken and available on website**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

147

2.1.1.1 - Number of students enrolled during the year

147

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	No File Uploaded
Approved admission list year-wise/ program-wise	No File Uploaded
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

58

2.1.2.1 - Number of students enrolled from the reserved categories during the year

58

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

3

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

3

File Description	Documents
Data as per Data Template	[View File](#)
Certificate of EWS and Divyangjan	**No File Uploaded**
List of students enrolled from EWS and Divyangjan	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

We evaluate B.Ed. & M.Ed. trainees upon entry to our college. Assessments focus on three crucial components: effective communication skills, subject-specific theoretical knowledge, and teaching skills (pre-pedagogy phase). Trainees receive feedback and guidance for improvement.

Effective Communication Skill: To excel as teachers in a globalized world, trainees must possess attractive speaking skills. We assess their English speaking and reading abilities and provide communicative skills courses throughout the four semesters of the B.Ed. program. Completion earns credits each semester.

Subject Specific Theoretical Knowledge: Trainees' domain-specific theoretical knowledge is assessed initially to understand their expertise acquired from undergraduate and postgraduate courses. Teacher educators guide them in bridging knowledge gaps and clarifying doubts, emphasizing the importance of subject-specific content knowledge for effective pedagogy.

Teaching Skill (Pre-pedagogy Phase): Trainees from different subjects are assigned initial teaching topics from their respective domains. This assessment phase gauges their inclination towards teaching. No pedagogical concerns are addressed. This phase informs teacher educators about trainees' later pedagogical practices. Training in psychology of teaching, instructional technology, and subject discipline follows.

Trainees also engage in simulation and micro-teaching practice before internships.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Documents showing the performance of students at the entry level	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	**All of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents highlighting the activities to address the student diversities	**No File Uploaded**
Reports with seal and signature of Principal	**No File Uploaded**
Photographs with caption and date, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the	**Three of the above**

individual teacher/s Whenever need arises due to student diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	**No File Uploaded**
Reports with seal and signature of the Principal	**No File Uploaded**
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

1:16

2.2.4.1 - Number of mentors in the Institution

21

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents of mentor-mentee activities with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Faculties at Ramakrishna Mission Sikshanamandira adopt multiple mode approach to teaching-learning strategies to prepare student-teachers.

Experiential Learning: By reflecting on their experiential learning journey, student-teachers develop self-awareness, empowering them to design engaging and impactful learning experiences.

Participative Learning: The inclusion of peer learning activities and role plays nurtures a collaborative and inclusive learning environment, fostering a sense of community among student-teachers and promoting active participation.

Problem Solving Methodologies: The application of problem-solving methodologies during micro-teaching and school internships empowers student-teachers to address educational challenges with creativity, analytical thinking, and critical problem-solving skills.

Brainstorming: Engaging in diverse brainstorming activities cultivates a culture of innovation, allowing student-teachers to explore new teaching methods, generate novel ideas, and adapt instructional strategies to meet the evolving needs of learners.

Focused Group Discussion: Through focused group discussions, learners develop essential communication and interpersonal skills, enhancing their ability to engage in constructive dialogue, exchange perspectives, and collaboratively develop solutions to educational issues.

Online Mode: The integration of asynchronous and synchronous e-learning methods provides student-teachers with flexible learning opportunities, promoting self-paced learning, facilitating real-time interactions, and fostering a virtual learning community that transcends geographical boundaries.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

15

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://www.rkmsm.org/cms_pages.php?page_id=166
Any other relevant information	[View File](#)

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

95

File Description	Documents
Data as per Data Template	[View File](#)
Programme wise list of students using ICT support	[View File](#)
Documentary evidence in support of the claim	[View File](#)
Landing page of the Gateway to the LMS used	[View File](#)
Any other relevant information	**No File Uploaded**

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	**Nil**
Any other relevant information	**No File Uploaded**

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Ramakrishna Mission Sikshanamandira strives for excellence in developing ideal teachers by instilling values and skills in student-teachers. Various mentoring efforts are undertaken, including:

Working in a Team: Students are encouraged to complete diverse tasks and enhance their skills in team teaching, group instruction, discussion, physical education, yoga, and community activities.

Dealing with Student Diversity: The institution promotes Swami Vivekananda's vision by nurturing teachers who celebrate student diversity. Students delve deep into multiculturalism, multilingualism, special needs, and inclusive education. Mentoring during internship focuses on adopting culture-specific pedagogy to effectively address student diversity.

Conduct with Colleagues and Authorities: Student-teachers learn professional conduct and take on responsibilities in managing school activities, record-keeping, and collaboration with peers, teachers, and headmasters.

Balancing Home and Work Stress: Mentoring sessions, cultural/social activities, physical exercises, yoga, prayers, and recreational trips help students maintain mental well-being

and balance between home and work stress.

Staying Abreast with Recent Developments: Students are updated on education and life developments through curriculum enhancements, access to newspapers, journals, periodicals, and engaging in dialogues with peers and teachers.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

At Ramakrishna Mission Sikshanamandira, we prioritize the nurturing of intellectual and thinking skills, as well as empathy among our student teachers.

Intellectual and Thinking Skills: We engage trainee teachers with challenging problems and assignments, encouraging divergent

thinking in courses like Developmental Psychology (112) and Psychology of Learning and Development (213). Lesson planning, micro-teaching, and creating teaching materials further develop their intellectual abilities. Even in the course Development of Evaluative Tool (Achievement Test) (126), students design question papers using Bloom's Taxonomy, promoting intellectual skill. In the Proposal for Dissertation course (226), students choose unique topics, exercising their intellect.

Empathy: Aligned with Swami Vivekananda's ideologies, we orient students towards social good. Courses like Foundation of Education and Education in the Light of Swami Vivekananda (111) highlight Swamiji's vision for a better India. Students participate in charitable works, volunteering, and providing free education in slum areas. Community Activity (146) strengthens their empathy for society, while Humanistic Education (142) focuses on peaceful coexistence and service.

Through these efforts, we instil intellectual growth and empathy in our student teachers, guided by Swami Vivekananda's profound words: "They alone live who live for others; the rest are more dead than alive."

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

| 2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP) | Seven/Eight of the above |

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	`Ten/All of the above`

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students	`All of the above`

through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social

Four of the above

media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity	All of the above

Preparation of term paper Identifying and using the different sources for study	

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship programs are meticulously organized at RKM Sikshanamandira. To ensure effective internships for student-teachers, teacher mentoring is provided. For B.Ed. student-teachers, the internships are divided into phases:

Phase I (1 Week): The School Exposure Program takes place during the first semester, where student teachers work on projects related to different school curricula.

Phase II (3 Weeks): A School Attachment (Micro Teaching) Program is conducted in the second semester.

Phase III (8 Weeks) & Phase IV (8 Weeks): Two internships of eight weeks each are carried out in the third and fourth semesters in the same school.

For M.Ed. student-teachers, the internships consist of two phases:

Phase I (2 Weeks): Practice Teaching and Peer Observation are conducted.

Phase II (2 Weeks): In the second phase, M.Ed. trainees observe and assess the performance of B.Ed. trainees during their school internships.

