



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

RAMAKRISHNA MISSION SIKSHANAMANDIRA

RAMAKRISHNA MISSION SIKSHANAMANDIRA 8 AMRITALAL NATH LANE
BELUR MATH HOWRAH, WEST BENGAL -711202.

711202

www.rkmsm.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

At the culmination of Swami Vivekananda's spiritual odyssey, his accumulated experiences made him aware of the treasures of Indian culture hidden behind the misery and poverty of contemporary society. Swamiji perceived that the acute suffering and the repression of the smoldering identity of our great nation is a direct consequence of absence of education. He lived and preached the paramount significance of education and educators in building the character of an individual that is infallible, pure, and rekindled with the idea of sacrifice for the common good.

In keeping with the guiding principles of Swamiji, Sikshanamandira was established to instill values, competency, and integrity to the future generation of teachers and teacher-educators.

Located amidst a serene and picturesque ambiance, in close proximity to the sacred precincts of Belur Math, Sikshanamandira is well connected by all means of transportation.

The College: at a glance:

- Established in 1958 by Swami Vimuktanandaji Maharaj, as a Residential Teachers' Training College for male students sponsored by the Govt. of West Bengal and affiliated to the University of Calcutta.
- Recognized by NCTE in 2002-03; as per the NCTE Regulations 2014, the present intake capacity for the B.Ed. is 100 and for M.Ed. is 50.
- Declared as a College of Teacher Education by the MHRD, Govt. of India in 2001.
- First accreditation by NAAC in 2007 with 'A' grade.
- Upgraded into a post graduate College by NCTE in 2008.
- On UGC recommendations, the University of Calcutta conferred Autonomy Status to the college in 2008.
- M.Phil. Programme in Education was initiated in 2012-13.
- Post-graduation Diploma in Guidance and Counseling Course started in 2013.

- **Started ‘Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies’ - a research wing under the University of Calcutta in 2014.**
- **Re-Accredited by NAAC in 2015 with ‘A’.**
- **Autonomy extended for another six years in 2015.**
- **Started Postgraduate Diploma in Yoga Education in 2016.**
- **Received the College with Potential for Excellence (CPE) status by UGC in 2016.**
- **Selected by UGC as a mentor institution under PARAMARSH Scheme in 2019 for mentoring NAAC Accreditation aspiring institutions to promote quality assurance in higher education.**

Vision

Sikshanamandira aspires to be a pioneer in teacher education with an aim to actualize Swami Vivekananda's educational vision through the pursuit of excellence in the field of teacher education and fundamental research. Our resolution is to impart a unique blend of modern educational approach and traditional values to future teachers and teacher educators to equip them with the knowledge necessary to face the changing social needs through the discovery, development, and proper implementation of acquired knowledge.

Values:

Truth - in the pursuit, generation, dissemination, and application of knowledge.

Freedom - of thought and expression

Respect - for diversity and the dignity of the individual

Responsibility - as towards the environment and citizens of the world.

Excellence - in intellectual, personal, and operational endeavours.

Integrity - in character and knowledge.

Innovation - in thinking and application.

Mission

Our mission is to realize our vision by:

- 1. Preparing teachers and curriculums that reflects a contemporary approach imbued with India's rich heritage of cultural and spiritual values.**
- 2. Facilitating trailblazing research in the field of teacher education and innovative practices with methodical circulation and publication of the results in the academic circle.**
- 3. Promoting scholarly research as well as physical and mental wellbeing through M. Phil, Ph. D and Diploma programmes.**
- 4. Exploring interdisciplinary and multi-disciplinary approaches in the field of academia and research.**
- 5. Cooperating and collaborating with other esteemed national and international institutions with similar objectives.**

Goals and Objectives:

- 1. To develop new academic programmes and to revise the existing programmes to keep pace with the changing socio-economic-moral scenario.**
- 2. To create appropriate ICT infrastructure supportive of academic and administrative needs.**
- 3. To conduct In-service and Pre-service teacher education programmes to boost the coherence and productivity of prospective educators.**
- 4. To develop and exhibit learning-teaching materials and ICT materials.**
- 5. To promote computer competency among students, faculty, and staff.**
- 6. To provide consultancy, guidance, and counseling services.**
- 7. To create awareness about the student support services, policies, and campus events among students.**
- 8. To support and encourage staff in their journey of personal and academic growth.**
- 9. To promote community services, extension activities, co-curricular activities, projects with an aim to make a better society.**

10. To promote and maintain communication, cooperation, and shared decision making among various departments, backed by an integrated and user-friendly management information system.
11. To ensure that the institutional values and standards meet the highest standards envisioned by our founders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Spiritual Ambiance:

Sikshanamandira is located within 100 yards of the Belur Math, the headquarters of the Ramakrishna movement. This unique location creates a spiritual fervour on campus that is palpable to all who visit.

Management:

Managed by the Ramakrishna Mission, a worldwide monastic organisation founded by Swami Vivekananda, Sikshanamandira is guided by his philosophy of "Man making and character building education."

Autonomy:

Being autonomous, Sikshanamandira gets the opportunity to design and modify its curriculum to incorporate topics connected with the Indian spiritual, philosophical, cultural heritage and Knowledge System which allows Sikshanamandira to stay at the forefront of teacher education.

Research and Publications:

Sikshanamandira has a multidisciplinary research centre with commendable research culture. It offers doctoral programs and has contributed significantly in publishing numerous books, journal articles, and conference papers. Sikshanamandira also has its own UGC-Care listed journal, "Sanskritchintanam".

Location:

Sikshanamandira is conveniently located near the Ganga River, GT Road, local railway and metro station. This makes it easily accessible for students by all means of transportation.

Infrastructure:

The robust physical resources, ICT components, and campus wifi facilities of Sikshanamandira ensures that students have access to the latest technologies and resources to support their learning and research.

Greenery:

The green cover of the college creates a biodiversity rich campus full of diverse flora and fauna which provide a healthy and refreshing environment for students to live, learn and grow.

Faculty:

Sikshanamandira's faculty members are experienced, qualified, and energetic. They have a deep understanding of the teaching-learning process and are passionate about teaching their students.

Library:

Sikshanamandira has two libraries with a large number of books, journals, e-books, e- journals etc. with computerised catalogue surfing facilities. This provides students accessibility to a wide range of learning and research resources.

Students' achievement:

Sikshanamandira's students have an impressive success rate in national and state level examinations, such as NET, SET, CTET, and TET. They are also employed in teaching positions at schools, colleges, university school inspectorates etc.

Ragging-free campus:

The ragging-free campus provides students safety and security regardless of their caste, race, religion, socio-economic status etc. to ensure a barrier-free, learning-friendly environment.

Institutional Weakness

Landlocked:

Sikshanamandira faces constraints in physical expansion opportunities both horizontally and vertically due to its location and surroundings which can be considered as a major impediment towards growth and development.

Vacancies in major office incumbencies:

Being a Govt. aided institution, the college is dependent on the government for filling up the vacant positions in the office. Many important positions have been lying vacant for the last few years in the college office.

Vacancies in faculty positions:

The substantive faculty positions which are lying vacant for many years, sometimes decades cause an unavoidable limitation to provide fullest and dedicated service to the students and research scholars.

Research Grants:

Lack of governmental research grants for our research centre is a major impediment to conduct and support major / minor research projects, survey work, curricular studies, publication of research journals etc.

Faculty promotion to Professorship:

According to the state government policy, even the most competent faculties of this college having a research centre, will never be able to become full professors in their careers, which discourages younger recruits from staying in the college and instead seeking academic opportunities elsewhere, such as at universities.

Partial Autonomy:

The College enjoys Autonomy only in terms of academics but not in terms of finance and administration.

Fund / Aids / Grants:

Paucity of funds, Aids or grants for creation of new facilities and maintenance of existing infrastructure is a major constraint for the institution.

Institutional Opportunity

Expansion of Research:

The college is deeply interested in research activities and its expansion. Upon successful earning of doctoral degrees, currently enrolled young faculty members will gain eligibility to supervise aspiring research scholars. This will be poised to increase the college's capacity for research activities by admitting more doctoral research scholars and fostering research collaborations with external institutions and academicians.

Collaboration with other institutions:

Being autonomous, Sikshanamandira is sincerely responding to the needs of the academic institutions with its limited manpower resources and capacities in various activities including research. The college is highly optimistic in collaboration expansion with other institutions to contribute for advancement and improvement of the educational and research community and society as well.

Digital teaching-learning resource creation:

The well-equipped ICT infrastructures with Virtual Classroom, Multipurpose Computer lab, Google workspace, Smart Panels, Audio-Video Recording facilities etc. of the college are being used to create digital contents, introduce online courses etc. that has the potential to increase the horizon of college activities and help to generate revenues.

Monastic Mentorship:

The monastic members reside in the hostel and nearby monks quarters create an unique opportunity for students to interact for academic-psychological-spiritual guidance. This helps students to solve the problem of life they stumble upon, cultivate a sense of inner peace, increase their intrinsic motivation to be a dedicated teacher and man of character and become a responsible citizen.

Residential Facilities:

One unique feature of Sikshanamandira is its residential nature. There are monks quarters, staff quarters with family accommodation, Hostel, Bachelor quarters for staff - all packed within a radius of 50 metres. This helps to increase the mentoring time and instructional hours when needed and increase the office-work hours beyond the scheduled hours.

Hosting ISTTPs:

The college received the CTE status from the MHRD in 2004 and conducted several successful In-service Teacher Training Programmes (ISTTP) for school teachers which is now discontinued because of lack of Govt. grants. The college has a full potential with infrastructural and human resources to revive such programmes recommended in the NEP 2020. Recently, the college has conducted several ISTTPs utilising the RUSA 2.0 grants.

Institutional Challenge

Perception of society towards Teacher Education

The ever challenging dimension of any TEI is the perception of society towards Teacher Education and Sikshanamandira is not the exception. A general perception that other professions, such as medicine, engineering, or corporate jobs, are more financially rewarding which deter talented individuals from pursuing a career in teaching. In recent days, the low rate of employment in the Government Schools has made the teaching profession less appealing to talented individuals.

Introduction of 4 year integrated B.Ed. programme:

Although the college aspires to introduce 4-year integrated B.Ed. programme as per the recommendation of NEP 2020, Sikshanamandira considers it a challenge with limited funds, space and human resource to introduce 4-Year integrated B.Ed. programme in concurrence with the state education policy and directives.

Expansion of Placement Support:

The college is firm in its attitude to take the challenge for expanding its placement support to the students in achieving the job of teaching across the state and the country. for their better and secured future life.

Residential setup under changing scenario:

Following the concept of old ‘Gurugrihvasa’ inspired from the educational philosophy of Swami Vivekananda, where the pupil come in personal contact with the teacher, Sikshanamandira started its journey as a complete residential college to enable the trainees to live a disciplined community life staying in the hostel with monks and faculty members for imbibing the spirit of service and mutual cooperation, learn self help and pay individual attention to their studies. Nowadays Sikshanamandira faces a challenge to inspire a chunk of students to bring under residential setup and lead a disciplined campus life who have apathy in it.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Sikshanamandira has a regular in-house practice of reviewing different programs like B.Ed, M.Ed, M.Phil, Ph.D. through the Curriculum Framing and Planning Committee (CFPC). Before any reviewing or revising the concerned curriculum, feedback from different stakeholders is taken and decisions are made in the meeting of CFPC involving faculty members, alumni, outside experts, internship schools, employers etc. If any decision regarding change into the syllabi is taken, it is done unanimously.
- Sikshanamandira follows a set of well structured program learning outcomes and course learning outcomes for different programs throughout the academic year. The PLOs and the CLOs are communicated to different stakeholders through our brochures and website.
- During the last five years, Sikshanamandira on an average offered 14 method subjects and 7 optional papers in B.Ed. program; 4 disciplines and 2 electives in M.Ed. program, and 5 optional papers in M.Phil. program.
- The matter of academic flexibility is also noticeable in offering an yearly average of 11.6 Value Added Courses with the enrolment of 88.98% trainee-teachers of B.Ed. and M.Ed. programs during the last five years.
- Sikshanamandira also shows academic flexibility in 67.80% of trainees’ successful completion of different Self-Study courses during the last five years. Trainee-teachers are always facilitated to pursue different online and offline self study courses.
- Sikshanamandira has taken proper steps for enriching the curriculum of different programs through teaching-learning, active involvement, assignments, field engagement, micro-teaching, school-internship, Communicative English etc.
- The trainee-teachers are familiarized with the diversities in the school system in Indian and International perspectives through Course Code:117 - Project on School Curriculum of Different Boards in B.Ed. (22-23) and Course Code:232 - Education in International Perspective in M.Ed (22-23).
- Trainee-teachers acquire professionally relevant understandings and consolidate the acquired skills into their professional acumen through micro-teaching, designing lesson plans, internship programs, assignments, involvement in co-curricular activities etc.

Sikshanamandira employs an active mechanism to collect feedback from its different stakeholders every year and the obtained feedback is analyzed and an action taken report is written and uploaded on the college website.

Teaching-learning and Evaluation

Being a research institute, Research Oriented outlook forms the core of our academic approach. Faculties adopt a multi-mode approach to enable the student-teachers future-ready. The curriculums go through frequent updation and keeps 20% or more weightage on internal evaluation. Thus student-teachers achieve the ability to develop their own perception about the holistic mechanism of learning. Beside catering and adopting to diverse students from different needs and backgrounds, the institution has also put forth a dedicated effort to adapt to the contemporary virtual learning and digital tools. Faculties are also encouraged to keep themselves updated professionally. Many workshops, seminars and other such programmes are also regularly held at the college. The trainees also take part in a rigorous practice teaching and internship programme schedule at varieties of schools from different mediums of instruction, board, etc. Feedback on their performances are regularly collected from these schools. Through this multi-dimensional approach, Sikshanamandira has garnered a wide reputation for academic excellence. Different parameters reflecting this outcome is given below -

- Average Enrollment percentage of students during the last five years - 93.42%
- Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years - 92.15%
- Percentage of students enrolled from EWS and Divyangjan categories during last five years - 2.92%
- Student-Mentor ratio for the last completed academic year - 16:1
- Percentage of teachers integrating ICT for effective teaching with Learning Management Systems , Swayam Prabha, e-Learning Resources and others during the last five years - 63%
- Percentage of Students Using ICT support for their learning including on field practice - 87.94%
- Average number of students attached to each school for internship during the last completed academic year - 10.67
- Percentage of full time teachers against sanctioned posts during the last five years - 84.03%
- Percentage of full time teachers with Ph. D. degree during the last five years - 65%
- Average teaching experience of full time teachers for the last completed academic year - 12.4
- Average pass percentage of students during the last five years - 100%
- Percentage of outgoing students with 70% or more in internal assessment - 100%

Infrastructure and Learning Resources

- **Ramakrishna Mission Sikshanamandira has adequate facilities for Teaching- Learning, which is evident in having 19 classrooms along with resource rooms, 1 sports field, 1 fitness center, state-of-the-art equipment, Student:Computer ratio of 2:1, 1 sports room for catering to the needs of our students of different programs.**
- **Sikshanamandira has 88.89% percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classrooms, LMS, video and sound systems etc.**
- **Our Institution spent 37.6% of the total expenditure (excluding salary) for infrastructure augmentation during the last five years.**
- **Sikshanamandira has adopted automation of libraries using Integrated Library Management System (ILMS), Open Public Access Catalog (OPAC), and RFID technology, Plagiarism Detection System (PDS).**
- **Our Institution has remote access to library resources which is comprised of NLIST, EPG PATHSHALA, SHODHGANGA, SHODHGANGOTRI, DOAJ, DOAB, NDLI, SWAYAM, PROJECT GUTENBERG and reputed international journals with subscription like Sage, Pearson, Oxford, Taylor & Francis, Springer etc.**
- **RKM Sikshanamandira has an average of 12.41% of annual expenditure for purchase of books, journals, and e- resources during the last five years.**
- **The percentage per day usage of the library by teachers and students during the last completed academic year is 23.31.**
- **Sikshanamandira has made every possible effort to make available the National Educational Policy, India Education Report in the library in the form of on loan, teachers' recommendations and gifts made to the college.**
- **Sikshanamandira has a state-of-the-art conference room with modern ICT equipment like PeopleLink Video Conferencing system, PeopleLink online classroom camera, wireless mikes, sound system with audio mixer, omnidirectional microphone, a high speed access point and a 65-inch Sony smart television set. The 100-seater computer lab, inaugurated in 2022, is well equipped with a 75-inch viewsonic smart panel and a 65-inch interactive board.**
- **Sikshanamandira has a Jio connection (primary) with 1 Gbps speed and Alliance (secondary) broadband connection with 1Gbps bandwidth as well.**
- **Sikshanamandira has e-content distribution and lecture capturing system facilities in campus.**
- **The percentage of expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years is 45.41%.**

Student Support and Progression

- **Being a research institute, Research Oriented outlook forms the core of our academic approach. Faculties adopt a multi-mode approach to enable the student-teachers future-ready. The curricula go through frequent updation and keep 20% or more weightage on internal evaluation. 65% of our full-time faculties have Ph. D. degree and this expertise reflects in their teaching methods. Besides catering and adopting to diverse students from different needs and backgrounds, the institution has also put forth a dedicated effort to adapt to the contemporary virtual learning and digital tools.**
- **The faculty members take personal care and mentors the students to fulfill their every academic need. Moreover, the monastic members of the college reside in the hostel and nearby monks quarters, students of Sikshanamandira get the special opportunity of interacting with them for spiritual guidance and deeper understanding of the purpose of life.**
- **Faculties are always encouraged to keep themselves updated professionally. Many workshops, seminars and other such programmes are also regularly held at the college. Furthermore the institution frequently organizes various outreach activities such as blood donation camps, cleanliness drives, tree plantation drives, vaccination drives etc and engages the students in them. As a result the students get ample opportunities to be familiarized with the needs of different sections of society and then to imbibe in themselves the harmony of unselfishness and pragmatism with cutting edge professional skills to implement them practically. Furthermore, the average number of sports and cultural events organized at the institution during the last five years is 23.4 to boost the aforementioned skills even more.**
- **The registered alumni association also plays a vital role in the overall functioning of Sikshanamandira. From collaborating with the college to organize social service activities to seminars/ workshops to taking classes and encouraging students by providing scholarships to needy/backwards students - the alumni of this institution involve themselves in each activity of the institution and the total 18 meetings organized by the alumni association in the last 5 years indicates their active participation.**
- **With a dedicated Placement Officer in place, the Placement Cell of Sikshanamandira strives to train the students in the intricacies of job-readiness and to facilitate successful placement drives throughout the year. As a result, the percentage of students placed in various organization during last five years (Including 2 years under Covid 19) is 17.1 %**
- **As a result of the above-mentioned mechanisms, the percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET) is 29.17%, indicating our academic excellence.**

Governance, Leadership and Management

- **The nature of governance of Sikshanamandira is aligned with its vision and mission. It functions in compliance with the regulations of UGC, NCTE, Dept. of Higher Education of WB Govt. and University of Calcutta - to which it is affiliated. The Academic Council & Board of Studies of the college take part in the governance of academic activities.**

- The institution decentralizes its administrative process. Both teaching & non-teaching staff participate in the governance through participation in various administrative committees like Ph.D. RAC, Curriculum Framing-cum-Planning Committee (CFPC), Finance, Purchase, Admission, Scholarship, Outreach Activities etc.
- Financial & Purchase related matters are discussed in the Finance & Purchase committee meetings respectively. The institution maintains the 'Day Book' of income & expenditure on a day to day basis and the same is recorded through Tally for Accounts Dept. A Three level audit system is in place - Internal, Statutory & Government Audit ensuring accuracy and transparency of financial operations.
- A multipurpose computer lab has been constructed at the College under RUSA Grant as a strategic response for generating revenue and boosting existing digital facilities simultaneously. An Ayurvedic plant garden has also been developed with the idea to introduce Ayurveda as part of Indian Knowledge Systems (IKS) in preparation for NEP 2020.
- The institution has always been very determined to take care of the employees of both aided and unaided, teaching and non-teaching. The staff members have been provided festival bonus, salary advance, provident fund/GPF/EPF/CPF, group health insurance and life insurance by the government and college management. A performance appraisal system is also present for all staff members.
- Sikshanamandira has a well structured IQAC cell which on an average has taken 13.6 quality initiatives yearly over the last 5 years.
- Percentage of teachers undergoing online / face to face Faculty Development Programmes - 19%
- Percentage of teachers provided with financial support to attend seminars / conferences in last 5 years - 13%
- Several training programmes for professional and administrative development are frequently organized by the college for all its teaching & non teaching staff members. The total Number of such programmes organized for all staff members in the last 5 years is 55.

Institutional Values and Best Practices

- Sikshanamandira has been mostly residential, inspired by Swami Vivekananda's doctrine of Education through Gurugriha-Vasa and thereby forming a proximate relationship between students and teachers and overall with all staff and monastic members. Therefore, the core values of discipline, obedience, freedom of thoughts, selflessness, adaptability and practicality envelops the whole institutional ambience. As a research institute, Sikshanamandira carries a Research Oriented Outlook in its academic activities. It also actively engages its students in social services through blood donation camps, vaccination drives, cleanliness drives, etc. All these experiences cumulatively imbibe and conflate the crucial qualities of unselfishness and pragmatism in a student of Sikshanamandira.
- Presently Sikshanamandira has solar panels with a cumulative capacity of 164 kWh - meeting

approximately 90% of the monthly energy consumption through renewable energy. There is also a large Rainwater Harvesting Plant (capacity: 8178 liters). A comprehensive waste management system is present for both bio & non-bio degradable waste based on segregation at disposal point.

- Sikshanamandira has a substantial green cover with diverse herbal, medicinal and vegetable plants and trees. Programmes like Sapling distribution, Tree plantation etc. are regularly organized involving students. A dedicated Ayurvedic garden named Charak Uddyan has also been developed hosting more than 120 medicinal plants and the same is included in the curriculum to emphasize Ayurveda.
- To excerpt Sikshanamandira's robust infrastructure, 88.89% classrooms are equipped with computers, microphones and projectors. The Student-Computer ratio for the last completed academic session was 2:1 with a 100-seater multipurpose Computer Lab and another 50-seater computer lab to upskill students with modern ICT technologies. An all-purpose Virtual Classroom is also present for all kinds of online/digital activities. The RFID enabled library section boasts a substantial collection of books, e-resources & research journals with remote accessibility. 2 all-purpose auditoriums, a modern conference hall, one state-of-the-art Language Lab, Gymnasium, 18/7 Computer Kiosk are also present. Lifts, wheelchairs, Braille plates are present too. Digital study materials are created through LMS and Moodle. 24/7 free wifi is provided to all throughout the campus with 1 GBps leased-line internet connection. 3 separate servers encompass all college related activities including NAS backup.

Research and Outreach Activities

- Sikshanamandira provides adequate support to its teachers for research purposes through granting seed money, study leave, organizational support and holding different webinars and workshops on research areas. During the last five years, almost all the faculty members were given these facilities to pursue their research related works.
- Sikshanamandira has successfully created an ecosystem for innovation by publishing journals like Samskrtacintanam (UGC CARE Listed), Sikshachintan.
- The average number of research papers / articles per teacher published in Journals notified on the UGC website during the last five years is 1.9.
- The average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years is 2.65.
- The average number of outreach activities organized by the institution during the last five years is 8.8.
- Outreach activities in the community in terms of influencing and sensitizing students to social issues and contributing to community development are done every year.
- Sikshanamandira has received 6 awards and honors for outreach activities from government/recognized agencies during the last five years.

- **The average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years is 5.2.**
- **Sikshanamandira has 19 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years.**
- **Sikshanamandira jointly organized 5 local community based activities.**
- **Sikshanamandira organized events of mutual interest, cultural and open discussions on pertinent themes to school education with 50 schools,**

Sikshanamandira discerned ways to strengthen school based practice through the Inservice Training Program and joined hands with 50 schools in identifying areas for innovative practice.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMAKRISHNA MISSION SIKSHANAMANDIRA
Address	RAMAKRISHNA MISSION SIKSHANAMANDIRA 8 AMRITALAL NATH LANE BELUR MATH HOWRAH, WEST BENGAL -711202.
City	BALLY
State	West Bengal
Pin	711202
Website	www.rkmsm.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Swami Vidya mritananda	033-26546081	9748580334	033-2654441 2	rkmsmc@gmail.com
IQAC / CIQA coordinator	Satyajit Kar	033-26549281	9433111118	033-2654441 2	sk@rkmsm.org

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Men
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	04-08-1958	View Document
12B of UGC	04-08-1958	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	03-06-2003	252	

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	27-05-2016
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	RAMAKRISHNA MISSION SIKSHANAMANDIRA 8 AMRITALAL NATH LANE BELUR MATH HOWRAH, WEST BENGAL -711202.	Urban	1.47	4682.2

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduation	English + Bengali	100	100
PG	MEd,Education,	24	B.Ed.	English + Bengali	50	50
PG Diploma recognised by statutory authority including university	PG Diploma, Education, Guidance and Counselling	12	Graduation	English + Bengali	70	50
PG Diploma recognised by statutory authority including university	PG Diploma, Education, Yoga Education	12	Graduation	English + Bengali	70	67
Doctoral (Ph.D)	PhD or DPhil ,Education,	60	Post Graduation	English + Bengali	16	0
Pre Doctoral (M.Phil)	MPhil,Education,	24	Post Graduation	English + Bengali	14	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				19			
Recruited	0	0	0	0	0	0	0	0	17	0	0	17
Yet to Recruit	1				1				2			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				2			
Recruited	1	0	0	1	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				26
Recruited	20	0	0	20
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	6	0	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	4	0	0	5	0	0	10
M.Phil.	0	0	0	1	0	0	3	0	0	4
PG	0	0	0	0	0	0	6	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	7		0		7

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	97	2	0	0	99
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	48	0	0	0	48
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	115	2	0	0	117
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	39	0	0	0	39
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	93	91	91	89
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	12	15	10	8
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	58	52	57	54
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	97	98	121	121
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	6	5	2	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		266	261	281	272

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Sikshanamandira offers 14 different method subjects in B.Ed. programme. Trainees can opt for two subjects out of these 14 subjects as method subjects or subjects of their study. Apart from that, as per CBCS there are multiple optional papers offered in both B.Ed. and M.Ed. programmes.
2. Academic bank of credits (ABC):	Yet to be introduced. As the accreditation status has expired at present, the college is not eligible to enroll in ABC (As per Gazette notification of F. No. 14-31/2018 (CPP-II) dated 28th July, 2021). However, the college aspires to enroll in ABC as soon as it meets the required criteria for Autonomous Colleges recommended in the concerned Gazette

	notification.
3. Skill development:	Sikshanamandira organises various skill development courses and workshops time to time keeping in mind its effectiveness. One such 10 days' workshop on "Skill Development on: Indian Sign Language Interpretation" was organized in 2022. Many topics and units which are related to the development of skills allied to the teaching profession are time to time included in B.Ed. and M.Ed. curriculum.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Ayurveda holds an important position in the Indian Knowledge System (IKS). There are many useful and medicinal plants around us whose significance is mentioned in some Ayurvedic texts. Some such plants are also present in the Charaka Uddyan and Sushruta Uddyan of Sikshanamandira. To train the students the importance of these plants in our life, a project work on medicinal plant gardens has been incorporated in the B.Ed. curriculum. Apart from that, Yoga Education is a compulsory paper for both the B.Ed. and M.Ed. students.
5. Focus on Outcome based education (OBE):	Since the college was granted autonomy status in 2008, Sikshanamandira gave utmost priority to modify the curriculum of all the programmes to accommodate outcome based education (OBE). This is evident from some of the examples mentioned below: 1. Introduction of practical papers for language and social science method subjects along with the Science subjects in B.Ed. programme. For example, in all language method subject practicals, there are assessment of speaking and listening (ASL). 2. Introduction of internship for M.Ed. students where the M.Ed. students get a unique opportunity to practice and perfect their teaching skills in house on the B.Ed. trainees.
6. Distance education/online education:	The two PG Diploma programmes which were offered purely in offline mode before implementation of NEP, are now being offered in offline-online blended mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college has recently set up the Electoral Literacy Club.
--	--

<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>A Senior Faculty Member of Political Science method subject of Ramakrishna Mission Sikshanamandira has been appointed to the position of Coordinator for the Electoral Literacy Club. Just like our diverse nation, ELC of our college welcomed and ensured participation from every caste, creed and religion.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club (ELC) at Ramakrishna Mission Sikshanamandira has implemented innovative programs and initiatives, including valuable support to the district election administration in the conduction of polls. One significant initiative is the offering of its campus as a Dispersion Centre, Receipt Centre (DCRC) & Counting Venue for both General and Assembly Elections extending to two assembly constituencies: Bally (169) and Howrah Uttar (170). By Providing its campus as DCRC, the ELC is facilitating the smooth and efficient distribution and collection of electoral materials ensuring the timely and organized setup of polling stations. Additionally, offering the campus as a Counting Venue is a critical contribution to the election process, allowing for transparent and secure counting of votes. These initiatives showcase the Sikshanamandira's commitment to strengthening the electoral process and exemplify the vital role educational institutions can play in spreading awareness and in supporting fair, inclusive and ethical elections.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Ramakrishna Mission Sikshanamandira has been actively involved in socially relevant projects and initiatives pertaining to electoral-related issues, contributing significantly to the advancement of democratic values and the promotion of electoral participation. Here are some notable projects and initiatives: 1) Publication of Educational Material: Dr. Siharan Chakraborty, a faculty member, has authored a book titled "Uchhamadhyamik Rashtrabijnaner Pratham Path" (The First Lesson in Higher Secondary Political Science), published from 'Boipatro' publication house, with Prasenjit Saha. 2) Research on Electoral Participation: Kamal Sarkar submitted a research paper as a part of his M.Ed. dissertation. The paper, titled "Approaches of semi-citizens towards participating in elections at the higher secondary level in Jalpaiguri district," delves</p>

	<p>into the factors influencing electoral participation among young individuals, shedding light on crucial aspects of the electoral process. 3) Articles on Democracy and Constitution Published by RKM Sikshanamandira: Book Name: Political Science: Teaching and Learning ISBN: 978-93-95666-19-0 Year of Publication: 2023 a) Framing of the Indian Constitution: The Role of the Constituent Assembly by Dr. Indrashis Banerjee b) Parliamentary Democracy: The Indian Experience by Dr. Partha Pratim Basu c) Democracy: Theory and Practice by Dr. Maidul Islam d) Fundamental Rights and Duties of Citizen by Mr. Kingshuk Sadhukhan e) Yuba Samsad Pratijogita: Rajnaitik Samajikoronar ek Ononyo Padhati - Dr. Prasenjit Saha (Youth Parliament Competition: A Unique Approach to Political and Social Transformation). These publications and research endeavors illustrate the college's commitment to promoting electoral literacy, democratic values, and active participation in electoral processes through various educational and informative mediums.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>As a teacher education college, the students who join the beginner level programme offered by our college, that is PG Diploma in Guidance and Counseling, PG Diploma in Yoga Education and B.Ed. are at least graduates and thereby above 21 years of age, and are already enrolled as voters in the electoral roll. So the idea of institutionalizing mechanisms to register eligible students as voters is not applicable in our case.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
315	319	323	341	345
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
150	164	150	160	183
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	73	67	72	82
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
128	145	151	161	152
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
128	145	151	161	152
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
141	147	143	148	175
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
20	21	21	19	19

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	23	23	23

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
133.16	124.52	69.22	186.67	161.93

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 194

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

Ramakrishna Mission Sikshanamandira is an autonomous college under the University of Calcutta. We run the following courses-(a)B.Ed. (b)M.Ed. (c)M.Phil. and (d) Ph.D. Being an autonomous college, we develop our own curriculum for these courses. The following committees are entrusted to develop, propose, review and finalize the curriculum from time to time. We have 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). At first, suggestions and feedback are collected from different stakeholders namely teachers, students, employers, practice teaching schools and alumni. These are analyzed and reviewed in the CFPC. CFPC forwards their recommendations for curriculum updations to the BOS for further considerations. The BOS sends the proposal to the Academic Council and IQAC for final approval. The CFPC is also entrusted with final decision, timetable and course transaction. While framing and upgrading our curriculum, we prioritize local needs and demands and actualize those in curricular transactions. We emphasized the following things at the time of revision of curriculum.

(a) Learners study by the teacher trainees at practice teaching schools. In this course, they are expected to find out the academic, vocational and psychological needs in the local context.

(b) Learners are taught to formulate learning design to feed the local needs of the learners following the revised two dimensional Bloom's Taxonomy.

(c) Learners are encouraged to use culture specific pedagogy as envisioned in N.C.F.T.E.-2010 and N.C.F.-2005 in their teaching internship.

(d) Local multilingual contexts are celebrated in the overall curriculum by providing options to pursue B.Ed. and M.Ed. curriculum from different linguistic backgrounds like Bengali, English, Hindi, Sanskrit, Urdu, Santhali, Arabic etc.

(e) There is a provision in curriculum to promote the knowledge and skill in ICT in Education, Value Education, Yoga and Health Education for students. It helps to develop their skills to bridge the gap between local and global demands.

(f) Considering the global demands, communication skills of the learners coming from different socio-economic backgrounds are enhanced.

(g) Learners are also encouraged to delve into the local and global educational problems and put

forward those findings and suggestions through their rigorous research work.

Students, teachers and other stakeholders are communicated about the curriculum through the college website primarily. Orientation classes for students are organized in the beginning of the session to make the students aware about the curriculum in the classroom. Teachers discuss the timetable to manage the overall curriculum. Students are also informed about the assessment procedure, academic calendar in the orientation classes.

File Description	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

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 during the last completed academic year

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
35	10	35	32	12

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
35	10	35	32	12

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 11.6**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	12	11	14	12

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 72.98

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
195	249	232	289	234

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: A. All of the above

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

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 54.66

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
192	173	172	180	181

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document

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

Response:

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

The curriculum of B.Ed. and M.Ed. provides the opportunities for learners to have a deep insight of various facets related to teacher education. The trainees of our college are acquainted with the Philosophy of Education, History of Education, Developmental Psychology of Education, Evaluation and Management, ICT and Curriculum Studies and Guidance and Counseling, Inclusive Education, Humanistic Education, Visual and Performing Arts and Yoga and Health Education, Research Methodology, Sociology, Politics and Economics of Education in order to develop deeper knowledge and critical understanding of multiple dimensions in India and abroad. Alongside these, the learners are also introduced to the pedagogical aspects of different school subjects.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:

Procedural knowledge is essential to link content knowledge of the prospective teachers with pedagogical knowledge and practice. New teacher trainees are first acquainted with the school curriculum of their respective subjects of different boards. Critical understanding of the same helps them to enhance micro teaching skills along with the pedagogical knowledge of their school subjects. They are also taught to delve deep into their pedagogy through deeper understanding of larger disciplines and its relation to their school subjects. Prospective teachers are also encouraged to practice culture specific pedagogy and language skill across the curriculum as envisaged by NCF, 2005 and NCFTE, 2010.