Schools for internships are selected primarily from Bengali medium schools affiliated with WBBSE, with the inclusion of

Hindi and English medium schools affiliated with WBBSE/CBSE/ICSE to cater to diverse linguistic backgrounds.

Orientation programs familiarize students, principals, and teachers with internships, rules, and pedagogy. Institution teachers mentor interns, visit schools, monitor performance, and communicate with headmasters. Assessment includes peer observation, feedback, and external evaluation. Students experience diverse school setups.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

95

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports	Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Ramakrishna Mission Sikshanamandira prioritizes the implementation of a robust monitoring mechanism for the internship program of trainee-teachers. The program spans two semesters, namely the course code-134 school internship (Phase-I, 3rd semester) and the course code-144 school internship (phase-II, 4th semester) in the B.Ed. curriculum.

To ensure effective preparation, we assign a group leader from each practice teaching school to collect vital records such as attendance, usage of teaching materials, and lesson plans. Our dedicated teacher-educators conduct regular visits to these schools, meticulously reviewing teaching materials, lesson plans, and trainee-teacher performance to uphold professional standards. Adopting a rotational basis, each teacher-educator visits all selected practice teaching schools to maintain administrative synchronization.

Furthermore, our M.Ed. trainees visit the practice teaching schools to observe B.Ed. classes, facilitating an additional layer of monitoring. Teacher-educators document their observations in comment-books, serving as a valuable testimony for the monitoring process. The cooperation of headmasters and teachers from the practice teaching schools further strengthens the system. They provide feedback and suggestions while monitoring the trainee-teachers' classes.

Throughout the internship period, trainee-teachers are assessed

by the teachers of the respective practice teaching schools, encompassing tasks such as creating class routines, conducting formative tests, and managing administrative responsibilities. This hands-on experience, along with the guidance received from headmasters, enriches their skillset.

Collecting feedback from stakeholders enhances the overall quality of our trainee-teachers. This collaborative approach ensures the internship program's monitoring mechanism remains effective, fostering a positive and spirited environment for trainee-teachers to thrive.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	[View File](#)
Five filled in formats for each of the aspects claimed	[View File](#)
Any other relevant information	[View File](#)

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

21

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View File](#)
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

11

File Description	Documents
Data as per Data Template	[View File](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View File](#)
Any other relevant information	**No File Uploaded**

2.5.3 - Number of teaching experience of full time teachers for the during the year

238

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

238	

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

Ramakrishna Mission Sikshanamandira prioritizes the professional growth of its professors. They attend seminars, workshops, conferences, and development programs to stay updated. Over the past five years, our professors received training in ICT equipment usage, guidance and counselling, presenting papers, and writing for journals.

Professors participate in refresher courses, workshops, conferences, and skill-enhancing programs. They engage in online national faculty development programs. With the RUSA 2.0 Component 8 Grant, our college organized workshops on data analysis, Geographical Information System, Numismatics, communication skills, and Indian Sign Language for children with special needs (CWSN). Professors actively participate.

Professors present papers at seminars, conferences, and reputable journals. They are proficient in ICT, data analysis using MS-Excel and IBM-SPSS, and handle administrative tasks. They discuss educational research and methodologies in faculty sessions (FDS) to solve research problems. They guide M.Phil. and Ph.D. scholars, some pursuing their Ph.D. in Education at Swami Vivekananda Centre for Multidisciplinary Research in Education Studies (SVCMRES).

Professors are external experts in teaching exams. The UGC awarded Ramakrishna Mission Sikshanamandira the PARAMARSH Scheme grant in 2019 to mentor faculty from other colleges, ensuring educational quality. Through these endeavours, our professors stay updated and contribute to higher education.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Ramakrishna Mission Sikshanamandira, as an autonomous college, implements an internal evaluation system approved by the Academic Council. Internal assessment holds a weightage of 20% for B.Ed. and 30% for M.Ed. programs. In B.Ed., theory papers carry 80 marks, while practicum papers carry 20 marks. M.Ed. consists of theory papers worth 70 marks and practicum papers worth 30 marks. Our student teachers undergo continuous internal assessment through various assignments to gauge their holistic development. B.Ed. papers like Developmental Psychology, Psychology of Teaching & Instructional Technology, Yoga and Health Education, Visual and Performing Arts in Education, and others are evaluated internally. Micro teaching sessions and internships also contribute to the ongoing assessment. Remaining papers are assessed through assignments before the final semester exam. M.Ed. papers, such as Psychology of Learning and Development, Introduction to Research Methodology, Advanced Research Methods, Yoga Education, and more, undergo continuous internal evaluation. Teacher educators provide guidance to students during internships, addressing their weaknesses. Support is offered for maintaining a proper writing pattern in practicum and practical papers, aiding final exam performance. Students preparing proposals for action research and community outreach are given extra care. Probing questions are assigned, and writing standards are monitored. Additional support and special classes are provided if needed. Continuous internal evaluation is an integral part of our institute's evaluation mechanism.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	**Four of the above**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	[View File](#)
Annual Institutional plan of action for internal evaluation	[View File](#)
Details of provisions for improvement and bi-lingual answering	[View File](#)
Documentary evidence for remedial support provided	[View File](#)
Any other relevant information	**No File Uploaded**

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The Controller of Examinations (COE) at Ramakrishna Mission Sikshanamandira efficiently handles grievance redressal. As an autonomous college, the Principal serves as the Head Examiner for all exams, with an appointed Officer-in-Charge from the faculty. We prioritize resolving exam-related grievances promptly through the COE, maintaining transparency in our evaluation process. Any reported anomalies are immediately forwarded to the COE, who takes appropriate steps to address the issue. Supplementary exams are arranged within two months of result publication for students who fail to clear the final semester, ensuring timely completion of their course. Students

dissatisfied with their evaluation can appeal to the COE to obtain photocopies of their assessed answer scripts. They can also request a review of their marks by paying the applicable fees, contributing to the smooth functioning of our evaluation system. In cases of absent or physically ill students during assignment submissions, special dates are arranged, and viva assessments are conducted if necessary. Paper reviews involve a third evaluator if the obtained marks exceed or fall short of the original marks by 15%, and the final marks are determined based on the average of the two best evaluations. If students encounter any exam-related issues, they can promptly approach the COE for assistance and solutions.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation
Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The college adheres to the academic calendar for conduction of internal and external evaluation. We first prepare a preliminary plan to arrange various exams like pre-semester and semester-examinations along with various internal exams and then forward it to the Controller of Examinations (C.O.E.) for finalization. Once this is completed, the finalized version of the academic calendar duly signed by the Principal is displayed on the board for further communication. Apart from this, our teacher-educators also refer our trainee-teachers to the academic calendar for the internal and external evaluations. Many oral tests are held and many assignments are given for practicum papers. In B.Ed, the allotted score for practicum paper ranges from 20 to 10 marks. In addition, some practical papers in B.Ed carry 50 and 25 marks. In M.Ed, the allotted score for practicum paper ranges from 30 to 15 marks. Besides, some practical papers in M.Ed carry 50 marks. Student-teachers are repeatedly made aware of the internal evaluation and also encouraged to perform better in the final exam as well. If any minute fault arises in the given assignments, our teacher-trainers endeavour to supervise the student-teachers to the maximum extent possible. So in that sense, we do strictly adhere to our prior planning for holding internal exams. The student-teachers are prepared in

such a way through a semester that they become very much familiar with our system of internal evaluation. This is what is reflected in our academic calendar for the conduction of internal evaluation.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