Capability to extrapolate from what one has learnt and apply acquired competencies:

There are several opportunities for the learners to extrapolate from what they have learned from our college. Students are motivated to emulate the preparation of timeline, report, comparative estimate of different theoretical knowledge. They are encouraged to develop themselves into an ideal teacher through presentation of E-Content, E-Module, Presentation of ICT based TLM, Programming of CAI and WBI, practices of different asanas, pranayamas, bandas and kriyas etc. Besides, they also prepare yoga based TLM. Through school administration related projects, they become well equipped with the understanding of the larger responsibility a teacher has in our society. Through teaching internships, B.Ed. and M.Ed. trainees are prepared to become an ideal teacher and teacher educator.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.:

The theoretical aspects of Emotional Intelligence are taught through Course 112: Development Psychology and Course 213: Psychology of Learning and Development. The Psychology Practical course 225 of M.Ed. provides the learners with the exposure to the practical implications. There are provisions in the curriculum to promote critical understanding of different school subjects, learners' study, expository writing, communicative skill etc. Educational excursions, projects on

inclusive education, children with special needs, Action Research, Project on Community participation, School Attachment enhance the deeper understanding of our learners and their role in a larger society.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Ramakrishna Mission Sikshanamandira, being an autonomous college, develops its own curriculum for B.Ed. and M.Ed. to familiarize student-teachers with the diversities in the school system in Indian as well as in an international-perspectives. CFPC of the college reviews the syllabus on a regular basis to make the student-teachers acquainted with the diversity of the Indian school system through knowledge about the relevance, integration and flexibility and plurality determinants of school systems. Students are familiarized with the concept and significance of school in the modern Indian context in B.Ed. Curriculum. They develop skills in school administration and acquire knowledge about healthy practices in school through different projects like Preparation of report on timetable of schools, Project on formation of managing committee etc. in B.Ed. and M.Ed. curriculum. Student-teachers do a project specifically on different school curricula of various boards. They get acquainted with the school environments of different boards. They observe functional differences among them with reference to learning teaching materials, functioning, human resources, organization of various activities and various curricular activities. Student-teachers have the ample scope of gaining basic knowledge of assessment for learning through our curriculum. They are skilled to construct different types of teacher made tests and to compute simple statistics to assess the learning. They are made knowledgeable about norms and standards of different evaluation techniques like NRT, CRT, Diagnostics and Prognostic Tests, CCE etc. Student-teachers have to develop skill in writing Course Learning Outcome, learning experience and corresponding evaluation techniques, Preparation of Blue Print of question paper, Designing Rating scale, Questionnaire, Interview Schedule in a given a topic. Student-teachers of M.Ed. are taught about the procedure to maintain Cumulative Record Card (CRC), interpret evaluation results and methods. With regard to administration, management and assessment of national and state level, Student-teachers are trained to critically analyze state-wise variations in the perspective of National Curriculum Framework (NCF). Student teachers are provided a compulsory course on Comparative Education to understand the concept, scope, need, and importance of Comparative Education. They develop understanding of the system of education in India and developed countries and develop a sense of international understanding. They are able to

know the problems of developing countries (SAARC), their causes and solutions through education. M.Ed. trainees are taught a core course on *Education in International Perspective*. They are able to form a clearer understanding about the methods and global trends of Comparative Education. They are able to critically evaluate the international perspectives of education of different countries at various levels and educational administration of different countries like the UK, USA, Russia, Japan and SAARC countries.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Ramakrishna Mission Sikshanamandira makes every effort through its teacher education curriculum to enable the student-teachers future-ready professionally with a wide range of varied curricular experiences. Student-teachers Gain the ability to incorporate all the major teaching skills in their classroom teaching. They are trained to grasp the essential components of Vivekananda's educational thought within the spectrum of recent Indian educational thinking through a comparative study with other prominent Indian Educators. They develop their own perception about the learning process from different psychological and developmental perspectives. Student-teachers are able to understand and efficiently use different theories of teaching and models of teaching. They develop skills in school administration and acquire knowledge about healthy practices in school. Student-teachers do a project specifically on different school curricula of various boards. They get acquainted with the school environments of different boards through a 1 week School Exposure program. Student-teachers are skilled to develop Learning Designs (LDs) according to the needs of their students. They are made knowledgeable about norms and standards of different evaluation techniques through preparation of various types of tests like NRT, CRT, CCE etc. They are able to prepare the Teaching Learning Materials (TLMs) and integrate the TLMs in the classroom teaching effectively. B.Ed. students undergo a 3 week school attachment programme for grasping Micro-Teaching skills. Students-teachers of B.Ed. and M.Ed. are provided ample opportunities to develop communication skills, Group Discussion skills, Expository writing skills to make them linguistically competent as envisioned in NCFTE, 2009. Courses on Learners Study (B.Ed.), Psychology Practical (M.Ed.) help student-teachers to introspect about different aspects of scholastic and co-scholastic areas of the learners. Student teachers have a firsthand experience for conducting research through Action Research in

B.Ed. and Dissertation in M.Ed. It makes them professionally competent to conduct various research projects related to teaching learning scenarios. Trainees attain the ability to use ICT components to deliver teaching more effectively and be future ready. Student-teachers are familiarized with different methods and approaches of subject teaching, evaluation tools and techniques in teaching and pedagogical analysis. B.Ed. trainees are taught to apply those teaching skills during their internship and get acquainted with the overall conduct of the school activities and teaching learning process. M.Ed. trainees are able to gather skills on observation of teaching. They are trained to be prepared to take care of the mental health of the students and encourage them for their better mental health and fitness through Yoga. They develop understanding of the system of education in India and developed countries and develop a sense of international understanding. Student teachers, through the course of teacher education programmes develop a sense of aesthetic appreciation and can encourage their students to appreciate the sense of beauty, aesthetics in their school and daily life activities and they are encouraged to be sensitive to respond to the varied needs of the changing society in the educational scenario. They are made enthusiastic professionals to become friend philosophers and guide in its truest sense for their students through proper guidance and becoming a rising star in all the spheres of their life including academic and vocational areas.

File Description	Document
Documentary evidence in support of the claim	View Document

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

- 1.Students**
- 2.Teachers**
- 3.Employers**
- 4.Alumni**
- 5.Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 93.42

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 92.15

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
64	58	64	72	74

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 2.92

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	6	2	6

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

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..

Response:

We at our college indeed assess our prospective teachers (B.Ed. &M.Ed. trainees) at the entry level just after their admission to different programs. Since our students come from different districts of West Bengal and from different strata of our society, we initially assess three indispensable components required for becoming an efficacious teacher, which should be homogeneous even amidst their heterogeneity. They are- (a) effective communication skill, (b) subject specific theoretical knowledge and (c) teaching skill (pre pedagogy phase) and ICT skill. After this assessment, they are informed of their position and are also guided to bolster those areas of improvement.

Maneuvering process:

(a) Effective Communication Skill: To be a good teacher in this age of globalization, a prospective teacher must possess the skill of attractive speaking. If not, the teaching skill will be at a stake. Therefore, we at the entry level assess two important linguistic skills i.e. speaking and reading English textbooks and materials. To help them improve their English, we have incorporated communicative skills marked as EPC - 2A, 2B, 2C, and 2D across the four semesters into our B.Ed. syllabus. This sufficiently provides them with an ample scope to ameliorate their communicative skill. After the successful completion of this paper, students are given credits each semester.

(b) Subject Specific Theoretical Knowledge: This is what makes a would-be teacher knowledgeable and robust in his own domain. We initially assess their domain specific theoretical knowledge in order to understand their amount of knowledge gathered from their U.G. and P.G. courses. This assessment is done by our respective teacher educators at the initial stage. After that, student teachers are informed of their position and are guided to bridge the gap of required theoretical knowledge. Later our teacher educators help them clarify their doubts regarding their own subjects. We believe that possessing a good amount of subject specific content knowledge, effective pedagogy will bring out the desired effect in the teaching learning system.

(c) Teaching skill (Pre pedagogy phase): Trainee teachers across different subjects are initially assigned a topic to teach. This topic is basically taken from their respective subjects. Thus, they are assessed initially. This helps us comprehend their proneness to the teaching field. We deem this initial assessment as a pre pedagogy phase. At this phase, they are not exposed to any pedagogical concern. What the student teachers initially uphold before us makes our teacher educators aware of their later pedagogical transactions. Later, trainee teachers are scaffolded to teach any subject specific content through psychology of teaching and instructional technology (course code:113) and understanding discipline and pedagogy of school subject (course code:122). Even before starting their internship in any assigned school, our trainee teachers also undergo a week's simulation teaching practice in our college and three week's micro-teaching practice in different assigned schools through school attachment (course code:127).

(d) ICT Skill: At the entry level, student-teachers are asked to perform some ICT related operations on computers to check whether they are well acquainted with Microsoft-Word,

Microsoft-Excel, Microsoft Powerpoint-Presentation, and the internet. They are initially evaluated qualitatively. If they are found lacking in this skill, special classes are taken to train them. This ensures that our student-teachers are well equipped with the knowledge of ICT.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: E. Any 1 or none of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 15.75

2.2.4.1 Number of mentors in the Institution

Response: 20

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:

Faculties at Ramakrishna Mission Sikshanamandira adopt multiple mode approach to enable the student-teachers future-ready. Student-teachers achieve the ability to develop their own perception about their learning experiences through varied modes of teaching-learning strategies adopted by our teachers:

Experiential Learning

Learners are inducted to in depth analysis of the concept of Experiential Learning in Course 223 of M.Ed. programme. Teachers engage the learners in project based learning through experiential learning. Teachers purposefully engage the B.Ed trainees in direct experience and focused

reflection in order to increase knowledge, develop skills, and clarify values. They are given multiple projects like Engagement with field in most of the courses of B.Ed. programme. Teachers motivate the learners to integrate their knowledge through intern projects like Action Research, Learner study, Study visit to inclusive Education Institution, Exploration of Counselling facilities and procedure, Psychology Practical, Various Educational Survey work through dissertation etc. in their B.Ed. and M. Ed. Curriculum.

Participative Learning

Teachers arranged various workshops/Seminars like workshops on Indian Sign Language, Fundamentals of Information Literacy, Research Methodology, Drone and GIS etc and Students attended and shared their knowledge to the peer members. The students of B Ed and Med. involved in Peer Learning activities, Role Play activity, Group Discussion as a part of curriculum. During their Internship, students of B.Ed. and M.Ed. are provided the scope for peer supervision for smoother exchange of knowledge and skills.

Problem Solving Methodologies

Students are always encouraged by the teachers to adopt Problem solving methodologies in their teaching. The Learners are first introduced to various theoretical paradigms of problem solving through Courses 122, 123, 143 of B.Ed. and Courses 213, 224B, 224C, 224D of M.Ed. They are motivated to use this method during Micro teaching and School Internship.

Brainstorming

Students are given various brainstorming activities in their classroom and in various projects and practicums. Teachers at Sikshanamandira always strive hard to engage all learners actively through adopting various techniques like posing probing questions, debate,quiz etc. in course 128, 122, 123 and 237.

Students are always encouraged to think without interruption and generate new ideas in adopting suitable teaching methodology during their internship. Each student shares their ideas as soon as they come to mind to develop themselves and others.

Focused Group Discussion

Learners are always encouraged to involve themselves in various focused group discussions in various seminars,workshops included in B.Ed and M.Ed. courses. Learners are often motivated in small-group discussions guided by a teacher. It is used to learn about opinions on a designated topic, and to guide future action. There is a dedicated course on group discussion for M.Ed. trainees (Course 237) and Course on Communicative Skills for B.Ed. trainees.

Online Mode

Students are taught and trained about various facets of Online Mode learning through courses like 133, 136 and projects of various courses. Teachers adopt Asynchronous e-learning facilitated by

email, Whats App groups with Students, Youtube Channel of Sikshanamandira, Google Classroom and LMS. It supports relations among learners and teachers, even when participants cannot be online at the same time. Thus, a key component of flexible e-learning facilitates the learner to engage with teachers. Teachers adopt synchronous e-learning through online platforms like Google Meet from a well resourced smart classroom of our College.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 63

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
18	15	18	8	4

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 87.94

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

Response: 277

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

2.3.4

ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: C. Any 2 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Ramakrishna Mission Sikshanamandira always strives hard to achieve perfection by inculcating values and skills in student-teachers in the process of making an ideal teacher. Teachers always put their best efforts through their continual mentoring of student-teachers for developing professional attributes in them. Various types of mentoring efforts are undertaken by the institution. These are:

Working in teams

Students at Sikshanamandira are always encouraged to complete various tasks ranging from teaching skills, projects, seminar presentation, gardening, blood donation camp, social awareness camp, cultural activities. Being a residential college, students are always encouraged by teachers to accept any challenge and find a solution through collaborative effort. In Course 113, 114, 141, 122, 141, 146 of B.Ed. and Course 237 of M.Ed. students are given the scope for enhancing their skills on team teaching skills, group instruction, group discussion, physical education, and yoga and community activity through mentoring by our teachers.

Dealing with Student diversity

Being a residential teacher education institution, Sikshanamandira thrives in actualizing Swami Vivekananda's educational vision by making competent and committed teachers who celebrate student diversity in spirit and in truth. From the beginning students are groomed in a way so that they develop a respect for diversity and the dignity of the individual. In Course 111, 141 of B.Ed. & 224A, 231B of M.Ed. students are delved deep into the concept of multiculturalism, Multilingualism, Children with special needs and Inclusive Education. During internship, they are mentored by our teachers to adopt Culture Specific Pedagogy as envisioned in NCFTE, 2009 to deal with student diversity in an effective way.

Conduct of self with colleagues and authorities

Student-teachers are guided by teachers to train oneself with overall conduct himself and with the colleagues. During the various phases of internship, B.Ed. and M.Ed. trainees are entrusted with responsibilities of guiding and managing various school activities and record keeping with peer groups as well as school teachers and headmaster. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.

Balancing home and work stress

The students are always motivated and encouraged to stay mentally fit through various mentoring sessions taken by teachers, cultural & social activities, physical activities, Yoga and Asana compulsory morning and evening prayer at Hostel. Learners also take part in various outdoor and indoor games, a pleasure trip to sacred Belur Math beside the banks of river Ganga in the afternoon. In this way they are guided to the various pathways in which they can balance between home and work stress.

Keeping oneself abreast with recent developments in education and life

Student teachers are always kept up to date with recent happenings in education and life. Through regular curricular updates like inclusion of NEP 2020, NCFTE 2009, RTE 2010, Recent trends in the field of ICT, Comparative Education Pedagogy etc. students are constantly motivated to reflect critically at recent educational development and trends. Our Libraries are well equipped with regular subscription to frontline newspapers, journals, periodicals, employment news. Students are motivated to engage in dialogic discourse with their peer group and teachers on recent happenings impacting society and life at large.

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

In Ramakrishna Mission Sikshanamandira, every attempt is made in our teaching learning process to nurture intellectual and thinking skills and creativity among our student teachers. Further elucidation on these two characteristics is given below.

Creativity:

In Sikshanamandira, our student-teachers are trained in such a way that they now and then take part in various creative roles. Our student-teachers prepare wall-magazines, innovative teaching learning materials, different art works as mentioned in the assignment of Course Code:115-Visual and Performing Arts-I and Course Code:125-Visual and Performing Arts-II. Through these assignments, they prepare clay-work, collage, origami, and stencil, which mark their creativity. Even our student-teachers prepare attention capturing teaching learning materials for their students and some of these are very much helpful in subjects like Geography, Life-Science, Physics and Chemistry. During Saraswati Puja, our student-teachers every year engage themselves in various decorative works like preparing different thermocol crafts, drawing alpona on floors etc. All these, in short, capture our student-teachers' creativity.

Intellectual and Thinking Skills:

If "brevity is the soul of wit", intellectual and thinking skills are the most quintessential needs of a teacher or a guide. Taking this into account, we always endeavor to stimulate our trainee teachers intellectually in more ways than one. We always assign course specific mind boggling and probing problems to our student teachers so that they can augment their amount of divergent thinking. For example, the course code:112-Developmental Psychology in B.Ed. and the course code:213-Psychology of Learning and Development, various psychological puzzles are given in the mode of assignments or practicum in order to elicit smart and intellectual responses which later benefit them during their duration of school internship. Besides, in the development of lesson plans, presentation of a unit of a school content in micro teaching, pedagogical concerns, preparation of teaching learning materials, creating digital contents or powerpoint presentations etc., we develop their intellectual and thinking skills simultaneously. All these are designed in the prepared syllabi to keep the flow of intellectuality on the go. Even in the course code:126-Development of Evaluative Tool (Achievement Test) (EPC:3), student teachers are required to prepare the blueprint of a question paper on their respective school subjects using Bloom's Taxonomy, which is indeed another instance of exercising intellectual skill. In the course code: 239-Proposal for Dissertation in M.Ed. trainees are always encouraged to exercise their intellectual skill in choosing a unique topic for dissertation.

File Description	Document
Documentary evidence in support of the claim	View Document

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration

- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: C. Any 4 or 5 of the above

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

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: B. Any 3 of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: C. Any 2 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1. Library work**
- 2. Field exploration**
- 3. Hands-on activity**
- 4. Preparation of term paper**
- 5. Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship Programmes are organized very scrupulously here at RKM Sikshanamandira. The college always tries to achieve perfection by introducing internships programmes at various stages of their B.Ed./M.Ed. programme.

For B. Ed. Student-teachers, internship programmes are organized in various phases:

Phase I (One Week)

The School Exposure Programme, within twenty weeks of school internship programme, is carried out during the first semester in local/nearby schools or in needed schools. The student teachers do a project specifically on different school curricula of various boards.