At Ramakrishna Mission Sikshanamandira, we align our B.Ed. and M.Ed. programs with the desired learning outcomes. Rooted in Swami Vivekananda's educational philosophy, we foster character development in student-teachers, recognizing their role as architects of an ideal society. Our residential system nurtures the sacred guru-sishya relationship, with daily prayer sessions to imbibe spirituality. Micro-teaching drills enhance the crucial skills of lesson introduction, explanation, and conclusion. We emphasize the creation of learning designs and teaching materials, incorporating ICT-based learning in our curriculum. Students are trained in PowerPoint presentations, animations, and data analysis using MS-Excel and MS-Word. Google Workspace tools are introduced, complemented by access to renowned journals through our research library. B.Ed. includes action research and specialized courses in yoga, health education, visual arts, and communicative skills. Our focus is on holistic development, ensuring our student-teachers are proficient and well-prepared for their teaching careers.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

We prioritize knowledge integration in student-teachers at Sikshanamandira, aligning with the PLOs and CLOs in our curriculum. Internal assessments and practicum play a crucial role in monitoring and documenting students' cognitive and professional development.

B.Ed. Program:

- Course 111 focuses on preparing timelines and reports based on different educational philosophies, enhancing understanding of philosophy's role in education.
- Course 112 involves observing and analysing the characteristics of children in various domains, fostering insights into the learning process.
- Courses 117, 126, 127, 134, and 144 monitor students' professional attributes, including constructing teaching materials and designs, through feedback and observation.
- Courses 118, 128, 136, and 147 develop students' communicative skills and aesthetic appreciation.
- Course 114 promotes mental hygiene through yoga, while course 115 encourages appreciation of aesthetics.

M.Ed. Program:

- Students gain a deeper understanding of Swami Vivekananda's educational philosophy and apply it in their lives through regular assignments, term papers, and presentations.
- Courses 214, 222, 226, 236, and 245 equip students with research and data analysis skills to address educational

issues.
- Courses 239 and 244 involve internships, where students guide teacher-trainees and receive internal assessments.
- Courses 241(A&B), 242(A&B), and 243(A&B) encourage contributions to education through tasks related to policy, planning, and administration.

Through these comprehensive assessments and experiences, our students develop into professionally competent educators, embodying our program's desired outcomes.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

126

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

At Ramakrishna Mission Sikshanamandira, our teacher-educators conduct initial assessments to gauge the performance level of newly admitted student-teachers. These assessments help identify

areas of improvement and provide necessary support to align their performance with their peers. The assessments focus on communication skills, teaching skills, ICT skills, and content knowledge.

Communication Skill: Student-teachers' fluency and proficiency in English are assessed initially. Remedial classes are offered to those who need improvement. Additionally, CC:118-Communicative Skill (EPC 2A) is taught to enhance linguistic skills across all semesters.

Teaching Skill: Though evaluating teaching skill at the initial stage is challenging, our teacher-educators assess presentation skills and inclination towards teaching. Remedial measures such as micro-teaching classes (CC-127), simulation teaching, school attachment, and brainstorming drills are utilized to enhance performance.

ICT Skill: Student-teachers' ICT skills are assessed, including basic computer operations and knowledge of applications like MS-Word, MS-Excel, Power-Point Presentation, web browsing, and Google Workspace. Remedial classes are conducted to address any gaps in knowledge.

Content Knowledge: The proficiency of student-teachers in their respective subjects is evaluated through oral and written tests. Adequate content knowledge is essential for effective classroom instruction. Remedial classes are provided to address any deficiencies.

Through these initial assessments and targeted interventions, we ensure that our student-teachers receive the necessary guidance and support to enhance their skills and knowledge for a successful teaching career.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://rkmsm.org/uploads/ckeditor_files/file/Self%20Satisfaction%20Survey/Students'%20Feedback%202021-2022.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	All of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

4

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

10

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

8

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

122

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

880

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

126

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Ramakrishna Mission Sikshanamandira believes in the saying, "Service to man is service to God." To fulfil this, trainee teachers actively engage in social service activities as part of their curriculum. These activities include distribution of Prasad, cleanliness drives, awareness campaigns, tree plantation, blood donation camps, and humanitarian initiatives.

During the pandemic, trainees participated in relief works and vaccination drives. These community outreach activities instil the values of service and renunciation.

Participating in community outreach is vital in teacher education as it helps learners:

1. Understand social issues and identify societal flaws.
2. Learn how to eliminate these flaws through active involvement.
3. Recognize the interconnectedness of micro and macro welfare.
4. Develop a spirit of brotherhood and empathy for social development.
5. Apply proper behavioural approaches to society, aligning education with social science.

These community outreach activities provide valuable learning experiences and contribute to the holistic development of trainee teachers.

File Description	Documents
Relevant documentary evidence for the claim	**No File Uploaded**
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

4

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	[View File](#)
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

7

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

7

File Description	Documents
Data as per Data Template	[View File](#)
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	[View File](#)
Any other relevant information	**No File Uploaded**

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

2

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	**No File Uploaded**

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest-literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	**All of the above**

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Facilities at Sikshanamandira:

1. **Classrooms: We have 23 classrooms equipped with ICT components. Nivedita Hall accommodates 70 persons, while Vivekananda Mandap can serve 300 students for important programs.**

2. **Laboratories:** Each method or subject has a dedicated lab/resource room with specialized equipment. Language lab has Sanako-400 device, Physical-Science lab has various apparatus, Life-Science lab has microscopes and spectrophotometer, psychology lab has essential apparatus, and geography and history resource rooms are well-equipped.
3. **Sports Field:** We have a volleyball and badminton playground, and access to the playground of Ramakrishna Mission Vidyamandira for cricket and football activities.
4. **Fitness Centre:** Our well-equipped gymnasium helps student-teachers maintain fitness.
5. **Equipment:** We provide modern facilities such as ramps, elevators, Braille plates, electric wheelchair, server room, photocopy room, virtual classroom, interactive boards, and more.
6. **Computing Facilities:** Each classroom, staff cubicles, and the library have computing facilities. We have multipurpose labs with high-speed internet, computer kiosks, and computers for non-teaching staff.

Sikshanamandira ensures that student-teachers have access to all necessary facilities for effective teaching and learning experiences.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

23

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

48.04

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

4.2.1

The College Library has been partially automated since 2017 using the Senayan Library Management System (SLiMS) version 7. It offers various modules and features:

1. Online Public Access Catalogue (OPAC): Provides global access through the college website, allowing users to search and retrieve documents with simple or advanced search options.
2. Log-in: Separate log-in pages for administrators and patrons.
3. Dashboard: Offers different module options for administrators.
4. Bibliography: Enables manual entry of bibliographical data and supports Z39.50. Includes collection item management

for library circulation.

5. Circulation: Facilitates library circulation transactions, such as loans and returns, with configurable loan rules, loan history, and quick return options.