Phase II (Three Weeks)

Three weeks of School Attachment Programme is carried out during the second semester in local/nearby school(s). After the required practice in their own teachers' education institution, the student teachers are attached to regional/Hindi/English medium schools to practice micro-teaching skills.

Phase III (Eight Weeks) & Phase IV (Eight Weeks)

Eight weeks school internship is carried out during the third semester and another Eight weeks of internship in the fourth in the fourth semester in the same school.

For M. Ed. Student-teachers, internship programmes are organized in two phases:

Phase I (2 Weeks)

M.Ed. trainees do Practice Teaching and Peer Observation in a Teacher Educational Institution for two weeks in their second semester.

Phase II (2 Weeks)

In phase 2 of their internship, M.Ed. trainees are required to do observation of B.Ed. trainees during their school internship.

Selection/ identification of schools for internship

Bengali Medium Schools affiliated to WBBSE are selected primarily for internship. To serve the interest of diverse linguistic background students, Hindi & English Medium schools affiliated to WBBSE/CBSE/ICSE are also selected to promote the sense of multilingual and diverse needs of the learners.

Orientation to school principal/teachers

We maintain a healthy relationship with the Practice teaching School principal and teachers. They are invited in various academic/cultural programmes of our college so that they can be acquainted with the environment of our Institution. During internships, our teachers regularly keep in touch with them to get regular feedback and suggestions for improvement.

Orientation to students going for internship

An orientation program is organized before starting each phase of internships. In this programme, teachers orient them with the modalities, rules and regulations and various pedagogical issues.

Defining role of the teachers of the institution

Teachers of the practice teaching schools are requested to mentor the interns with regular feedback in a prescribed proforma.

Institution assigns a faculty as ‘School Internship Coordinator’ for smooth functioning of the internship programme, who identify and allot schools to student-teachers and maintain liaison with the schools. The role of the ‘School Internship Coordinator’ is to share his professional experiences, present model lessons, assess student teachers’ performance, and provide on-site guidance and support during internship.

Several mode(s) of assessment of student performance

Students’ performance is assessed in various modes. Students are encouraged to do peer observation and feedback. Teachers of our institution do regular feedback during their visit. External Expert evaluates the performance during final teaching. Students are also required to submit teaching diary, Learning Designs, TLMs, Internship reports at the end of each phase.

Exposure to variety of school set-ups

Students are given exposure to various diverse schools ranging from medium of instruction, multiple boards, special education set up etc.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 10.67

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 12

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Ramakrishna Mission Sikshanamandira always adopts an effective monitoring mechanism regarding trainee-teachers' internship programs. This internship program in B.Ed. is divided into two semesters in the course code-134 school internship (phase-I,3rd semester) and in the course code-144 school internship (phase-II, 4th semester). While we prepare our trainee-teachers for school internship, we assign the role of a group leader to one trainee-teacher of each group constituted for each selected practice teaching school. Through these group leaders, different essential records like attendance of trainee-teachers, usage of teaching learning materials, lesson plans etc. are collected and then several decisions are made on this. Besides, our teacher-educators round their working days frequent their visits to the selected practice teaching schools for proper monitoring. Our teacher-educators on their visit thoroughly check the teaching learning materials, lesson plans, attendance sheet, class transactions of trainee-teachers to ensure that everything falls into a legitimate code of conduct. To ensure further effective mechanism, every teacher-educator is directed to visit all the selected practice teaching schools on a rotational basis. Thus, we endeavor to maintain maximum administrative synchrony across the chosen schools. In the course code-226- Internship 1st part and course code-244- Internship 2nd part, we also send our M.Ed. trainees to visit the chosen set of practice teaching schools in order to observe the classes of B.Ed. trainees.

Through them, we also employ the monitoring mechanism. In addition to these, our teacher-educators are instructed to fill in the practice-teaching-comments book of the trainee-teachers whom they observe taking classes in respective schools. This comment-book serves the purpose of a rich source of testimony for the monitoring mechanism. Nevertheless, the head-masters of the chosen practice teaching schools and all the teachers of those schools cooperate with us in keeping the monitoring system efficacious. They always on our behalf observe the classes of our trainee-teachers and give their feedback and provide them with their suggestions whenever required. Thus, the monitoring system goes on throughout the period of internship. All these in the long run create a good impact on our trainee-teachers to maintain their high-spirited profile during internship. From making class routines, taking formative tests to preparing stopgap, the trainee-teachers of the concerned practice teaching school are assessed by the teachers of that school. The head-masters always effectively instruct our trainee-teachers to take charge of mid-day meal schemes, co-curricular activities, and many administrative responsibilities. Thus, our trainee-teachers get the first-hand experience which will later facilitate them in this field. Apart from these, we collect feedback from our different stakeholders for enhancing the quality of our trainee-teachers in all aspects. Together, all these things abound in bolstering the effective monitoring mechanism during internship programs.

File Description	Document
Documentary evidence in support of the response	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality**2.5.1**

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 84.03

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 65

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 13

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 12.4

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

Response: 248

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Ramakrishna Mission Sikshanamandira buoys up Professors to keep themselves updated professionally. Professors are also given instructions to go through different seminars, workshops, conferences, and faculty development programs.

Skill-stimulating programs: In the twenty-first century, skill is the most sought-after component in any academic institute for the teaching profile. Therefore, our professors are encouraged to attend refreshers' courses, seminars, workshops, conferences, orientation programmes and many other skill enhancing courses. They also attend different national faculty development programs in online mode. Since our college is a recipient of RUSA 2.0 Component 8 Grant, many workshops were arranged in our college campus during the last five years with the help of this financial aid. Workshops on Data analysis using MS-Excel, Geographical Information System, Numismatics, and communication skills were conducted with the help of our faculty members and many resource persons invited from outside. Moreover, a workshop on Indian Sign Language also encouraged our professors to gain first-hand knowledge of teaching children with special needs (CWSN). Here our

professors actively participated in these workshops. Apart from these, our professors also presented papers in many seminars and conferences. Their articles were published in UGC-CARE listed as well as peer reviewed journals. However, our faculty members are trained to use ICT equipment, run data analysis on MS-Excel and IBM-SPSS, orient themselves to different administrative works and what not. In addition to these, our faculty members hold different discussions on educational research and the need of proper methodology to conduct research in the field of teachers' training. To make this more sophisticated, our professors hold faculty discussion sessions (FDS) to find ways to solve problems of educational research and statistical data interpretation. Even scholars of M.Phil. and Ph.D. from different universities come to seek guidance for their research from our professors. Some of our professors completed Ph.D. in Education and some are pursuing their Ph.D. in Education at Swami Vivekananda Centre for Multidisciplinary Research in Education Studies (SVCRES), a research wing of the University of Calcutta and situated in our college. All these together attest to the fact of professional upgradation. Even our professors are invited to various competitive teaching exams in West Bengal as external experts of the composed jury. In addition to these, Ramakrishna Mission Sikshanamandira was given the grant of PARAMARSH Scheme by UGC in 2019 to mentor the faculty members of other colleges and guide them to maintain quality in education. Thus, our professors strive hard to keep themselves updated through different professional facets of higher education. Apart from that, our professors participated in a collaborative research work under the RUSA 2.0, Component-8 grant in 2023. Below is given the list which testifies to the fact that our professors who always keep themselves updated professionally are invited to work in different capacities assigned by the Govt. of West Bengal.

SL NO.	NAME	ACADEMIC SESSION	CAPACITY	DEPLOYING AUTHORITY
1.	RUSSELL AL FARABI	2022-23	PAPERSETTER (D.EL.ED)	WESTBENGAL BOARD OF PRIMARY EDUCATION
2.	HIRAK GHOSH	2022-23	INTERVIEWER (LIBRARIAN APPOINTMENT)	BRKMA HIGH SCHOOL
3.	PRADIP SARKAR	2022-23	MEMBER	INTERNATIONAL SOCIETY FOR EDUCATIONAL LEADERSHIP
4.	DR. SIHARAN CHAKRABORTY	2022-23	HEAD EXAMINER (M.ED.)	WBUTTEPA
5.	DR. SATYAJIT KAR	2022-23	LIFE MEMBER	INSTITUTE OF SCHOLARS
6.	DR. ABHIJIT GUHA	2022-23	PAPERSETTER OF M.ED	WBUTTEPA

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Since Ramakrishna Mission Sikshanamandira is an autonomous college, we have our own internal evaluation system to evaluate our students continuously after the approval of the Academic Council of our college. The weightage for internal assessment in B.Ed. and M.Ed. is 20% and 30% respectively. In other words, theory papers in B.Ed. programme carries 80 marks, whereas practicum papers carry 20 marks. In M.Ed. program, theory papers and practicum papers carry 70 and 30 marks respectively. We allot our student teachers various assignments for assessing them internally. Even off the exam bound assignments, we continuously keep evaluating our student-teachers internally for their holistic development. Below is given the distribution of marks allotted for theory and practicum papers in B.Ed and M.Ed programs.

B.Ed.-

Type of Paper	B.Ed.-1st Sem	B.Ed.-2nd Sem	B.Ed.-3rd Sem	B.Ed.-4th Sem
Theory	300	300	200	160
Practicum	200	200	300	340

M.ED.-

Type of Paper	M.Ed.-1st Sem	M.Ed.-2nd Sem	M.Ed.-3rd Sem	M.Ed.-4th Sem
Theory	350	280	210	210
Practicum	150	220	290	290

However, our teacher educators continuously keep evaluating our student teachers during their internship through different activities. They are also given guidance on improving their weak areas while taking a class. Even through the practicum and practical papers, students are always given support to maintain a proper writing pattern suitable for scoring better in final exams. For the better preparation of proposals in M.Ed., the write up for action research and community outreach in B.Ed., students are also internally evaluated and given extra care to improve themselves before their final exam. For assignments, our teacher educators first assign probing questions from the syllabus to our students and then primarily check the write up to ensure whether it has met the required writing standard. If our students fail to meet the required writing standard, our teacher educators take extra care and arrange special classes to let them know how to write effectively. Thus, the mechanism of continuous internal evaluation is employed in our

institute.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The Principal of Sikshanamandira is the Chief Controller of Examinations. However, to look after the regular exams related affairs, a full-time monastic faculty member is always in place as the Controller of Examinations (CoE). Also, a faculty member is employed as an Officer-in-Charge for conducting examinations. The officer-in-charge distributes exam related works among the teaching and non-teaching staff and prepares a prior plan of action before holding odd and even semester exams. If any problem arises during or beforehand the conduction of the exam, the

officer-in-charge reports it to the CoE and takes immediate action to solve the conflicts. However, The Principal looks after the grievance redressal related issues quickly and effectively through CoE. If any anomaly in the exam remains and is reported by students, the Principal immediately forwards it to the CoE and the CoE, after scrutinization, takes relevant steps to solve the problem. If a group of students raises concern about the Examination schedule due to a clash of date with other competitive examinations, CoE note the concern with serious attention. CoE, in most cases, adjusts the dates in students favour wherever possible. This ensures that our student teachers complete their course in due time without any hindrance. If any student is not satisfied with his evaluation, he may appeal to the CoE for providing him with the photocopy of his assessed answer script(s). For any evaluation related dispute, students can appeal for review of their marks with applicable fees. This further is kept to smoothen our evaluation system. However, if any student remains absent or physically ill during the submission of assignments, our teachers arrange special dates to accept their assignments and take viva wherever possible. In case of reviewing a paper, if the obtained marks of a student exceeds 15% more than the original marks or falls short of 15% even after the evaluation by two evaluators, a third evaluator is called in. The average of the best two marks given by the evaluators is considered the final marks in review. Apart from these, if a student faces any problem regarding exams, he may immediately approach the CoE to get a solution to his problem.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

An academic calendar is a blueprint for conducting all the curricular and co-curricular activities in an academic institute. It helps us uphold all the scheduled programs for an academic year comprehensively. In short, it encapsulates all the activities of an institute and works as a good reminder for teaching staff, non-teaching staff and students for their active involvement in those scheduled activities. Apart from this, the list of holidays, the dates of internal evaluation, and the semester-end exams are impeccably highlighted on our academic calendar. Therefore, this academic calendar guides us as a well structured proforma to administer the stated list of activities across an academic year. Thus, this academic calendar brings more clarity to its followers in our institute. Ramakrishna Mission Sikshanamandira strictly adheres to the academic calendar for the conduct 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 published on our website. Apart from this, our teacher-educators also refer our trainee-teachers to the academic calendar for the internal and external evaluations. Many assignments are given for practicum

papers. In B.Ed, the allotted score for practicum paper ranges from 10 to 20 marks. In addition, some practical papers in B.Ed carry 25 and 50 marks. In M.Ed, the allotted score for practicum paper ranges from 15 to 30 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. Besides, another noteworthy point in connection with our academic calendar is that we declare the results of the final semester-exam on the 30th of June of every academic year, which is also the concluding day of an academic year in Sikshanamandira.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

We at Ramakrishna Mission Sikshanamandira always endeavor to keep our B.Ed. and M.Ed. programs aligned with the stated program learning outcomes (PLOs). Since our institute is strongly based on the Educational philosophy of Swami Vivekananda, our teacher educators always attempt to instill in our student-teachers Swamiji's 'Man Making and Character Building Education' through the development of character. After all, a teacher is an architect of an ideal society. Our residential system for student teachers' accommodation beautifully portrays the sacred relationship between a guru and a shishya. In the morning and in the evening, our students attend prayer hall to chant some Vedic mantras and the aratrikam penned by none other than Swami Vivekananda himself. This helps them acclimatize themselves to our spirituality laden atmosphere. By this, we try to emphasize India's age-old concept of *gurugriha basa*. Besides, the power of introducing a lesson, explaining a lesson and concluding a lesson is of utmost importance to a student-teacher who decides to choose teaching as their profession. For enhancing this part, our teacher educators carefully deal with these issues and guide our student teachers to become adept at these skills through the micro-teaching drills (CC:127/School Attachment/Micro-teaching). The preparation of learning designs (LDs) and teaching learning materials (TLMs) is meticulously taken care of. Our teacher educators take special classes to train our student teachers to prepare LDs with innovative means. So is the case with the preparation of TLMs. In other words, this sufficiently bears testimony to the fulfillment of the stated PLO. Student teachers are taught to prepare powerpoint presentations, make animations for clarifying concepts, use data analysis on MS-Excel and MS-Word. Thus, ICT based learning is aligned in B.Ed. and M.Ed.

courses with the PLOs. This is evident in our course code:113-psychology of teaching and instructional technology and course code:133- Integration of Advanced Technology for B.Ed. program. For M.Ed. program, CC:233-Educational Technology and ICT and CC:236-Data Analysis in Educational Research (Practical) are kept in the syllabus in order to augment our students' ICT acumen. Even the student teachers are also exposed to using Google workspace and its different tools like Google Meet, Google Classroom and creating Google forms. Our J.J.Goodwin research library and general library cater to the diverse learning needs of our student teachers and research scholars. Here they are given special access to read our subscribed journals (Taylor & Francis, Sage, Routledge, NLIST and Scopus Indexed journals) in online and offline modes. This, in short, increases reading habit and research based attitude among our student teachers. In B.Ed.,CC:145-Action Research (School Internship) (EPC 5), student teachers are guided to solve any classroom related problem immediately. They are instructed to submit a report on their action research. For enhancing professional capacities, CC:114-Yoga and Health Education is taught to keep physical and mental equilibrium and CC:115- Visual and Performing Arts in Education is taught to increase their aesthetic sense. In B.Ed., CC:118-Communicative Skill based classes are regularly taken to increase our student teachers' fluency and proficiency in English.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 100

2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
128	145	151	161	152

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

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

Response:

At Sikshanamandira, we strive hard to inculcate knowledge, both cognitive and professional in line with the PLOs and CLOs mentioned in our curriculum in student-teachers. To do this, internal assessment and practicum components play a major role. Students' performance in both cognitive and professional aspects are regularly monitored and transcribed. Internal assessment is diversified in various areas in tune with the PLOs and CLOs. Here are some of the key takeaways of our endeavours:

B.Ed. :

In Course 111 of B.Ed. curriculum, Student-teachers tasked with Preparation of Timeline & reporting based on different schools of philosophy of education. It helps them have a clearer understanding of the place of philosophy in education, as mentioned in CLO.

In course 112, trainees need to observe the various age group children in various situations and list down the characteristics of them in physical, social, emotional and intellectual domain. It helps them to develop their own perception about the learning process as mentioned in PLO and CLO.

In Courses 117, 126, 127, 134 & 144 students professional attributes in line with the PLOs are continuously monitored and recorded. Trainees are given hands-on experience on how to construct Teaching Learning Material, Learning Design and Achievement Test. Students' performances are continuously monitored through feedback sheets, teachers' diaries, peer observation etc.

In Course 118, 128, 136 and 147, trainees' communicative skills are developed through various linguistic tasks like group discussion, interview, seminar presentation etc. Students are encouraged through their Yoga in course 114 and they are motivated to develop a sense of aesthetic appreciation to encourage their students to appreciate the sense of beauty, aesthetics in their school and daily life activities in course 115 in line with the PLO.

Student-teachers are made professionally competent to ensure the mental hygiene and psychological well-being of their students. They are acquainted with various psychological tests for measuring anxiety, adjustments, intelligence, motivation, memory in psychology practical of course 116. This is also in line with the Programme Learning Outcome of B.Ed.

M.Ed. :

As per PLO, Trainees should have a deeper understanding of the educational philosophy of Swami Vivekananda and they would be able to apply the knowledge in every part of their life. Students are given regular assignments, term papers and seminar presentations in different schools of philosophy. These are monitored and regularly assessed by teachers.

In courses 214, 222, 226, 236 and 245 student-teachers are made professionally competent to have

the ability to conduct research on various educational issues and analyse data by using software as well as guide various research projects to be carried out in educational research in line with our PLOs. Students are needed to conduct a small scale research (dissertation) as part of their M.Ed. degree.

Students are encouraged to contribute to the field of education in terms of policy framing, execution of planning, and managing the administrative jobs undertaken in the school or Higher Education Department through various internal assessment tasks given in courses 241 (A&B), 242 (A&B) and 243 (A&B).

In courses 239 and 244, Student teachers are made able to conduct an internship programme and guide the teacher-trainee in the TEIs. Their performances are internally assessed by our teachers on a regular basis and recorded through feedback sheets. This is also in line with the PLO of M.Ed.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 128

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Our teacher-educators take various initial assessments of the newly admitted student-teachers at Ramakrishna Mission Sikshanamandira. This is basically done to understand the level of performance of our student-teachers. If they perform poorly, they are given special classes and guidance to make their performance on a par with the well performing student-teachers. At the initial level, our professors make initial assessments of student-teachers' communication skill, teaching skill, ICT skill and content knowledge of respective subjects.

1. **Communication Skill:** At the initial level, Student-teachers' communication skill is assessed to understand their fluency and proficiency in English. If student-teachers are found with poor fluency in English, they are given remedial classes to improve. Apart from this, CC:118-Communicative Skill (EPC 2A) is taught to all the student-teachers irrespective of their methods across the four semesters to boost their four linguistic skills-Listening, Speaking, Reading and Writing.
2. **Teaching Skill:** Though it is a little tough to evaluate the newly admitted student-teachers' teaching skill at the initial level, our teacher-educators initially attempt to check their presentation skill of a topic and their inclination to this profession. If student-teachers are found to lack in this area, our professors try to better their performance through micro-teaching classes (CC-127), simulation teaching, school attachment and various brainstorming drills throughout the academic year.
3. **ICT Skill:** At the initial level, our professors assess our student-teachers' ICT skill. They check the basics of computer operations and necessary knowledge of some applications like MS-Word, MS-Excel, Power-Point Presentation, Web browsing and Google Workspace etc. If they do not have the requisite knowledge, our teacher-educators attempt to remediate their problem through remedial classes.

Content Knowledge: This component basically encapsulates our student-teachers' accomplishment in their respective subjects. Without possessing a sufficient amount of content knowledge, proper transactions in a classroom cannot be imagined. Our professors first take oral tests to know the newly admitted students' content knowledge. This is apparently done to know the status of our student teachers' preparedness required for the exquisite delivery of lessons in their respective subjects. If they lack in all these things, our professors take extra care to clarify their doubts in remedial classes.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.56

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Response: C. Any 2 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	View Document
Any additional information	View Document

3.2 Research Publications**3.2.1**

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 1.35**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	5	2	12

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.2.2**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response: 2.65****3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
27	10	6	6	4

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 7.6

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	4	9	5

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 60.38

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
233	216	92	272	179

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 47.96

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
196	188	57	222	125

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

As the new interpreter of Practical Vedanta Swami Vivekananda proclaimed, ‘service to man is service to God indeed.’ To actualise this great saying of the modern age, Ramakrishna Mission Sikshanamandira has taken different social service activities by the trainee teachers which is the integral part of their course curriculum.

Sikshanamandira have been shouldering their social accountabilities by involving following events in systematic manners.

During the last five academic years trainee-teachers participated in distribution of prasad among the pilgrims and devotees on account of Sri Jagadhatri puja. Involving this activity they have achieved service motivation and strength of collective work. ‘Cleanliness is next to Godliness’ following this idea trainees participated in Swachh Bharat Abhiyan by involving themselves in school cleanliness and neighbouring areas cleanliness drive. These community activities encourage the maintenance of a hygienic environment which is favourable for a sound body and mind. Trainee-teachers engaged themselves in public awareness activities by doing eye and blood

donation rallies, and Dengue awareness campaigns. Going to spot i.e roads and rail stations they have tried to explain the need of awareness for safety. For the protection and preservation of the ecosystem tree plantation is urgently needed. Trainees took initiative in different times by collecting and distributing saplings. This activity helps them to understand the actual utility of trees and how we can build green zones. Our college has organised blood donation camps and trainees involved themselves in these camps spontaneously. These camps inspire to understand the actual meaning of ‘live and let live’ values which is the locomotive force of community outreach activity. The Institution has arranged different humanitarian activities relating to community service. Blanket distribution as winter relief, Narayana seva for feeding the poor and distressed and *Jalashtra* (drinking water distribution). These service activities motivate them to expand their hearts by doing something for the vulnerable sections of the society.

During the Covid-19 pandemic period in 2020-2021, our college has driven community service activities in different phases and our trainees have participated according to their capacity. In relief works and subsidised Covid-19 testing & vaccination drives they have shouldered their social accountability and by joining this community outreach activity they have gained the spirit of ‘service and renunciation’ as our national ideal directed by Swami Vivekananda.

Participating in community outreach activity is a hands-on approach in teacher education. Without involvement with the community we can not actually realise what are the real needs and problems of the community.

Learning output of above mentioned community outreach activities are as follows:

1. Learners/trainees can be aware regarding social issues and they can understand the flaws in prevailing society.
2. They seek to understand how the existing flaws can be eliminated by their involvement in social activities.
3. To be involved in community outreach activity is an opportunity to understand the welfare of micro is embedded in the welfare of macro.
4. It upholds the spirit of brotherhood - an empathetic attitude - much needed for social development.
5. As Education is called applied social science, Community outreach activity helps the trainees to learn proper behavioural approach to society / community.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)

Appropriate certificates from the awarding agency

[View Document](#)

3.4 Collaboration and Linkages**3.4.1**

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 4.6

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	4	6	3

File Description**Document**

Report of each linkage along with videos/ photographs

[View Document](#)

List of teachers/students benefited by linkage exchange and research

[View Document](#)

Data as per Data Template

[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 13

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 13

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

Our institute Sikshanamandira definitely has adequate facilities for teaching-learning and it is evident in providing our student-teachers with the facilities required for the conduction of various programs. An elaboration of each facility provided is given below.

Classrooms:

Sikshanamandira has a total number of 19 classrooms and resource-rooms. Most of the classrooms are equipped with ICT components like desktop, overhead projector, microphone, biometric fingerprint device etc. Apart from that, our Nivedita Hall, situated on the third floor, accommodates 70 persons at a time for serving various workshops and training programs. On the other hand, our Vivekananda Mandap, situated on the second floor, has the capacity of serving 300 students for hosting such programs as convocation ceremonies, important seminars, orientation programs and various educational dialogues.

Laboratories:

Sikshanamandira has separate laboratories/ resource-room for each method or school subject. Our language lab has a unique device named Sanako-400 which is used to improve the listening and speaking linguistic skills of our student-teachers. It can simultaneously serve 30 trainees. Besides, our Physical-Science laboratory has a spectrometer, meter bridge set-up, Optical bench set-up, Ohm's Law apparatus, and standard weighing machine. Impressively, our Life-Science laboratory has a microtome, spectrophotometer and many high end compound microscopes with perfect image taking capacity. In addition to these, our psychology lab on the ground floor has many essential apparatuses like maze, attention span, memory drum and many psychological tests and inventories. Our geography resource room is equipped with thermometer, hygrometer and barometer etc. Our History resource-room is packed with the samples of monumental importance like ancient weaponry, a vast collection of old coins (numismatic), busts made of ancient sculpture and craft etc. We also have a dedicated music room with many musical instruments like tabla, harmonium, sitar, violin, guitar, synthesizer etc.

Sports-Field:

Sikshanamandira has a playground for Volleyball and Badminton. Our student-teachers also play cricket and football on the playground of RKM Vidyamandira, our sister institute, situated in

front of our college. Vidyamandira also shares with us playground for arranging many sports activities.

Fitness-Centre:

Sikshanamandira has a well equipped and decorated gymnasium with treadmill, spin bike, smith machine, hydraulic machine, twister, dumbbell, barbell, medicinal ball and swiss ball etc. All these help our student-teachers maintain a good physique.

Equipment:

Sikshanamandira has all the modern equipment within its campus. It has a ramp and two elevators, one in the college and another in the hostel. All the important locations of the college have a Braille-plate at the very entrance to help the *Divyangana* students to better navigate in the premises. Besides, we have an electric wheelchair for the physically disabled students. We have dedicated server room, reprographic room, virtual classroom with high end videographic camera and multimedia board. Currently, we have two viewsonic smart panels of 65 and 75 inches respectively and two 65-inch interactive boards.

Computing Facilities:

Sikshanamandira has well computing facilities in each classroom, faculty-cubicles and library. Besides, most of the non-teaching members have been given computers to do their work without any hassle. Sikshanamandira has the stunning student-computer ratio of 2:1 comprising a hundred-computer-multipurpose lab with high speed internet facilities along with a fifty-computer-lab. One computer kiosk and a computer lab for scholars on the ground and third floor remain open 18x7 hours a week with 14 and 10 desktops for the students and scholars respectively.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

4.1.2

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

Response: 88.89

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

Response: 24

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 27

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

Response: 37.6

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
26.6752	48.0445	29.3337	60.3907	89.5648

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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**

Response:

The Library has been partially automated with the Integrated Library Management Software (ILMS) Senayan Library Management System (SLiMS) version 7 since 2017. It is a free and open

source software originated in Indonesia in 2007. It is a fully integrated, user-friendly and multi-user software designed to automate various routine library housekeeping operations with the following modules-

- **Online Public Access Catalogue (OPAC):**

It has been installed in a local server at the College, but OPAC (Web-OPAC) can be accessible remotely. With simple search, users can enter the keyword(s) and get the search results. It also gives a powerful search option of advanced search with Title, Author, Subjects, Location etc., to get the exact/refined result.

- **Log-in:**

The log-in page consists of user name and password for both administrator and patrons.

- **Dashboard:**

SLiMS gives different options for Admin log-in. The Dashboard has the feature of different modules.

- **Bibliography:**

It helps to add bibliographical data manually, can export or import data in CSV format and also supports Z39.50.

- **Circulation:**

It is used for doing issue-return. The Library can also create configurable and flexible loan rules. Loan history and quick return are also available.

- **Membership:**

It manages members such as adding, updating and also removing. It has a facility to create different kinds of patrons and set different privileges easily. The Library also enables patron details by bulk import and export in CSV format.

- **Stock Take:**

It is the easy way to do Stock verification for library collections.

- **Serial Control:**

It helps to manage serial subscription.

- **Reporting:**

It gives various types of reports with three major of them, i.e., membership, circulation and bibliographic data in a desired format and downloadable.

- **Master File:**

It helps to manage referential data that will be used by other modules. It includes Authority, Subject List, GMD, Publisher, Supplier, etc.

- **System:**

It is used to configure applications globally, manage index, barcode generation, holiday setting and also backup database, etc.

- **Barcode Technology:**

Issue-return processes are carried out with the help of the barcode system which is generated from Software's System module. Each document and the borrower's card are barcoded.

- **RF Technology System:**

The Library has also implemented Magnetic RF Chip (Radio Frequency) with Anti-theft Gate for security purposes. Each document is embedded with this Tag (except some).

For a fully automated ILMS with proper RFID Tags, the work was started in 2019 by Hertz Communications, Kolkata and the upgradation process was completed in 2023. Trial run is ongoing before fully operational. It includes:

- Most of the books have RFID Tags.
- One RFID Kiosk primarily for automated circulation. Users can issue and return books without any help from staff by biometric process.
- One RFID sensor reader for preventing the loss of documents. New sensor only alarms when someone is trying to leave with the unissued books.
- One RFID reader for inventory management.

- Printed receipt of all the details of the books borrowed or returned.
- Printed receipt of the details of fines.
- OPAC (on campus and remote) and other required features for running daily activities smoothly.

The library has Plagiarism Detection Software (PDS); Subscribed to Turnitin Similarity Enterprise.

Our College is also included in the Indian Research Information Network System (IRINS) for sharing research activities and publications of the faculty members with the outer world.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The Library has an exclusive web portal for digital learning, teaching and research resources as well as OPAC service to facilitate the faculty members, research scholars and students to access remotely 24x7. This user-friendly interface helps to access various popular subscribed and open digital resources. The digital collection also includes Question Papers of previous years, Theses and Dissertations details of the Institution, Research Tools, subscribed e-books and e-journals, etc.

The following lists are.

- **N-LIST (National Library and Information Services Infrastructure for Scholarly Content)**

It is an initiative of the Ministry of Human Resource Development (MHRD) under the National Mission on Education (NME) through ICT being jointly executed by the UGC-INFONET. It provides access to 6,000+ e-journals, 1,64,300+ e-books under N-LIST, and 6,00,000 e-books through NDLI. It covers all the disciplines viz. Pure Sciences, Social Sciences, and Humanities including Linguistic and Languages.

It subscribes to the following resources for the colleges:

E-Journals (Full-Text):

- **American Institute of Physics**
- **Annual Reviews**
- **Economic and Political Weekly**
- **Indian Journals Institute of Physics**
- **JSTOR**
- **Oxford University Press**
- **Royal Society of Chemistry**
- **H. W. Wilson**
- **Cambridge University Press**

E-Books:

- **Cambridge Books Online**
- **E-brary**
- **EBSCO Host-Net Library**
- **Hindustan Book Agency**
- **Institute of South East Asian Studies Books**
- **Oxford Scholarship**
- **Springer eBooks**
- **Sage Publication eBooks**
- **Taylor Francis eBooks**
- **My library-McGraw Hill**
- **South Asia Archive**
- **World eBooks Library**

- **E-PG Pathshala:**

It is an initiative of the MHRD under its NME-ICT being executed by the UGC and e-Adhyayan. It is a platform to provide e-books for P.G. Courses.

- **Shodhganga:**

Shodhganga provides a platform for research students to deposit their Ph. D theses and make it available to the entire scholarly community in open access.

- **ShodhGangotri:**

Research scholars and supervisors in universities and colleges to deposit electronic versions of approved synopsis submitted by research scholars for registering themselves for Ph. D programme.

- **NDLI (National Digital Library of India):**

NDLI is a virtual repository of learning resources, which is not just a repository with search/browse facilities but provides a host of services for the learner community managed by IIT, Kharagpur, an initiative of the MHRD under the NME-ICT.

- **SWAYAM:**

It is a programme initiated by Govt. of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality.

- **DOAJ (Directory of Open Access Journals):**

DOAJ is a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals.

- **DOAB (Directory of Open Access Books):**

DOAB is a community-driven discovery service that indexes and provides access to scholarly, peer-reviewed open access books and helps users to find trusted open access book publishers.

- **Project Gutenberg:**

It is a library of over 60,000 free eBooks.

- **Popular English and Bengali newspapers with hyperlinks:**
- **Subscribed E-Books:**

Subscribed to a total of 422 e-books from ten renowned publishers (7 remote access and campus):

- Astral International
- Sage
- Orient Blackswan
- PHI Learning
- Pearson
- John Wiley & Sons
- Taylor & Francis
- Oxford University Press
- Cambridge University Press
- Springer Nature

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu

3.Shodhganga**4.e-books****5.Databases****Response:** B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 12.41

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
44.02616	10.98051	1.1165	0.72005	5.22426

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

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 23.31

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 1099

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 1343

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 1739

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 771

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 2856

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT Facilities:

Ramakrishna Mission Sikshanamandira has incrementally updated its ICT facilities over the years. At present, we have a dedicated server room, a virtual classroom with a high end videographic camera and a multimedia board. In 2020, a new feather was added to the cap of Sikshanamandira ICT infrastructure by Google Corporation through bestowing the institution with ‘G-Suite for Education’ presently known as Google Workspace. It is a powerful tool for Management Information System (MIS) that allows the creation of innumerable organizational Gmail users with unlimited cloud storage. Since then, the feasibility to hold online classes, meetings and webinars has increased manifold. Our server room hosts 3 dedicated servers - one for general usage for overall daily functionalities and 2 other servers for extensive Library service including research section. We also have a NAS device (Network attached storage) for daily automatic backup of all networked systems. In our virtual classroom, we have a 65-inch Viewsonic smart panel. This virtual classroom, which is fully air conditioned, best serves the purpose of a studio with a handycam and an audio recorder system for developing online modules. All these were installed in 2021 to develop online contents for our student-teachers. We have a state-of-the-art conference room with modern ICT equipment like “PeopleLink Video Conferencing system”, “PeopleLink online classroom camera”, wireless mikes, sound system with audio mixer, omnidirectional microphone, a high speed access point and a 65-inch Sony smart television set. The 100-seater computer lab, inaugurated in 2022, is well equipped with a 75-inch viewsonic smart panel and a 65-inch interactive board. This lab, too, has a dedicated switch, IP camera for internet surveillance and is fully air conditioned. We have a computer-kiosk with 14 computers, one of which caters to the needs of visually challenged students. Apart from these, all the classrooms and staff-cubicles have computers with high speed internet connectivity. We have around 250 computers in our college. Our general-library was upgraded to an RFID enabled library in 2019. Our language laboratory has Sanako-400 Language lab software and related tools with 30 seats to better the linguistic skills of our student-teachers.