6. Membership: Manages library members, allowing easy addition, updating, and removal, with the ability to create different patron types and privileges.

7. Stock Take: Simplifies stock verification for library collections.

8. Serial Control: Helps manage the library's serial publication subscriptions.

9. Reporting: Provides various types of reports in desired formats (CSV/PDF) related to membership data, circulation data, and bibliographic data.

10. Master File: Manages referential data used by other modules, including authority files, subjects/topics, publishers, suppliers, etc.

11. System: Allows global configuration, index management, barcode generation, holiday settings, database backup, etc.

The library utilizes barcode technology for circulation services, and RFID technology, which includes RFID book tags, RFID kiosk, RFID sensor, RFID reader, for security purposes. The system provides printed receipts for book transactions and fine payments. Additionally, it features an OPAC for searching the library's collections and supports day-to-day library activities.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://rkmsm.org/library.php
Any other relevant information	[View File](#)

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The College Library offers a dedicated web portal for digital learning, teaching, and research resources, along with an Online Public Access Catalogue (OPAC) service. Users can access these resources remotely 24/7 through a user-friendly interface. The digital collection includes previous year's question papers,

institutional theses and dissertations, research tools, subscribed SAGE e-books, and e-journals. The web portal provides access to various resources, including:

1. N-LIST: Provides access to 6,000+ journals, 164,300+ e-books under N-LIST, and 600,000 e-books through NDLI, covering a wide range of disciplines.

2. E-PG Pathshala: Offers e-books for post-graduate courses.

3. Shodhganga: Enables research students to deposit their Ph.D. theses and make them available in open access.

4. ShodhGangotri: Allows research scholars and supervisors to deposit approved research synopses for Ph.D. registration.

5. NDLI: A virtual repository of learning resources managed by IIT, Kharagpur, providing a wide range of services.

6. SWAYAM: A government initiative focused on access, equity, and quality in education.

7. DOAJ: An online directory providing access to high-quality, peer-reviewed open access journals.

8. DOAB: A discovery service indexing scholarly, peer-reviewed open access books.

9. Project Gutenberg: A library of over 60,000 free e-books.

10. Popular English and Bengali newspapers accessible through hyperlinks.

These resources enhance the availability of digital learning materials, research content, and current news for faculty members, research scholars, and students, enabling them to explore and access a wealth of knowledge remotely.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**All of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	**No File Uploaded**

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

10.98

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

819

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	**No File Uploaded**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**All of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	[View File](#)

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

ICT Facilities at Ramakrishna Mission Sikshanamandira:

- **Dedicated Server Room: Houses necessary infrastructure for ICT operations.**
- **Virtual Classroom and Studio: Equipped with a 65-inch Viewsonic smart panel, handycam, and audio recorder system**

for online module development.

- **Conference Room:** State-of-the-art facility with modern ICT equipment including PeopleLink Video Conferencing system, online classroom camera, wireless mikes, sound system, and a 65-inch Sony smart television.
- **Computer Lab:** A 100-seater lab with a 75-inch Viewsonic smart panel, 65-inch interactive board, dedicated server, IP camera, and air conditioning.
- **Computer Kiosk:** Provides 14 computers, including one for visually challenged students.
- **Classroom and Staff-Cubicle Computers:** All classrooms and staff-cubicles are equipped with computers and high-speed internet connectivity.
- **General Library:** Upgraded to an RFID-enabled library in 2019.
- **Language Laboratory:** Equipped with Sanako-400 equipment to enhance linguistic skills with seating capacity for 30 students.

Wi-Fi Facilities:

- **Upgraded Internet Speed:** Started with a 12-Mbps lease-line in 2017, then increased to 20 Mbps in 2018 and 40 Mbps in 2019. Upgraded to 500 Mbps with a Jio connection in 2021 and later to a 1 Gbps broadband connection.
- **Wi-Fi Access Points:** 10 access points, including the hostel, provide 1 Gbps internet connectivity.
- **Jio Public Wi-Fi:** Installed multiple access points on the campus to offer free internet.

Ramakrishna Mission Sikshanamandira has made significant advancements in its ICT and Wi-Fi facilities, ensuring an enhanced learning and connectivity experience for its students and staff.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

325:240

File Description	Documents
Data as per data template	[View File](#)
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**A. ?1GBPS**

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**No File Uploaded**
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**Four of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	[https://www.youtube.com/playlist?list=PLO zbcezEjXMuoGpQEHbJkaY7wvrq5CNXN](#)
Any other relevant information	[View File](#)

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

50.62

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Laboratories: We have various well-maintained laboratories and resource rooms, including Physics, Chemistry, Life Science, Language, Psychology, and Computer labs. Skilled lab attendants ensure proper care and immediate resolution of any requirements.

Library: Our institution has a general library and a research library. A librarian and support staff maintain and facilitate their proper usage.

Sports Complex: Our gymnasium is equipped with modern facilities, and dedicated support staff ensure its proper maintenance.

Computers: Sikshanamandira has a computer kiosk, computer labs, and computer-equipped staff cubicles. A dedicated server room is also maintained by our support staff.

Classrooms: Our ICT-enabled classrooms are well-maintained, providing necessary equipment for teaching and hosting various events.

Additional Maintenance Policies: We have established maintenance policies for plumbing, electrical systems, and elevators. Prompt assistance is provided by government staff and approved

personnel in case of any issues.

Ramakrishna Mission Sikshanamandira prioritizes the maintenance and utilization of its facilities, ensuring a conducive learning environment for student-teachers.

File Description	Documents
Appropriate link(s) on the institutional website	https://rkmsm.org/uploads/ckeditor_files/file/Institutional%20Policy/Maintenance%20Policy.pdf
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	**All of the above**

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student	Four of the above

welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
36	151

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

28

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

74

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning
Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The student council, Siksharthi Samsad, at Ramakrishna Mission Sikshanamandira, is a dynamic and proactive platform that promotes the smooth functioning of the college. Guided by faculty members, the council plays an active role in decision-making and offers creative opportunities for students to explore their talents. The college fosters values of brotherhood and compassion, in line with Swami Vivekananda's vision. The council consists of various sub-committees, including cultural, journal, games & sports, hostel, seminar-workshop, grievance redressal, student welfare, and social extension activity. These sub-committees organize and oversee different activities and initiatives such as cultural events, publications, sports competitions, seminars, welfare measures, and social extension activities. The college also has an alumni association, Ramakrishna Mission Sikshanamandira Praktani Association, which

actively supports and mentors students. Siksharthi Samsad collaborates closely with the alumni association in their initiatives, including spiritual and values education programs, online coaching for underprivileged students, and online research guidance. The council encourages students to actively participate in these initiatives through motivation and support.

File Description	Documents
Copy of constitution of student council signed by the Principal	**No File Uploaded**
List of students represented on different bodies of the Institution signed by the Principal	**No File Uploaded**
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.3.2 - Number of sports and cultural events organized at the institution during the year

27

File Description	Documents
Data as per Data Template	[View File](#)
Reports of the events along with the photographs with captions and dates	[View File](#)
Copy of circular / brochure indicating such kind of events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The institution has maintained close informal relationships with ex-students since its inception. In 2006, a registered alumni association was formed, later renamed Ramakrishna Mission Sikshanamandira Praktani Association in 2014. The association

actively participates in various developmental initiatives.

Prominent Initiatives:

i. Monetary/Financial Contribution: The Praktani Association has made significant donations to support ex-students and various causes, including the family of an M.Ed trainee, medical treatment, Kerala Flood Relief fund, college expenses, COVID safety kits, and COVID relief fund.

ii. Student-Mentoring and Support: The Praktani Association arranges visits by distinguished alumni and in-service ex-students for current students, providing valuable career and placement guidance.

iii. Curricular Development: Feedback from recent pass-outs regarding the B.Ed and M.Ed curricula is considered by the Curriculum Framing and Planning Committee for revision and development.

iv. Contribution in Institutional Management: Alumni members serve on vital college bodies, prioritizing their inputs in academic functioning and development.

v. Social Welfare and Outreach Activities: In collaboration with the Praktani Association, the college organizes annual blood donation camps and a free drinking-water distribution camp for pilgrims and visitors to Belur Math.

vi. Classes/Interaction Sessions: Qualified members of the Praktani Association regularly teach B.Ed and M.Ed students, and interaction sessions are organized between recent pass-outs and newly admitted students.

vii. Sakhar-Prati YouTube Channel: Initiated in 2020, the Praktani Association arranges online classes, webinars, and discourses for high school students, featuring eminent scholars.

viii. Plantation Drive: The Praktani Association has been distributing saplings among the local community for several years.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	All of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

4

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association of Sikshanamandira plays a vital role in supporting talent nurturing and the holistic development of students. The association motivates students by organizing an induction program where distinguished alumni interact with newly admitted trainees, inspiring them to strive for career success and embody the ideals of Swami Vivekananda.

Through collaborations with the institution, the Alumni Association organizes a variety of academic events, such as seminars, webinars, and special lectures, as well as extension activities like blood donation camps and tree plantation drives. During the Covid-19 pandemic, the association actively participated in relief works and facilitated RT-PCR testing and vaccination drives. They also conducted a free online coaching program for economically and socially disadvantaged school students affected by the lockdown. These initiatives provide students with opportunities for social service and personal growth, allowing them to develop their character and skills as future teachers.

The alumni, who are successful professionals in the education field, maintain close contact with the students. They serve as guest faculties and regularly teach classes, fostering recognition and nurturing of talent. This constant interaction helps students discover their own abilities and seize various opportunities. Inspired by the alumni's achievements, many students pursue higher education and research in the field of education, with 76 students qualifying the NET exam and entering higher education between 2017 and 2022.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the

institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Governance at Sikshanamandira:

Mission-aligned Governance: The institution's governance imparts character-building education and develops teachers with integrity, truthfulness, and selflessness. It aims to foster leadership qualities and serve society.

Educational Excellence: The college equips teachers with updated knowledge, methodologies, research capabilities, and a compassionate outlook. It encourages innovation and the sharing of findings in classrooms.

Societal Sensitivity: The college promotes accountability and selflessness in serving marginalized members of society.

Leadership Development: By enhancing knowledge, technological competence, and leadership skills, the college aims to create effective leaders for societal development.

Institutional Affiliation: Sikshanamandira is affiliated with the University of Calcutta and operates in compliance with UGC, NCTE, and the West Bengal Government.

Governing Body: The college's governance is overseen by the Sikshanamandira Governing Body, comprising experienced monks, retired Supreme Court Justice, professors, and officials.

Academic Involvement: The Academic Council and Board of Studies actively participate in governing academic activities.

Faculty and Staff Participation: Faculty and staff contribute through various administrative roles and responsibilities.

Student Engagement: Student-teachers play an active role in governance, fostering leadership qualities.

File Description	Documents
Vision and Mission statements of the institution	No File Uploaded
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Swami Vivekananda's 'Servant Leadership' model is implemented in the college which promotes participative management, shared responsibilities, and accountability in the college. Faculty and staff have autonomy and self-responsibility.

Shared Decision-making: Faculty and staff serve as coordinators, conveners, and committee members for various activities.

Curriculum Development: Feedback is collected by the curriculum committee, discussed in the CFPC with teacher participation, and approved by the Academic Council.

Academic Planning: The Teachers' Council plans workload and assigns activities, with the presence of the Principal and other officials.

Autonomy in Teaching: Faculty choose methods, strategies, and resources for academic tasks and internal assessment.

Examination Management: The Steering Committee decides examiners, moderators, and scrutinizers.

Motivation and Guidance: The Principal and faculty motivate and guide in curriculum transaction, research, publishing, and professional development.

Shared Responsibility in Committees: Various committees involve shared decision-making and responsibility.

Staff Involvement: Office staff participate in decision-making and execution through committee memberships.

Internship Program: Faculty act as 'Practice Teaching School In-Charge' in the program.

Quality Assurance: Teaching and non-teaching staff contribute as IQAC members to maintain quality.

Democratic Decision-making: Management activities involve faculty, staff, and students in democratic planning and execution.

File Description	Documents
Relevant documents to indicate decentralization and participative management	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Financial Functions:

- **Financial management follows complete transparency. Decisions made in by the committee is approved by the Governing body.**
- **Purchase matters are discussed in Purchase Committee meetings.**
- **The college and hostel maintain a Day Book and use receipts, bills, and vouchers for income-payment activities.**
- **Transparency is maintained through payment methods like cheques, NEFT, and RTGS, with two bank operators required to sign cheques.**
- **Cash transactions are restricted to Rs. 10,000/- and below.**
- **Online payment mode is exclusively used for admission and examination fees.**
- **Utilization certificates of government grants are duly submitted.**
- **Salaries for management-appointed staff are disbursed directly to their accounts, with deductions for provident fund and professional tax.**

- **Fifty percent of collected tuition fees is paid to the Government of West Bengal through the government treasury.**
- **A three-step audit system is followed: internal audit, audit by Ramakrishna Mission, and government audit.**

Academic Functions:

- **College shares a detailed Academic Calendar before each session and provides Programme Learning Outcome (PLO), Course Learning Outcome (CLO), and Course Content.**
- **Admission advertisements are given in newspapers and on the website, with list of selected candidates published online.**
- **The college follow the State Government's Reservation Policy.**
- **Paper setters, moderators, and examiners are proposed and confirmed in BoS meetings.**
- **Students can opt for review and obtain photocopies of answer sheets.**

Administrative Function:

- **The college follows a democratic decision-making process and participatory management style.**
- **Policy decisions are made by committees and approved by competent bodies.**
- **Sharing information about programs and outcomes represents transparency.**

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Setting up the Multipurpose Computer Lab:

The Multipurpose Computer Lab was established for several reasons. Firstly, the main College Building, constructed in 1960, had an aging roof with water seepage issues, necessitating

a solution. Additionally, due to the college's autonomy and the introduction of new courses, there was a need for more space. The existing computer lab with 50 computers was outdated and struggled to meet ICT demands. Creating a local online test centre and generating revenue were also one of the goals.

To address these, a strategy was formed to construct the lab in 2018 through the RUSA 2.0 Component 8 Grant. Equipped with advanced technology like 100 computers, Smart Panel, Projector, and more, the lab was completed on time and inaugurated in April 2022. It has since hosted various online exams like UGC NET, NIH, and CSIR NET, benefiting both the community and the college financially.