Wi-Fi Facilities:

Over the last five years, Ramakrishna Mission Sikshanamandira has achieved a milestone through the upgradation of its ICT and Wi-Fi facilities. Earlier in 2017, Sikshanamandira had a lease-line from SITI cable operator with 12-Mbps speed and 5 dedicated IPs. Later in 2018, the internet-speed was upgraded to 20-Mbps and in 2019, it, too, was upgraded to 40-Mbps. In 2021, a Jio connection was purchased to increase the internet speed from 40-Mbps to 500-Mbps. Later it was also upgraded to 1-Gbps broadband connection. In addition to this, a secondary connection from Alliance with 1-Gbps broadband was added in 2022. Therefore, over the years, Sikshanamandira received a huge change in the speed of Internet connectivity. In addition to these, Sikshanamandira has 10 wi-fi access-points including the hostel, which provide 1-Gbps internet connectivity. In addition, a Jio public wi-fi with multiple access-points was installed in our campus to provide free internet. This is how Sikshanamandira underwent a state-of-the-art transformation in updating its ICT and wi-fi facilities over the years.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 1.62

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3

Internet bandwidth available in the institution

Response: 1000

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 1000

File Description	Document
Receipt for connection indicating bandwidth	View Document

4.3.4

Facilities for e-content development are available in the institution such as

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: B. Any 4 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 45.42

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
57.4998	50.6287	32.6038	110.8484	55.1994

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

Response:

In Ramakrishna Mission Sikshanamandira, we have adequate systems and procedures for maintaining and utilizing physical, academic, and support facilities. This is the strongest part of Sikshanamandira to conform to the retention of robust maintenance policies at any cost. Apart from this, we have a dedicated maintenance-office with a monk as in-charge for the smooth functioning of the concerned department. This department does their maintenance inspection and upkeeping operations on a periodic basis. In addition, we also update our annual-maintenance-contract (AMC) yearly for facilities like elevator and air conditioner. All these are smoothly executed through a thorough check-up by our maintenance-staff. In addition, we have a functional maintenance and ICT policy. Nevertheless, we have a full time technician on standby to look after the ICT affairs. The procedure adopted for these policies of maintenance is discussed below.

SoP for General Maintenance:

- 1. For any maintenance related concern, the requisitor has to fill-in the requisition slip which requires information like type of maintenance, location of the maintenance, writer details about the problem, and priority of the work ranging from very high to low.**
- 2. The requisitor after filling-in the slip, submits it to the maintenance-in-charge for the approval and earliest redressal of the problem.**
- 3. After scrutinizing the problem based on the level of priority, the maintenance-in-charge approves and designates the work to the concerned mechanic or technician on call. If the required item for which maintenance is sought comes under the coverage of AMC, the concerned vendor is contacted to rectify or fix the problem.**
- 4. After the issues are fixed by the mechanic/technician, the concerned department/requisitor is notified.**

SoP System for Maintenance related Purchase:

- 1. For any maintenance related (consumable) purchase related concern, the requisitor has to fill in the requisition slip which requires information like department seeking purchase, location, name of the item, specification, purpose, requirement priority ranging from very high to low.**
- 2. The requisitor after filling in the slip submits it to the maintenance-in-charge for the approval of the requirement needed for the general purchase.**
- 3. The maintenance-in-charge in consultation with the principal proposes the requirement of the needed objects to the concerned committee for approval.**
- 4. The concerned committee after scrutinizing the requirement based on the priority approves and allows the maintenance-in-charge to fulfil the requirement.**
- 5. After the purchase of the required item is complete, the concerned department / requisitor is notified.**

For Maintaining ICT components in our college, we have a full time technician on standby who looks after the daily affairs of maintenance. Besides, our ICT components like printers, all computers, cctv, server, wi-fi, website come under the AMC coverage.

SoP for ICT Infrastructure:

- 1. For the maintenance of any ICT related item, the requisitor has to fill in the requisition slip stating the type of ICT maintenance work, location, details about the problem, and the priority of work ranging from very high to low.**
- 2. The requisitor submits the filled-in slip to the maintenance-in-charge for his approval.**
- 3. The maintenance-in-charge after the verification approves of the maintenance work and designates it to the full time maintenance staff to repair the problem. If the required item for which maintenance is sought comes under the coverage of AMC, the concerned vendor is contacted to rectify or fix the problem.**
- 4. After the problem is solved, the concerned requisitor/department is notified.**

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

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

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: B. Any 5 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

4. Placement Officer is appointed and takes care of the Placement Cell**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** B. Any 3 or 4 of the above

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

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 17.1**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
28	36	22	15	25

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 17.19

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 21

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 1

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**

Response: 29.17

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
41	74	47	21	32

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1****Student council is active and plays a proactive role in the institutional functioning**

Response:

Sikshartha Samsad of Ramakrishna Mission Sikshanamandira (Student Council), students' self-governed non-political platform, is very dynamic and plays a proactive role in the smooth functioning of the college. Being a residential college in character, the institution always strives hard to instil values in students and promotes a feeling of brotherhood and compassion, as envisioned by Swami Vivekananda, in every endeavour of students. *Sikshartha Samsad* of Ramakrishna Mission Sikshanamandira (Student Council) is very vibrant and energetic. Members of *Sikshartha Samsad* are democratically selected and guided by faculty members. The Student Council plays an active role in making decisions related to the activities of the College. The students explore their talents and interests through creative and meaningful opportunities. The college has a strong grievance redressal system and a well-functioning Student Council along with various committees where students are given an opportunity to get trained in leadership roles. The 'Sikshartha Samsad' is comprised of various Sub-committees which go as follows:

Cultural sub-committee: organising Vidyarthi Brata, Saraswati Puja, College Talent Hunt, Puja Social and other cultural activities.

Journal Sub-committee: to edit and oversee the publication of the various wall magazines and the college magazine.

Games & Sports Sub-committee: to look into the arrangements in the inter college matches, to organise various indoor- games competitions and the annual sports.

Hostel committee: to assist hostel related activities and promote self governance through formation of a mess committee.

Seminar-Workshop Sub-committee: to organise seminars, workshops, in-service training for serving school teachers on the various method subjects taught in the college.

Social Extension Activity Sub-Committee: organises various extension activities, oversees 'Vivekananda Study Circle' - to conduct and oversee the 'Prasad- bitarana' on the occasion of Jagaddhatri Puja. To participate in the various Reliefs works done by the Mission.

RUSA-PMU: Our students also take part in the RUSA project monitoring unit. This also upholds their contribution to the student welfare. The chosen student(s) of the *Sikshartha Samsad* are members of this unit and if our student-representative(s) ventilates any concern regarding students' welfare, attempts are made to prioritise those issues first through this unit.

CFPC: In the Curriculum Framing and Planning Committee, our student-representatives can voice their concern regarding the change(s) incorporated into the syllabi. Attempts are always made to deal with their concerns with proper care. This also resonates that our student representatives can participate in our decision making bodies.

Alumni Association: The college has a functional and active alumni association, *Ramakrishna Mission Sikshanamandira Praktani Association* and the alumni work closely with the students and the college at large providing guidance and mentorship as well as financial assistance to the students. *Sikshartha Samsad* works closely with Alumni Association in its threefold initiative

through To a Friend - Sakhar Prati, youtube channel of Alumni association. Members of *Sikshartha Samsad* motivates students to participate proactively in Alumni Association's threefold initiatives like Spiritual and Values Education Programme(for Mass Education), Online Coaching for Unprivileged students and Online Research Guidance.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 3

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	3	3	2

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Ramakrishna Mission Sikshanamandira, Belur Math, Howrah has always maintained close informal relationships with ex-students over the decades since its inception. The geographical proximity with the holy precincts of Belur-Math has always fostered numerous informal visits by ex-students to the institution, all through the year, thereby facilitating the ties and exchanges with the ex-students. This long standing relationship was given a formal shape through the formation of a registered alumni association in 2006. The association was re-christened as Ramakrishna Mission Sikshanamandira *Praktani* Association in the latest round of official registration on 23/04/2014. The *Praktani* Association has been pro-actively associated with several developmental initiatives of Sikshanamandira. Some of the prominent initiatives have been enumerated below:

i. **Monetary/Financial Contribution:** *Praktani* Association contributed Rs 10000/- (donated to the family of Ex M.Ed trainee as support after his sudden demise) in the year 2017-18, Rs 15500/- (donated to support medical treatment of M.Ed trainee) and Rs 1500/- (donated to the Kerala Flood Relief fund) in the year 2018-2019, and Rs 18000/- (donated to the college), Rs 27379/- (donated to purchase covid safety kits), and Rs 130000/- (donated to RKM Saradapitha covid relief fund) in the year 2020-21.

ii. **Student-Mentoring and Support:** Visits by distinguished alumni and in-service ex-students are frequently arranged by the *Praktani* Association to the College so as to enable the current students to interact with them. During these on-campus mentoring sessions students are provided with valuable inputs on career-opportunities and placement-avenues by the ex-students.

iii. **Curricular Development:** Feedback from the recent pass-outs of the College is regularly obtained as regards the curricula in the B.Ed and M.Ed levels. The inputs thus received are duly taken into consideration by the Curriculum Framing and Planning Committee (CFPC) of the College towards curricular revision and development.

iv. **Contribution in Institutional Management:** Members from the alumni have been incorporated as members in vital bodies of the college like the Academic Council and the Internal Quality Assurance Cell. Inputs of the alumni are thereby given due priority in the academic functioning and development of the college.

v. **Social Welfare and Outreach Activities:** a) In collaboration with the *Praktani* Association annual blood donation camps are organized in the college premises. The participation of the ex-students has been consistently noteworthy in this regard. b) *Praktani* Association also rendered its active support in the setting up and running of a *Jalachhatra* (free drinking-water distribution camp) for the pilgrims and visitors to Belur Math.

vi. **Classes/Interaction Sessions:** Qualified and suitably placed members of the *Praktani* Association take classes for the B.Ed and M.Ed levels on a regular basis. The College also organises interaction-sessions between recent pass-outs and newly admitted students of the B.Ed and M.Ed at the commencement of the respective academic sessions.

vii. **Sakhar-Prati YouTube Channel:** Initiated in the year 2020 by the *Praktani* Association, a series of online classes targeted to meet the academic needs of high school students, were arranged by members of the alumni on this platform. Webinars and discourses by eminent scholars have also

been arranged across this channel.

viii. **Plantation Drive:** For quite a few years now *Praktani* Association has been making arrangements for distribution of saplings among the local community.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years**Response:** 18**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	3	5	2

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:**Role of the Alumni Association as a Support System for Talent Nurturing**

Having been founded upon Swami Vivekananda's principle of *Service to fellow beings as a means of worshipping God*, the very approach of Sikshanamandira has always been the integrated development of personality and character among all its pupils. The long tradition of fostering a very close contact with each of its students coupled with the sustained academic quality, the Institution thereby has been fortunate to have a very dynamic and distinguished band of Alumni scattered across the holistic spectrum of important sociocultural and educational sectors. The various ways in which this band of distinguished Alumni through the Alumni Association acts as a support for the grooming of Students is summarised in the following sections.

- 1. Motivating the Students:** At the beginning of each respective academic session, an Induction programme is held for both the newly admitted B.Ed. and M.Ed. trainees where distinguished Alumnus are invited to interact with them. This serves the purpose of both a hands-on example of a person with career success as well as an inspiration to wholeheartedly use the opportunity provided to them by the institution to mould their holistic personality according to the exalted ideals of Swami Vivekananda.

2. Organization of Multifarious collaborative events: Round the year the Alumni Association mostly in collaboration with the institution organises multifarious academic events such as Seminars/ Webinars/ Special lectures of diverse topics as well as extension activities such as Blood Donation Camps, Tree Plantation Drives, etc. The Alumni Association played an indispensable role in the Covid-19 pandemic related relief works and the subsequent massive Covid-19 RT-PCR testing & Vaccination drive undertaken by the institution. In all such events our students are always actively involved in leading roles. The Alumni Association also independently organised a two month long free online coaching programme from June - July, 2021 for the economically and socially disadvantaged school students whose academic progress was severely affected by the Covid related lockdown and closure of schools. Having such diversified avenues of social service and windows of opportunity being opened unto them, the students are amply benefitted as budding teachers in terms of building their own character and skill and eventually passing on the same values to their future students.

3. Recognition & Nurturing of Talent: Most of our alumni are associated with the field of education itself and are very well placed in their respective careers. Additionally being groomed through the ideal of selfless service, they are ever willing to interact and help out the present students. Thus apart from having a close contact with the students through various events organized via Alumni Association, some of our alumni also serve as the guest faculties as well taking regular classes as per the curriculum. This very close and constant interaction through diverse modes between the student and the alumni enormously helps the students to recognize their own talents in various directions and to nurture the same through various opportunities provided to them. Inspired by the alumni as a hands-on example of career success, many of our students thus enter the field of higher educational degrees and educational research and between 2017-2022, a total 76 of our students have qualified the NET exam and entered higher studies in education.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The nature of governance of Sikshanamandira is in strong accordance with the vision and mission of the institution. The governance is so designed in this institution that it imparts the ‘Man making and character building education’ and make teachers and teacher educators of wholesome character, with ‘heart to feel, head to think, hands to work’ with qualities of integrity, truthfulness, honesty, purity, selflessness, feeling for the suffering and the underprivileged and grow as leader in the field of education and teacher education to serve the society and mankind in all aspects.

The college strives in making teachers and teacher educators equipped with updated knowledge and techniques of teaching methodology, modern outlook to conduct unique research and share new knowledge with rest of the world, be honest and truthful to the duties in their field of work, be enthusiastic in experimentation and innovation, liberal to apply and share the findings of experiments and innovation in classrooms. The college also attempts to build sensitivity in teachers and teacher educators for the needs of backward, marginalised and deprived members of the society and make themselves accountable to be selfless in serving them. The college aspires to create such effective and energetic leadership quality in teachers and teacher educators by equipping them with deeper understanding of enriched knowledge along with competence in using technology integrated improved skills so that they can assume the role of leadership to lead the change and develop the society.

- The College is one of the units of Ramakrishna Mission Saradapitha, Belur Math, which is a branch of Ramakrishna Mission, Belur Math, Howrah, West Bengal. The Ramakrishna Mission is a Society having its branches all over the world and having registered under the Societies Registration Act, 1860.**
- It functions in compliance with the directions given by UGC, NCTE, Department of Higher Education under Government of West Bengal, University of Calcutta to which it is affiliated.**
- Overall governance of the college is led by Sikshanamandira Governing Body which is constituted of senior Monks having vast experience to work in different educational institutions, Hon’ble Justice of Supreme Court of India (retired) as the President, renowned Professors of University and High officials in the Higher Education Department of Govt. of**

West Bengal. The Secretary of Ramakrishna Mission Saradapitha functions as the Secretary of the college.

- The Academic Council and the Board of Studies of the college take part in the governance of academic activities as the members take keen interest in motivating and directing the college for regular activities.
- The faculty members and non-teaching staff participate in the governance of the institution through various administrative responsibilities such as Programme Co-ordinator, Convenor of Ph.D. RAC, Mentor, IQAC Coordinator, Controller of Examinations, and Convenor and member of various committees.
- Student-teachers contribute to governance through effective representation such as Mentee, IQAC members, members of other committees in college and hostel. Their active participation in planning, management and execution of curricular, co-curricular and community outreach activities is a scope of growing leadership qualities in them.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Swami Vivekananda's 'Servant Leadership' management model practised in the college, decentralises the powers in true sense to ensure participative management in academic affairs through shared responsibilities coupled with accountability and decision-making. The faculty and non-teaching staff enjoy autonomy and become self-responsible in accomplishing their various tasks.

- The institution distributed the power for organising several activities and the faculty and non-teaching staff exert it in the capacity of programme coordinator, convener and member of committees.
- With respect to the Innovation, for any revision in the curriculum, the curriculum

committee first collect the feedback from different stakeholders which is discussed next in the Curriculum Framing-cum-Planning Committee (CFPC) with active participation of teachers and finally approved by the Academic Council in accordance with the advice of the Board of Studies.

- The academic workload is planned by the faculty at the beginning of the session in the meeting of Teachers' Council in presence of the Principal, Vice Principal and Controller of Examination.
- The distribution of curricular and co-curricular activities are done in the meeting of Teachers' Council and the faculty gladly volunteer to accept the part of their duties with every freedom to choose any task.
- In the execution of the academic tasks, the faculty members have been given autonomy to choose the method, strategy and resource available to deal with the students.
- The freedom to conduct internal assessment /practicum as assigned to the teachers is a sign of participative management through decentralisation of power.
- The Standing Committee, constituted by the Academic Council, comprises all the faculty members, participate in the meeting to decide the name of examiners, board of moderators and scrutinizer to manage the examination system of the college.
- The Principal and the faculty members motivate, encourage and guide everyone to be enriched in the task of effective transaction of the curriculum, carrying research work and publishing papers, attending seminars and conferences with the outlook of participatory management.
- Shared responsibility with autonomy in decision making process prevalent in every activity of different committees of Admission, Library, Journal, Finance, Provident Fund, Purchase, Hostel, Planning and Evaluation, Publication, Excursion, Games & Sports, Provident Fund, Placement, Extension Activities etc.
- The office staff are encouraged and motivated to participate in the decision making process in the capacity of members of different committees of Finance, Provident Fund, Purchase and Hostel. They are also encouraged to take responsibility in the execution of different functions of the college.
- The Internship Programme conducted by the college through shared responsibility and active participation of faculty members in the capacity of 'Practice Teaching School In-Charge' in accordance with the advice of Coordinators.
- To maintain the quality, standard and academic ambience of the college, the management ensures the participation of teaching and non-teaching staff in the capacity of IQAC members to share their views on various issues and execution of duties.
- All the activities regarding the overall management of the college are planned, structured and executed strategically as and when decision is reached democratically with the

participation of faculty members, non-teaching staff and students.