Charaka Udyan - Medicinal Plant Garden:

Recognizing Ayurveda's significance, a medicinal plant garden called Charaka Udyan was established at Sikshanamandira. This garden aimed to educate trainee-teachers about Ayurvedic plants' health benefits, aligned with UGC's Indian Knowledge Systems (IKS) initiative. Over 100 medicinal plants from 50 families were planted, each labeled with Bengali and English names, scientific names, and families. A pictorial book with usage details and external references was created. A project on Medicinal Plants was introduced in the B.Ed. Curriculum to promote awareness about Ayurveda's advantages.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Ramakrishna Mission Sikshanamandira operates efficiently through effective institutional bodies, including policies, administrative setup, and appointment/service rules. The key aspects are as follows:

Policies:

- **Student Welfare Policy:** Ensures student well-being with a committee overseeing potential issues and providing financial assistance when needed.
- **Anti-Ragging and Anti-Sexual Harassment Policy:** Adheres to a zero-tolerance approach, promptly addressing any such incidents through the involvement of monastic members.
- **Grievance and Internal Complaints Redressal Policy:** Establishes a dedicated committee to handle grievances.
- **Maintenance Policy:** Maintains physical infrastructure and ICT equipment.
- **Placement-Cell Policy:** Facilitates job placements for student-teachers with a dedicated placement cell and a placement officer.
- **Waste-Management Policy:** Implements proper waste segregation to support environmental care as a plastic-free campus.

Administrative Setup:

- Governed by Ramakrishna Math and Mission, with non-salaried monastic members serving as Principal, Vice-Principal, Controller of Examinations, and Hostel Superintendent.
- Autonomous status with a governing body headed by the Lokpal of India, along with an Academic Council, Board of Studies, Internal Quality Assurance Cell, and various committees.
- Research Centre affiliated with the University of Calcutta, supported by a research advisory committee and convenor.

Appointment and Service Rules:

- Faculty recruitment follows the West Bengal College Service Commission's selection process.
- Management-appointed teachers adhere to UGC and NCTE rules.
- The government restricts the college's authority to appoint non-teaching staff in regular positions, currently employing management-appointed staff with applicable benefits and remuneration.

Sikshanamandira maintains an effective institutional framework, ensuring adherence to policies, efficient administration, and compliant appointment and service procedures for faculty and non-teaching staff.

File Description	Documents
Link to organogram on the institutional website	**Nil**
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	**Five/Six of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Screen shots of user interfaces of each module	**No File Uploaded**
Annual e-governance report	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Sikshanamandira's efficacy in its bodies/cells/committees is evidenced by meeting minutes and successful resolution implementation. Demonstrated here by two pivotal decisions made collectively in different committees.

Recruitment of Contractual Full-time Assistant Professors of English, Life Science & Mathematics Method Subjects under RUSA 2.0 Component 8 Grant:

1. Initiated by presenting the matter to the Governing Body.

2. Formation of a 5-member Selection Panel entrusted with the

task.

3. Recruitment notices disseminated on College Website, national, and regional newspapers.

4. Walk-in Interview conducted with the Selection Committee.

5. Selection Committee's minuted resolution led to publication of three Panels of selected candidates for distinct subjects.

6. Principal extended appointment letters to top candidates, who accepted and joined.

Pecuniary Help via Student Welfare Committee:

Annual provision of financial aid to economically challenged students are made by Sikshanamandira.

1. 5-member Student Welfare Committee assumes a central role.

2. Principal forwards all students' aid applications to the Welfare Committee.

3. Committee convenes to deliberate on applicants' financial standings and determine grant amounts.

4. Principal acts on Committee's recommendations, guiding the accounts section to disburse the decided funds to chosen students.

These instances underscore Sikshanamandira's methodical and strategic approach in major decisions, signifying the effectiveness of its diverse committees.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in

place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Ramakrishna Mission Sikshanamandira prioritizes the welfare of its employees, including both aided and unaided teaching and non-teaching staff. Government and college management provide festival bonuses, salary advances, provident fund/GPF/EPF, group health insurance, and life insurance. Welfare measures are implemented to create a favorable organizational climate. Gratuity schemes, funded by the state government, are available for approved full-time faculty and staff. Provident fund and pension facilities are provided as per government norms. EPF is implemented for staff in management-paid positions. Faculty members receive seed money for research and assistance for pursuing their Ph.D. programs. Registration fees for seminars/conferences/workshops are reimbursed. Medical leave with full salary is granted according to management's leave rules. Health expense reimbursement and group health insurance are offered to full-time faculty and staff. Advance Puja bonuses are given to entitled non-teaching staff. Hostel staff have access to GPF. Annual increments, staff quarters, and recreational outings are provided. Faculty development programs, orientation/refresher courses, and online learning opportunities are available to enhance knowledge and skills. Retired staff members contribute their expertise and experimental knowledge when needed, benefiting both former and current faculty members.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	[View File](#)
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

15

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

8

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Ramakrishna Mission Sikshanamandira has a performance appraisal system for its teaching and non-teaching staff. The appraisal process for teaching staff follows the UGC Career Advancement Scheme (CAS) and complies with the norms of the University Grants Commission and the rules of the Department of Higher Education, Government of West Bengal. The teaching staff fills out an annual self-assessment form, which is reviewed by the Principal. A panel of screening or selection committee is constituted by the University to evaluate the filled-in forms, calculate the academic performance indicator (API) score, and assess the enclosed documents for promotion under CAS. The Principal holds a governing-body meeting, and upon approval, the resolutions are forwarded to the Director of Public Instruction, Govt. of West Bengal for promotion.

For non-teaching staff, they also complete a self-assessment PBAS form annually. If a staff member requests promotion after completing 10 or 20 years of continuous service, the matter is discussed in the governing-body meeting. The resolutions are then forwarded to the Director of Public Instruction, Govt. of West Bengal for promotion.

Both teaching and non-teaching staff undergo the appraisal process through self-assessment, review, discussion in governing-body meetings, and approval for promotion based on their satisfactory service.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	**No File Uploaded**
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Internal Audit: Quarterly internal audits are conducted throughout the financial year (January-March, April-June, July-September, and October-December). The objective is to ensure financial accuracy and compliance. If objections arise:

1. **Resolution Meeting: The Principal or Vice Principal meets with the accounts department to resolve objections.**
2. **Continued Audit Process: Unresolved objections from the meeting are addressed in subsequent quarterly audits.**

Statutory Audit: Annual independent audits evaluate financial statements. If objections arise:

1. **Routing of Objections: Internal auditor objections are forwarded to the Secretary of the College via the Accounts Department, then to the Principal.**
2. **Satisfactory Explanation: The institution must provide a satisfactory explanation for objections.**

Government Audit: Annual audits appointed by the Higher Education Department ensure compliance with regulations. Objection settlement process:

1. **Objections from Higher Education Department: The department may raise objections during the audit.**
2. **Providing Clarifications: The institution provides satisfactory clarifications for objections.**

Mechanism for Settling Audit Objections: The institution follows a systematic approach, including resolution meetings, satisfactory explanations, and communication with stakeholders. This ensures transparency, accountability, and compliance. Regular audits and addressing objections demonstrate financial integrity, responsible management, and adherence to standards, fostering trust and efficient resource utilization.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	**No File Uploaded**
List of audit objections and their compliance with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	<u>View File</u>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<u>View File</u>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The institution employs transparent financial management practices to mobilize funds and optimize resource utilization. Decisions regarding financial matters are made in meetings of the finance committee and approved by the Governing body. Purchase-related issues are discussed in regular meetings of the

Purchase Committee. The college and hostel maintain a Day Book, recording income and expenditure statements to ensure transparency. Income-payment activities strictly adhere to the use of receipts, bills, and vouchers. Payments are made through cheques, NEFT, and RTGS, requiring the signatures of two out of four authorized bank operators. Cash transactions are limited to amounts below Rs. 10,000. Admission and examination fees are collected exclusively through online payment methods.