- **Student Council: Sikshartha Samsad is also present at the college.**

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document

6.1.3

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

Response:

A. Transparency in Financial Functions

- 1. Financial management of the institution is running by following the principle of complete transparency.**
- 2. Any decision related to financial matters is taken in the meeting of the finance committee of the college to be approved by the Governing body. Purchase related matters are discussed in the 'Purchase Committee' meetings held regularly.**
- 3. College and hostel maintain the 'Day Book' regularly and finally recorded in Accounts with income and expenditure statements signifies transparency.**
- 4. Institution uses the 'receipt', 'bill', 'voucher' system rigorously in its income-payment activities.**
- 5. The transparency is maintained by using 'Cheques', 'NEFT', and 'RTGS' for payments. Out of four bank operators two must sign in the Cheques for payments. The 'Cash' transaction is strictly restricted within Rs. 10,000/- and below.**
- 6. To collect the admission, examination etc. related fees 'Online Payment' mode is exclusively used.**
- 7. Strict rules as laid down by the Government to utilize any Govt. grants are followed with subsequent submission of utilization certificates.**
- 8. In case of any management appointed staff, salary is disbursed directly to the accounts as per the rule of Ramakrishna Mission and their provident fund or professional tax is**

deducted following the government norms.

9. As per the directives of the Govt. of West Bengal, fifty percent (50%) of collected tuition fees is paid to the Government of West Bengal through government treasury.
10. Three steps 'Audit System' is followed. First, the internal audit is done by the college. In the second step, Audit is done by 'Ramakrishna Mission' as its parent body. In the third step, the Government Audit is held.

B. Transparency in Academic Functions

1. College Academic Calendar with minute details is prepared and shared before the commencement of each academic session with all stakeholders of college.
2. College provides Programme Learning Outcome (PLO), Course Learning Outcome (CLO), and Course Content to make students informed about what they are going to learn.
3. For admission to any programme, advertisements are given in at least two newspapers viz, national and regional along with website information for having details of admission procedure.
4. Filled-in online applications are scrutinized and lists of eligible candidates are published on the website with the schedule of admission tests and/or interviews/ counselling.
5. List of selected candidates (with scores) are published on the website following the State Government's Reservation Policy with all instructions including 'Online Payment' for admission to the course etc.
6. Paper setters, Moderators and Examiners are proposed and confirmed in the BoS meetings and selected both from the internal and external teachers. Scope of 'Review' and 'Photocopy of Answer Sheets' are provided to students as per College Regulation to address the evaluation related dissatisfaction of any student.

C. Transparency in Administrative Function

1. College follows a democratic model of decision-making process and practice of participatory management style by delegating power to stakeholders.
2. Policy decisions on regular and general activities are taken by relevant committees, subsequently approved by competent bodies of the college and activities are performed accordingly.
3. Sharing of information related to any programme and its outcome with the stakeholders symbolizes transparency.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Setting up of the Multipurpose Computer Lab.:

Reasons behind setting up the Multipurpose Computer Lab

1. **The main College Building was constructed in 1960 and the roof being old having some water seepage problems. There was a need to either replace the roof or to cover it to solve the problem.**
2. **Under autonomy, as the college was opening new courses there was a need for space. The college campus being landlocked, vertical expansion was felt to be necessary to meet the requirement of space.**
3. **The existing college computer Lab with 50 computers was old and facing challenges to meet the ICT requirements.**
4. **To meet the local demand of an online test centre and create a source of revenue generation for the college.**

Strategic Plan and Deployment:

1. **For these reasons, it was decided that a multipurpose computer lab will be constructed on the top floor of the College (left wing). This will cover the roof and solve the water seepage problem, cater to the needs of ICT infrastructure and be equipped enough to hold various online exams and become a source of steady revenue generation for the college.**
2. **Accordingly a strategy was developed to construct the lab in 2018 through inclusion of this proposed lab under RUSA 2.0 Component 8 Grant: *Hard Component*.**

3. The lab having sophisticated and updated 100 computers, Smart Panel, Smart Board, Projector, CCTV Surveillance, PA System, Separate Managed Switch, Central AC etc. was successfully completed within stipulated time and inaugurated on 16.04.2022 by the president of our Governing Body - Hon'ble Justice Sri Pinaki Chandra Ghose.

4. Since its inauguration, numerous online examinations have been conducted in the lab including UGC NET, NIH, CSIR NET, etc.

5. These online examinations conducted at the college served the community as there was no such computer lab in the vicinity that could hold such important online exams and also helped the college to generate some revenue using its ICT infrastructure.

Charaka Udyan - The medicinal plant garden of Sikshanamandira:

Strategic Plan and Deployment:

- 1. Ayurveda is considered as the fifth Veda in India. To train the trainee-teachers about the wonderful effect of the Ayurvedic plants on human health it was decided that an Ayurvedic plant garden will be created at Sikshanamandira. The idea was also supported by the UGC through the introduction of Indian Knowledge Systems (IKS) where Ayurveda is an important part.**
- 2. Accordingly a plot of land was selected, various medicinal plants, herbs, creepers etc. were collected and planted in the plot.**
- 3. Thus the Charaka Udyan - Medicinal Plant Garden of Sikshanamandira was created with more than 100 medicinal plants belonging to 50 different families.**
- 4. The Bengali names, English common names, scientific names and families of each of the plants were printed on placards and placed beside each plant as identity marks.**
- 5. A pictorial book, HealPhilFlora was also developed and uploaded in the college website where the usage and usable parts of these plants were mentioned and collections of external references for further readings on each of these plants, both in vernacular and English, were also incorporated in the book.**
- 6. A project work on Medicinal Plants was introduced in B.Ed. Curriculum (EPC6, 25 marks) from the 2023-24 academic session to grow awareness and orientation towards the benefits of Ayurveda in human life.**

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

The functioning of the institutional bodies is indeed effective and efficient in Ramakrishna Mission Sikshanamandira through the proper retention of policies, administrative setup, appointment and service rules etc. An elaboration on each is given below.

Policies: Ramakrishna Mission Sikshanamandira has a plethora of policies. All these policies are updated from time to time and uploaded on the internet for proper compliance. Some of the policies are discussed below.

- 1.Student Welfare Policy: For the benefit of students, this policy is made. A student-welfare committee under the chairmanship of the Principal and the Hostel-Super functions and checks whether any discriminative issues arise. Apart from that, all sorts of financial assistance are also made to the needy students whenever required.**
- 2.Anti-Ragging and Anti-Sexual Harassment Policy: This policy succinctly upholds that Sikshanamandira has a zero tolerance policy to ragging and sexual harassment both in the college and hostel premises. Since our monastic members are directly involved in executing the college and the hostel, any issues pertaining to it are dealt with seriously.**
- 3.Grievance and Internal Complaints Redressal Policy: Sikshanamandira has a separate committee to deal with this issue. If any such incident arises, we strictly comply with the rules of the Central and the State Governments and also the affiliating University for proper resolve.**
- 4.Maintenance Policy: For keeping the physical infrastructure and the ICT equipment robust and well protected, Sikshanamandira has a strong maintenance policy with a dedicated maintenance room and a monastic member in-charge.**
- 5.Placement-Cell Policy: We have a dedicated placement-cell in the college premise and one faculty member has been appointed as a placement officer of this cell. This cell functions smoothly and always ensures that recruiting agencies after proper consultation come to our college and recruit our student- teachers via competitive exams and proper merit.**

6.Waste-Management Policy: Since Sikshanamandira is a plastic-free campus, wastes like Biodegradable, Non-Biodegradable and Recyclable are segregated in different litter bins for disposal. Our waste-management policy strongly supports the global call for showing care for nature.

Administrative Setup:

Since Sikshanamandira is governed by Ramakrishna Math and Mission, its Principal, Vice-Principal, Controller of Examinations and Hostel-Superintendent posts are assumed by non salaried monastic members of the Ramakrishna Order. Being an autonomous college, Sikshanamandira has a functional governing body where major decisions are taken. Apart from that, we have an Academic Council, a Board of Studies, and an Internal Quality Assurance Cell. In addition, we have many committees and subcommittees. However, we are blessed with a research centre which is a research wing of the university of Calcutta with a research advisory committee and a convenor.

Appointment and Service Rules:

Regarding the recruitment of faculty members in substantive posts, appointees are selected by West Bengal College Service Commission as per the rules of state government and forwarded to us for their joining. Subsequently, we give them appointments to serve our college. In case of management appointed teachers, appointees are selected as per the rules framed by the UGC and NCTE. In relation to the recruitment of non-teaching staff, the Government of West Bengal curbed our power to appoint non-teaching staff in regular posts. Currently, we have management appointed non-teaching staff in the vacant posts and we give them the applicable benefits like group-insurance scheme, EPF, medical scheme along with a monthly remuneration.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document

6.2.4

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

Response:

The effectiveness of various bodies/cells/committees of Sikshanamandira is evident through minutes of meetings and implementation of their resolutions /decisions. Here are two examples of such important decisions which were taken collectively in two different committees.

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

- **For this purpose, the matter was first put forward to the Governing Body.**
- **The Governing body formed a 5 members' Selection Panel/ Committee and entrusted the Committee to carry out the task.**
- **Subsequently the recruitment notifications were published both in the College Website as well as in national & regional newspapers.**
- **The Walk-in Interview was conducted with the Selection Committee members.**
- **After the interview, the Selection Committee through its minuted resolution prepared & published three Panels of selected candidates for three different subjects.**
- **Subsequently the Principal offered the letter of appointment to the first empanelled candidate of each subject who accepted the job offer and joined the institution.**

Pecuniary Help to the Needy Students through Student Welfare Committee:

Each year, Sikshanamandira provides financial aid to the economically challenged students and for this purpose the 5 members' Student Welfare Committee plays a pivotal role.

- **All the applications of the students related to the pecuniary help were forwarded to the Welfare Committee by the Principal.**
- **Accordingly the committee members meet for deliberations on the applicant's financial**

status and decide the amount to be granted to the selected students.

- Following the recommendation of the Student Welfare Committee, the Principal instructs the accounts section to disburse the decided amounts to the selected students.

Thus the College follows a planned, structured and strategically executable workflow in all its major decisions.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Ramakrishna Mission Sikshanamandira is very determined to take care of the employees of both aided and unaided, teaching and non-teaching. The staff members have been provided festival bonus, salary advance, provident fund/GPF/EPF/CPF, group health insurance and life insurance by the government and college management. The College implements welfare measures for teaching and non-teaching staff to ensure their welfare and to create a good organisational climate.

- The institution has a facility for Gratuity scheme, funded by the state govt., for all the Government approved full-time Faculty & staff as per norms of the Govt of West Bengal.
- The institution has provision for providing the provident fund, Pension facilities to Government approved full-time Faculty & staff as per norms of the Govt. of West Bengal.
- EPF, the statutory welfare measures are being implemented for the staff appointed in management-paid posts as per the norms of the government.
- Faculty members are provided with seed money for conducting research as and when required.
- The teaching faculty are provided necessary assistance to pursue their Ph. D programme.
- Registration fee of seminars/conferences/workshops is reimbursed when teaching faculty present papers/participate in such programmes.
- Medical leave is granted with full salary for all staff in management-paid posts as per the leave rules of the Management.
- The institution has provision for providing health expense reimbursement benefits under the West Bengal Health Scheme for full time faculty of our college and their dependent family members. For the staff appointed in management-paid posts, facility of group health insurance and life insurance is provided.
- Entitled non-teaching staff (both college and hostel) are given advance Puja Bonus.

- **The Hostel staff are entitled to have GPF as and when needed.**
- **Annual increment is provided to management appointed Full-time and part- time Faculty and staff.**
- **Some faculty and most of the non-teaching staff have been given accommodation in College Staff Quarters adjacent to the College.**
- **The teaching and non-teaching staff are encouraged to go outstation for a picnic for small recreation every year.**
- **As the college falls under grant-in-aid category, the teaching faculty who have been appointed in government approved posts are encouraged to attend orientation and refresher courses offered by Universities through Human Resource Development Centres.**
- **The college organises faculty development programmes for teaching staff to update their knowledge and skills.**
- **The members of the teaching staff are encouraged to undergo online courses to update their Technological and Pedagogical Content Knowledge.**
- **The expertise and experimental knowledge of the retired staff are used whenever it is required which is a mutual benefit for the former and present faculty members.**

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 12

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	3	5

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

6.3.3

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

Response: 55

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	22	19	5	2

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

6.3.4

Percentage 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

Response: 19

6.3.4.1 Total 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 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	9	0	6	3

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Ramakrishna Mission Sikshanamandira has a performance appraisal system for teaching and non-teaching staff. It is separately discussed below.

Teaching Staff: Being governed by the organisation Ramakrishna Mission, Sikshanamandira is guided by the ideological principles propounded by Swami Vivekananda and always emphasises to all its employees to practice these essential mantras of teamwork for systematic functioning of the institution. Some of them are (a) punctuality, (b) discipline, (c) dedication, (d) selfless service, (e) truthfulness - abound in the very nature of our teacher-educators. This is what distinguishes us from others regarding the performance of our staff. Though these are internal factors directly linked to the objectives of Ramakrishna Math and Mission, they do help us maintain a consistency among our teacher-educators. Since Sikshanamandira falls under the category of a grant-in-aid college, the appraisal system for the teaching staff strictly complies with the norms of the UGC Career Advancement Scheme (CAS) and the rules framed by the department of Higher Education, Government of West Bengal. Regarding the mechanism of performance based appraisal system in our institute, our teacher-educators first fill in the annual-self assessment Performance Based Appraisal System (PBAS) form and they pray to the Principal for taking the matter into consideration. After checking the eligibility, the Principal appeals to the Director of Public Instruction, Govt. of West Bengal and the Vice Chancellor of the University of Calcutta for sending their respective nominees for constituting the panel of screening or selection committee. Once the panel of screening or selection committee is constituted, the panel checks the filled-in self-appraisal form submitted by the concerned faculty member, calculates the academic performance indicator (API) score and checks the enclosed documents furnished by the concerned faculty member for his promotion under CAS. After confirmation from the screening or selection committee, the Principal holds a governing-body's meeting. There in concurrence of the President and all other members, it is resolved that the concerned faculty member be promoted to the subsequent stage for his satisfactory and successful completion of continuous service. All these

resolutions are minuted and duly signed by the President and the Principal and later forwarded to the Director of Public Instruction, Govt. of West Bengal for allowing the concerned faculty member to be promoted to the next stage under CAS. Thus the mechanism of PBAS functions in our institute for the appraisal and promotion of our faculty members.

Non-Teaching Staff: The non-teaching staff of our institute are also required to fill in a self-assessment PBAS form annually. They submit the filled-in form to the Principal. If any staff prays to the Principal for his promotion on his successful completion of 10 or 20 years' continuous service, the Principal takes the matter and discusses it in the governing-body's meeting. The resolutions of the meeting after several discussions confirm the satisfactory service and the minuted copies are forwarded to the Director of Public Instruction, Govt. of West Bengal for the promotion of the concerned non-teaching staff.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Process of Internal and External Financial Audits and Mechanism for Settling Audit Objections:

Internal Audit:

Internal audits are conducted quarterly throughout the financial year, with the periods being January-March, April-June, July-September, and October-December. The objective of these audits is to ensure the accuracy and compliance of financial operations within the institution. If any objections are raised during the internal audit process, the following steps are taken:

1. **Resolution Meeting:** The Principal or Vice Principal calls a meeting with the accounts department to address and resolve the raised objections.
2. **Continued Audit Process:** If the objections are not resolved during the resolution meeting and there are written objections, efforts are made to resolve them in the subsequent

quarterly audit process.

Statutory Audit:

Statutory audits are conducted on an annual basis. These audits serve as an independent and comprehensive evaluation of the institution's financial statements. If any objections are raised during the statutory audit, the following procedure is followed:

- 1. Routing of Objections:** Objections raised by the internal auditor are forwarded through the Accounts Department to the Secretary of the College, who then forwards them to the Principal.
- 2. Satisfactory Explanation:** In the event of objections, the institution is required to provide a satisfactory explanation to address the concerns raised during the audit process.

Government Audit:

Government audits are also conducted on an annual basis and are appointed by the Higher Education Department of the Government of West Bengal. The purpose of these audits is to ensure compliance with government regulations and guidelines. The mechanism for settling audit objections during government audits is as follows:

- 1. Objections from Higher Education Department:** The Higher Education Department may raise objections during the audit process.
- 2. Providing Clarifications:** The institution is responsible for providing satisfactory clarifications to address the objections raised by the Higher Education Department.

Mechanism for Settling Audit Objections:

In the event of audit objections, the institution follows a systematic approach to address and resolve them. This includes holding resolution meetings, providing satisfactory explanations, and engaging in ongoing communication with relevant stakeholders such as the accounts department, Principal, Secretary of the College, and the Higher Education Department. The objective is to ensure transparency, accountability, and compliance with auditing standards and government regulations.

By conducting regular internal and external audits and actively addressing audit objections, the institution demonstrates its commitment to financial integrity, responsible management, and adherence to auditing principles. These measures contribute to building trust among stakeholders and ensure the effective and efficient utilisation of financial resources within the institution.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.94	0.00	0.37	0.00	2.71

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Institutional strategies for mobilising funds and optimising resource utilisation are implemented through a robust framework of transparent financial functions. The institution adheres to the principle of complete transparency in its financial management practices, ensuring accountability and efficient allocation of resources.

To begin with, all decisions related to financial matters are carefully deliberated upon in meetings of the finance committee, which includes key stakeholders and experts. These decisions are then presented to the Governing body for approval, ensuring a systematic and informed approach to financial decision-making. Furthermore, specific purchase-related matters are thoroughly discussed in regular meetings of the Purchase Committee, ensuring a diligent evaluation of procurement needs and cost-effectiveness.

The college and hostel maintain a meticulous record-keeping system known as the "Day Book." This book meticulously records financial transactions, income, and expenditure statements, thereby promoting transparency and providing a comprehensive overview of the institution's financial activities. The institution also follows a rigorous system of documentation, utilising receipts, bills, and vouchers for all income and payment activities, thereby ensuring accurate and traceable financial records.