The institution follows government regulations and submits utilization certificates to utilize government grants effectively. Salaries for management-appointed staff are disbursed directly to their accounts, with deductions for provident fund and professional tax in accordance with government norms. As per the directives of the Government of West Bengal, 50% of collected tuition fees is paid to the government treasury.

The institution maintains a three-step audit system for financial accountability. Internal audits are conducted by the college, followed by audits conducted by the parent body, Ramakrishna Mission. Finally, a government audit is carried out to ensure compliance with regulations.

Through these transparent financial practices, the institution mobilizes funds effectively and ensures their optimal utilization for the benefit of the institution and its stakeholders.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Institutional Quality Assurance Mechanism plays a vital role in maintaining academic excellence at Sikshanamandira. The institution follows a well-structured and adaptable mechanism to

ensure quality education. There are two main wings involved in this process: the IQAC Cell and the College Administration.

The IQAC Cell organizes various seminars, webinars, workshops, and events throughout the academic session. These events cover a range of educational topics and help build skills and knowledge among students and faculty members. Post-session surveys and feedback are collected from stakeholders, including students, faculty, alumni, practice teaching schools, and employers. The feedback is carefully analyzed through SWOT analysis, and areas of strengths and weaknesses are addressed in the future action plan, including curricular reforms.

The College Administration conducts an annual internal academic and administrative audit, involving various stakeholders such as the curriculum framing committee, IQAC Cell, placement cell, examinations department, accounts department, and committees responsible for extension activities and cultural activities. The findings of the audit are analyzed through SWOT analysis, and follow-up actions are planned to address areas of improvement.

This rigorous quality assurance mechanism ensures sustained academic quality and efficient administrative workflow at Sikshanamandira.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Ramakrishna Mission Sikshanamandira conducts periodic reviews of its teaching-learning process through the IQAC, involving various administrative bodies. The IQAC Coordinator organizes a meeting with the CFPC to review the process at the end of each academic session. Important issues, such as the use of ICT components by teacher-educators, the timely completion of assignments, and access to the library, are discussed and necessary changes are made.

The IQAC Coordinator collects feedback from stakeholders such as student-teachers, faculty members, practice-teaching school heads, alumni, and employers. Questionnaires are developed and feedback is statistically interpreted and analyzed. The IQAC Coordinator then holds brainstorming sessions to propose desirable changes to the CFPC Convenor.

The CFPC Convenor convenes a meeting to discuss the proposals and forwards them to the Board of Studies. The Principal, as the chair of the Academic Council, resolves to incorporate the approved changes into the syllabi, teaching methods, and college timetable.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

25

File Description	Documents
Data as per Data Template	[View File](#)
Report of the work done by IQAC or other quality mechanisms	[View File](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and	One of the above

initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	[View File](#)
Link to the minutes of the meeting of IQAC	https://rkmsm.org/uploads/ckeditor_files/file/IQAC%20Meeting%20Minutes%202015-2020/IQAC@2021-22_Meeting%20Minutes.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://rkmsm.org/cms_pages.php?page_id=111
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	[View File](#)
• Supporting document of participation in NIRF	[View File](#)
Feedback analysis report	[View File](#)
Any other relevant information	**No File Uploaded**

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Since the 2014-15 NAAC Accreditation, Sikshanamandira has made significant improvements in response to the Peer Team Assessment Report. The institution's high score of 3.56 and "A" grade further motivated its efforts for enhancement. Two areas of improvement include the library and research.

In terms of the library, major changes have been implemented since 2015:

- **A permanent librarian, Sri Hirak Ghosh, was appointed in 2015.**
- **The library was relocated to a larger space on the first**

floor, and infrastructural upgrades were completed by 2017 with support from the RUSA 1.0 grant.

- The library transitioned from closed access to open access, offering modern facilities.
- New resources, including journals, books, e-resources, and magazines, were procured with assistance from the RUSA 2.0 grant.
- Digitization efforts began in 2017-18, allowing remote online access to books and incorporating KOHA-based searching and borrowing facilities.
- A separate research library, J. J. Goodwin Library, was established at Swami Vivekananda Center for Multidisciplinary Research in Educational Studies (SVCMRES).

Regarding research, significant progress has been made:

- Dedicated seminars, workshops, and webinars are organized for research scholars, with the support of grants such as RUSA 2.0.
- Faculty members have completed Ph.D. degrees, and others have been authorized to supervise M.Phil. dissertations.
- SVCMRES has conferred 20 Ph.D. degrees and Sikshanamandira has awarded 49 M.Phil. degrees between 2017 and 2022.

These improvements have propelled Sikshanamandira forward, enhancing its library facilities and research capabilities.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Sikshanamandira emphasizes energy conservation and an eco-friendly campus. The college follows an organized energy this purpose.

Conservation of Energy:

The college employs a strict energy policy when it comes to conservation of Energy.

Institutional Policy:

1. Switch to energy-efficient LED lighting reducing consumption.
2. Promote energy-aware behaviour among students and staff, advocating turning off electronics when not in use.
3. Trainees instructed to switch off lights and fans when leaving classrooms.
4. Regular maintenance of appliances and air leaks in air conditioning ducts checked for energy efficiency.
5. Efficient maintenance of heating and AC systems, including air filter cleaning and thermostat adjustments.
6. Encourage green transportation options like biking and public transit.

Use of Alternative Sources of Energy:

1. Renewable Energy:

Installed 164 kWh solar panels covering 90% of monthly energy consumption.

1. Solar Water Heater:

Installed in hostel and kitchen buildings, reducing LPG and electricity consumption.

1. Bicycles and eBikes:

Staff uses bicycles and eBikes for local transport, internships, and supervision.

Conservation of Water:

1. Water-saving Strategies:

- Regular inspection and repair of leaks in fixtures, pipes, and irrigation systems.
- Raising awareness and encouraging responsible water usage.

- Installation of water-efficient fixtures, low-flow toilets, faucets, and showers.
- Use of dual-flush toilets for efficient water management.

1. Rainwater Harvesting:

- Rooftop and ground rainwater harvesting tanks installed.

1. Mulching and Monitoring:

- Gardeners use mulching to retain soil moisture and reduce evaporation.
- Water usage tracked with meters from the Water Treatment Plant.

By implementing these strategies, Sikshanamandira showcases efficient energy and water management.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

RKM Sikshanamandira has an effective waste management system in place to handle the waste generated on campus. The waste is categorized into two main types: solid waste and liquid waste.

Solid waste is further classified into biodegradables, non-biodegradables, and recyclables. The institution follows a strict policy of segregation at the point of disposal. Green bins are installed throughout the campus for collecting biodegradable waste like kitchen waste and leaf litter. Blue bins are provided for non-biodegradable materials, such as plastic wrappers. Staff and students are trained to use these bins properly. Biodegradable waste is collected and converted into vermicompost in waste management pits located in the central garden area. This process reduces the use of chemical fertilizers and maintains soil quality.

Recyclable materials are accumulated in designated yellow bins or kept at the maintenance department. They are sold to

recyclers annually. Electronic waste is stored separately and
sold separately.

Non-biodegradable waste is collected and sent to landfills by
municipal waste collectors. Leftover food from the hostel dining
hall is collected separately and donated to animal farms.

For liquid waste management, Sikshanamandira has a well-
structured drainage system connected to septic tanks and
municipal drains. This ensures proper drainage of sewage and
rainwater, with regular cleaning to prevent clogging.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Three of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Holistic Environment at Sikshanamandira:

Sikshanamandira believes that for individuals, a balanced psychological, emotional, and physical state fosters creativity and efficient teaching. With that in mind, Sikshanamandira prioritizes serene, green, and pollution-free surroundings for holistic personality development.

Cleanliness & Hygiene:

*   **Admin oversees daily cleaning of washrooms, offices, corridors, and resource rooms.**
*   **Segregated demarcated waste bins placed across campus for bio and non-biodegradable waste.**
*   **RO purified drinking water available in college and hostel; reservoirs cleaned biannually.**
*   **Labs adhere to proper disposal norms for chemicals and hazardous substances.**
*   **First Aid Kit has been made readily available.**

Sanitation:

*   **Floors have well-maintained toilets for trainees and staff. Separate toilets are available for the ladies.**
*   **Regular cleaning with disinfectants are done, adequate water supply is maintained.**
*   **Drainage and septic systems maintained and cleaned periodically.**

- Potential areas of water clogging are checked and cleaned to negate the hazardous growth of plants, weeds and insects.

Green Environment:

- Main building placed away from main road to reduce noise pollution.
- The campus is covered in abundant trees, plants, herbs, including medicinal plants and vegetables.
- Regular watering, natural manure assures plant growth. Rainwater harvesting has been built for saving and recycling of water.
- Biodegradable waste used for composting and natural manure.
- Yearly sapling plantation drives are organized involving students under faculty guidance.

Sikshanamandira's mindful efforts nurture an environment conducive to well-being, learning, and inspiration.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	**No File Uploaded**
Circulars and relevant policy papers for the claims made	**No File Uploaded**
Snap shots and documents related to exclusive software packages used for paperless office	**No File Uploaded**
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

1.6

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Sikshanamandira's Unique Role and Social Initiatives:

Kolkata and the Hooghly Industrial belt along the Ganges have historically driven Bengal's economy. Belur, where Ramakrishna Math & Mission began, spreads selfless social service globally. Being part of Ramakrishna Mission and near Belur Math, Sikshanamandira capitalizes on this distinctive location.

Adjacent to Belur Math, the college exposes students to the monastery's monastic legacy and social service ethos. Local students act as guides to notable visitors.

Annually, students actively contribute to Bhagavan Sri Ramakrishna Deva's Tithi Puja, serve and manage the crowd at Belur Math. They also participate in National Youth Day and Sri Sri Jagadhatri Puja celebrations.

Sikshanamandira joins Ramakrishna Mission Saradapitha's fervent Sri Sri Jagadhatri Puja celebration. Students prepare Prasadam for over 15,000 devotees, distributing it at the college playground.

With a migrant worker population settling at Belur, the college collaborates with sister branches, organizations, and alumni to serve low-income areas. Activities include relief efforts, feeding the poor, garment distribution, diagnostics, vaccinations, tree planting, health awareness, cleanliness drives, and blood donation camps.

Participation in organizing and executing these activities instils the essence of education - a tool for societal upliftment and spiritual growth through selflessness.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View File](#)
Web-Link to the Code of Conduct displayed on the institution's website	[View File](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**No File Uploaded**
Details of the Monitoring Committee, Professional ethics programmes, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Title: Green Initiative

Objective: Promote environmental awareness and sustainability among student teachers at Sikshanamandira.

Context: Sikshanamandira addresses the lack of environmental awareness in society and aims to combat destructive practices through green initiatives.

Practice:

  1. Curricular and Co-Curricular Activities:

  * **Assign projects on environmental issues and biodiversity.**
  * **Organize seminars, workshops, and celebrate events like Earth Day.**

  1. On-Campus Initiatives:

  * **Allocate land for green spaces.**
  * **Implement waste management and drainage systems.**

- Utilize biodegradable materials for composting and gardening.
- Practice rainwater harvesting and solar water heating.
- Maintain Ayurvedic Plant Garden and prioritize sustainable practices.

1. Extension Activities:

- Collaborate with organizations for sapling distribution and awareness campaigns.
- Conduct camps to educate sewage workers on environmental hygiene.

Evidence of Success: Inspiring other organizations and promoting environmental consciousness.

Challenges and Resources: Limited space, insufficient funding, and the need to raise public understanding. Seeking financial support for expansion.

Title: Robust Infrastructure for Quality Education

Objective: Maintain state-of-the-art infrastructure to support effective teaching and learning.

Context: Sikshanamandira prioritizes providing an updated learning environment.

Practice:

1. Physical Infrastructure:

- ICT-enabled classrooms and resource rooms.
- Well-equipped laboratories and computer labs.
- Furnished rooms, conference facilities, and recreational areas.
- Inclusive education facilities and accessibility features.

1. Digital Infrastructure:

- Dedicated servers, CCTV cameras, high-speed internet, and Wi-Fi connectivity.
- Online learning modules and attendance tracking systems.

Evidence of Success: Recognition and support from the Ministry of Education. Projects and funding through grants.

Challenges and Resources: Staff shortages and financial
constraints. Seeking grants and additional staff for
infrastructure maintenance and improvement.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Our College follows Swami Vivekananda's ideal of education,
emphasizing character-building and the manifestation of inner
perfection. It provides a residential system where education is
transformative and joyous. Distinctive features include a fully
residential character, tranquil environment, excellence in
academic and extra-curricular activities, a positive work
culture, and practical application of Vivekananda's education
concept. The institution offers ample infrastructure for
cultural meets, competitions, and sports activities. Monks
ensure the integrity and sanctity of the community life,
fostering celibacy, sincerity, and spiritual practices. The
institution began in 1958 with the aim of training teachers in
Vivekananda's mold. Swami Vivekananda's ideas are integrated
into the curriculum, supported by green surroundings and a
structured daily routine. Students engage in cultural activities
and selfless social services like relief work and health camps.
The institution uses modern technology, qualified teachers, and
an experimental approach to promote holistic growth. Its mission
aligns with Vivekananda's vision of education as a tool for
upliftment and individual betterment through selflessness.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	View File