To maintain transparency in monetary transactions, the institution relies on various secure and accountable payment methods. Payments are predominantly made through cheques, NEFT (National Electronic Funds Transfer), and RTGS (Real-Time Gross Settlement), reducing the risk of unauthorised transactions and promoting transparency. Notably, cheques require the signatures of at least two authorised bank operators, adding an extra layer of accountability.

In line with the institution's commitment to modernization, online payment methods are exclusively used to collect admission fees, examination fees, and other relevant charges. This streamlined approach not only enhances convenience for students and stakeholders but also reduces the potential for errors or discrepancies in the collection process.

Moreover, the institution diligently follows strict regulations set forth by the government in utilising any grants it receives. This includes complying with government guidelines and submitting utilisation certificates to demonstrate the proper utilisation of funds. By adhering to these regulations, the institution ensures the transparent and responsible use of government grants.

In terms of salary disbursement, the institution follows the guidelines established by the Ramakrishna Mission, ensuring direct payments to staff accounts. Additionally, deductions for provident fund contributions and professional tax are made in accordance with government norms, maintaining compliance with legal requirements.

A significant aspect of financial transparency is the allocation of tuition fees. As directed by the Government of West Bengal, the institution allocates 50% of the collected tuition fees to the government treasury, contributing to the development and enhancement of the state's educational landscape.

To ensure financial accountability and independent scrutiny, the institution maintains a robust three-step audit system. Internal audits are conducted by the college itself, scrutinising financial processes and practices. Subsequently, the parent body, Ramakrishna Mission, carries out an audit to ensure adherence to its established financial standards. Finally, a government audit is conducted, providing an external assessment of the institution's financial operations.

Through the meticulous implementation of these transparent financial practices, the institution successfully mobilises funds and optimises the utilisation of its resources. This approach not only inspires confidence among stakeholders but also fosters effective financial management, enabling the institution to fulfil its mission and provide quality education and services to its students and the community at large.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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

Response:

A rigorous and well structured Quality Assurance Mechanism is a cardinal requirement for producing and sustaining academic quality. From its very inception, Sikshanamandira with Swami Vivekananda's principle of *Service to Fellow beings as a means to worship God* puts great emphasis on capacity building both in terms of value and skills and thus sincerely strives to impart the best possible education to its students. The institution has a long-running, very well structured and flexible quality assurance mechanism that is reviewed frequently from time to time to adapt to the varying and changing needs of the field of Education. The workflow is best summarized as per the following -

1. Mechanism taken up by IQAC:

1.Actions & Initiatives taken during the Academic Sessions: Throughout the session the IQAC Cell organizes various well planned seminars/ webinars/ workshops and events on diverse topics related to Education and allied subjects such as Educational Research Methodology, Educational Psychology, Inclusive Education, Yoga Education etc for both the students and faculty members. For example the following events were held between 2019 to 2022:

- 1.10-Day National Level Workshop based upon Inclusive Education - "Skill Development on Indian Sign Language Interpretation", held in April 2022.**
- 2.Webinar on Statistics in Social Science Research, held on 12.09.2020.**
- 3.2 day National Level online youth convention themed on Educational Psychology - "Be and Make" : Understanding and Attainment, held in August 2020.**
- 4.3-Week Residential National Level Entrepreneurial Workshop on Yoga and Wellness, held in August - September, 2019.**
- 5.7 Day National Level Workshop on Quantitative Methodology and Data Analysis in**

Educational Research, held in July 2019.

6. Webinar: National Education Policy 2020 held on 26th June, 2021.

7. Webinar: A Roadmap for Curriculum Design held on 3rd July, 2021.

8. Webinar: Digitalization in Indian Education System held on 17th June, 2021.

Various initiatives are also taken to build the necessary acumen among both students and faculties for handling and engaging with multifarious modern day educational technologies and virtual modes of education. From digital e-content creation to adopting educational technologies by various means in daily academic affairs to training the students on teaching and engaging through virtual modes - all aspects of the modern day call for educational technologies are addressed in detail.

1. Post-Session Survey & Collection of Feedback on Curriculum: Following an academic session or whenever applicable and possible, the IAQC cell conducts extensive survey and collects thorough feedback from all the concerned stakeholders - Students, Faculty Members, Alumnus, Practice Teaching Schools and Employers on the various aspects of the curriculum.

2. Post-Survey Analysis and Planning for revision of curriculum: The resulting input is thereupon scrupulously analyzed and all areas of strengths and weaknesses are addressed through the concrete and detailed future plan of actions including Curricular Reform & Revision.

Institutional Strategic Plan and Deployment: The IQAC chalks down the detailed Plan of Actions (PoAs) to materialise different quality initiatives to maintain the quality culture of the institution. The deployment strategies of these quality initiatives are also noted down and at the end of the year a comprehensive report is prepared and published.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Ramakrishna Mission Sikshanamandira periodically reviews its teaching-learning process through IQAC. This mechanism involves Sikshanamandira's administrative bodies like Academic Council, Board of Studies, Curriculum Framing and Planning Committee (CFPC) and the IQAC itself. The IQAC Coordinator of our college is entrusted with the responsibility of hosting a meeting in collaboration with the CFPC regarding reviewing the teaching-learning process. This is generally done at the end of an academic session every year. In the review process, a number of important issues pertinent to the teaching-learning process is discussed. For example, review is done to know whether our teacher-educators sufficiently use ICT components in their curricular transactions. Since Sikshanamandira is well equipped with ICT equipment like computers, overhead projectors, audio-visual aids, the proper utilisation of these is a must. In our periodically held discussions, the use of ICT equipment by our teacher-educators is emphasised and the required changes in connection with this are made. Next comes the importance of assignments as per the syllabus of B.Ed and M.Ed. and periodical review is done to check whether these assignments associated with the courses are given and taken on time. After this comes the necessity of using our library which holds a significant area of teaching-learning process. Reviews are made to check whether our student-teachers are given enough space to use our library, read books and journals according to the college timetable. In addition, allotment of classes for different units of a course based on the given credit hours is reviewed and required changes are sometimes incorporated regarding this. Another important aspect of the teaching-learning process is the quality of teaching being imparted to our student-teachers. In our periodical review, this aspect is also emphasised. But all these things are conducted following a mechanism. The IQAC Coordinator first supervises other faculty members to collect feedback from different stakeholders like student-teachers, faculty members of our college, heads of the practice-teaching schools, alumni and employers. Then different questionnaires are developed to collect feedback from different stakeholders. Once the feedback is collected from different sources, they are statistically interpreted with descriptive statistics and later analysed to check whether we should re-jig our existing teaching-learning process or not. After this preliminary process is over, the IQAC Coordinator hosts several brainstorming sessions in order to confirm the incorporation of desirable changes and considers them as proposals to be forwarded to the Chairman of CFPC of our institute. Afterwards, the Chairman of CFPC holds a meeting, discusses all the proposals made by the IQAC and resolves to forward the proposals to the Board of Studies. Then the Principal, as the chairman of the A.C, resolves to incorporate those changes in the teaching-learning process. This is finally reflected in the syllabi of B.Ed. and M.Ed., transactional modalities and our college timetable.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 13.6

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
15	25	16	10	2

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**
- 5. Participation in NIRF**

Response: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Since its last NAAC Accreditation in 2014-15, Sikshanamandira has gone from strength to strength regarding improving its few weaknesses pointed out in the Peer Team Assessment Report. Two such major areas of improvements are as follow:

Library

Since 2015, the library has undergone massive renovation, extension and technological improvements. Followings are some changes that happened in this period:

Appointment of a Permanent Librarian: A permanent librarian, Sri Hirak Ghosh, was appointed through the due Government recommendations in 2015.

Relocation of Library & infrastructural improvement: The library was relocated from the ground floor to a larger space available at the first floor of the college the same year. Following the relocation, a massive infrastructural upgrade of the library - sitting arrangements, electronic gadgets and devices to book racks - were completed within 2017 aided by RUSA 1.0 grant. Now our library which used to be a closed access library has become an open access library with modern facilities.

Procurement of New Resources including a massive repository of digital resources: A large number of journals, books, e resources and magazines were purchased aided by the RUSA 2.0 grant. These included digital subscriptions to reputed journals and publishers, ebooks etc.

Digitization of the Library: The digitization of major books has started since the 2017-18 session and Slims7 software was installed at the college library in the year 2018 so that remote online

access of books including KOHA based searching and borrowing facility may be available to the students. Apart from this Computer Access and an Internet surfing facility has also been incorporated at the reading room along with free WiFi. The Development of RFID based issue/return system is also nearing its conclusion.

Separate Research Library: A completely separate and dedicated specialized library, research library, has been established for Research scholars with a large and diverse collection of modern research resources made available to them including all digital subscriptions and searching facilities at the Swami Vivekananda Center for Multidisciplinary Research in Educational Studies (SVCMMRES).

Research

Since the last accreditation in 2014-15, SVCMMRES, Sikshanamandira's research wing which then was in its very nascent stages has now grown into a robust research wing being developed by the institution with a wholehearted effort. Some of the major highlights of the developments follows -

Separate Research Library: As mentioned above in the Library section a completely separate and dedicated specialized library cum reading room exists for Research Scholars.

Holding dedicated Seminars/ Workshops/ Webinars for Research Scholars: The institution enthusiastically organizes many seminars/ workshops/ webinars dedicated to research work. In 2019, a 7-Day National Workshop on Quantitative Methodology and Data Analysis in Educational Research was organized aided by the RUSA 2.0 grant.

Improvement of Faculties: Since 2015, 4 of our faculty members have completed their Ph.D. degrees in Education. Apart from this some other faculties have also been authorized to supervise M.Phil. dissertations.

As a result, between 2017 and 2022 a total of 20 Ph.D. scholars have received the Doctorate degree from SVCMMRES and a total of 49 M.Phil. degrees have been conferred from Sikshanamandira.

As per the recommendation of the NAAC assessment report in 2014, a certificate course in communicative English was introduced in 2016. But, we discontinued it in 2017 due to the scarcity of willing students.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - 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

Response:

Ramakrishna Mission Sikshanamandira is committed to a well-organised energy policy that encompasses conservation, the utilisation of alternative energy sources, and the preservation of water resources. This policy is designed not only to yield monetary benefits but also to foster environmental sustainability and social responsibility.

Conservation of Energy:

Environmental Significance: Recognizing the environmental imperative, the institution places a high value on energy conservation. This approach is rooted in its dedication to mitigating climate change, reducing pollution, preserving natural resources, protecting ecosystems, and promoting sustainability.

Institutional Energy Conservation Policy: Sikshanamandira is proactive in its efforts to conserve energy. One of its primary strategies is the adoption of energy-efficient lighting. Traditional incandescent bulbs are systematically replaced with energy-efficient LED lighting, which not only consumes less energy but also boasts a longer lifespan and superior illumination.

Promoting Energy-Aware Behaviour: The institution actively cultivates energy-conscious behaviour among its students, faculty, and staff. Through regular discussions and encouragement, everyone is urged to switch off lights, computers, and electronic devices when not in use. The practice of turning off lights and fans upon leaving rooms is diligently enforced.

Energy-Efficient Maintenance: To prevent energy wastage, Sikshanamandira conducts routine inspections of electrical appliances and performs timely repairs. Maintenance teams also address air leaks in air-conditioned ducts and rooms to optimise energy use.

Green Transportation: Sikshanamandira actively encourages the use of sustainable transportation options, such as bicycling and public transportation, among its community members. This initiative helps reduce the carbon footprint associated with commuting.

Use of Alternative Sources of Energy:

Embracing Renewable Energy: To reduce reliance on conventional energy sources, Sikshanamandira installed solar panels with a capacity of 164 kWh in October 2019. This renewable energy source now meets approximately 90% of the institution's monthly energy consumption.

Solar Water Heating: Solar water heater systems have been installed in key areas, ensuring a year-round supply of hot water for cooking and bathing. This reduces the consumption of LPG and electricity.

Eco-Friendly Transportation: The institution promotes eco-friendly local transportation options, including bicycles and eBikes, which are not only cost-effective but also environmentally responsible.

Conservation of Water:

Sikshanamandira has implemented water conservation strategies to reduce water consumption, lower utility costs, and contribute to energy and environmental conservation.

Leak Prevention: Regular inspections and repairs of plumbing fixtures, pipes, and irrigation systems are conducted to prevent water wastage from even the smallest leaks.

Awareness and Education: Seminars and lectures are organised to raise awareness among the community about the importance of water conservation and responsible water usage.

Water-Efficient Fixtures: The institution consistently installs water-efficient fixtures like low-flow toilets, faucets, and showers, ensuring reduced water usage without compromising performance.

Dual-Flush Toilets: Dual-flush toilets are installed, offering users the choice between lower water volumes for liquid waste and higher volumes for solid waste.

Rainwater Harvesting: To meet water requirements, Sikshanamandira has implemented a comprehensive rainwater harvesting system, including rooftop and ground tanks. Stored rainwater is used for gardening and drainage cleaning.

Mulching: During hot summers, mulching is employed to retain soil moisture and reduce evaporation in gardens.

Water Usage Monitoring: Water consumption is tracked through water metres, and bills are set accordingly. Regular monitoring by stakeholders helps identify areas where conservation efforts are needed most.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

RKM Sikshanamandira has a steady mechanism of dealing with the waste materials generated in the campus as the institution is primarily residential in nature and more than 200 students reside in the campus. The waste generated in the campus can be classified into two main categories: Solid Waste and Liquid Waste.

Solid Waste generated in the campus can be further classified into a) Biodegradables, b) Non-biodegradables and c) Recyclables waste materials. Separate strategies are adopted to deal with these waste materials.

First of all, over the course of time it has been learnt that the main challenge associated with the waste management is that all categories of general household waste materials are intermixed at the point of disposal and therefore, Sikshanamandira follows a strict policy of ‘Segregation at the Point of Disposal’ to address the issue. At all the prominent places of both the college and hostel buildings two types of Bins - Green Bins and Blue Bins are installed. Green Bins are for collecting the Biodegradable waste materials like Fruit / vegetable peels, leaf litter, regular kitchen / pantry waste etc. Although Sikshanamandira is declared a ‘Plastic Free Campus’ and has banned the use of single-use polythene bags in the campus, there are some packaged products that come with plastic wrappers / materials and to collect these non-biodegradable materials Blue Bins are installed all around the campus along with their Green Bin counterparts. All the teaching, non-teaching staff and students as well are frequently trained and motivated to properly use these bins. Once segregated, the biodegradable waste is then collected regularly by the Sikshanamandira cleaning staff and accumulated in one of the four ‘Waste Management Pits’ located in the central garden area. These pits facilitate the conversion of these biodegradables into vermicompost. Successive layering with grass, leaf litter, cowdung and used potting soil are performed by the gardeners that resultantly prepares the soil for ready to be used in plant potting. As a result, a beautiful stunning garden, the pride of Sikshanamandira is maintained at a very low cost. This process also enables reduced use of chemical fertilisers and to keep the soil quality intact for a longer period.

Although there are a few Yellow Bins in the campus for collecting recyclable materials, most of the recyclable materials like all kinds of scrap metals, broken plastics home appliances like buckets, jugs etc. are mostly accumulated at the maintenance department and thus kept in a warehouse and annually sold to recycler parties by the maintenance incharge. Electronic waste materials like unrepairable old computer monitors and other similar materials are stored and sold separately.

Non-biodegradables are accumulated in the campus vat and regularly collected by the municipal waste collectors for the landfills. The leftover foods from the hostel dining hall are kept separately to be collected by a person for his piggery.

For management of the liquid waste, Sikshanamandira has a very structured concrete drainage

system which is connected with the septic tanks on the one hand and with the municipal drains at multiple points on the other hand. This facilitates drainage of excess sewage water from the septic tanks into the municipal drain as well as quick passage to the rainwater during monsoon. Cleaning staff regularly clean the drains to ensure the flow of water and prevent clogging.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

For any individual, psychological & emotional stability coupled with physical well being provides the fertile ground for receiving, forming and subsequently actuating new refreshing ideas and inspirations - an essential personality trait of an efficient teacher. Therefore as a teacher training college, Sikshanamandira has always put a wholehearted effort in maintaining a serene, healthy and hygienic environment - filled with greenery and free of all kinds of pollutions to provide the required psychophysical pivot to all its members to aspire for holistic personality development. These efforts are summarized below.

Cleanliness, Hygiene & Healthy Environment:

1. Under the watchful eye of the College Administration, the Cleanliness and Sanitation are neatly maintained in the washrooms, restrooms, resource rooms as well as the college offices, building corridors & faculty rooms on a daily basis by our cleaning Staff.
2. Sufficient number of segregated and demarcated Waste bins for both bio & non biodegradable wastes have been placed throughout the college campus.
3. RO purified safe drinking water is available both in the college & hostel. The water reservoirs of the college are also cleaned at least twice a year.
4. The College laboratories strictly follow the established norms and regulations for disposals of chemicals and other potentially hazardous substances. Other potentially hazardous wastes such as torn wires, broken solar panels, damaged computers etc are also kept separated and disposed of periodically.
5. First aid treatment box is available with both the college and hostel building for medical emergencies and all its relevant items are carefully maintained.

Sanitation:

1. Every floor of both the college and the hostel building has large toilet sections for the trainees. There are also a sufficient number of separate washrooms for the college staff throughout the buildings. Separate toilets are also available for ladies.
2. All the toilets are cleaned twice a day with disinfectants to keep them well sanitised. All toilets have adequate water supply.
3. The drainage system of the whole college is minutely maintained and regularly cleaned. The septic tanks of the college are also periodically cleaned.
4. Potential areas of water clogging are frequently checked and cleaned. The practice of regularly changing/removing stagnant water is well incorporated. Hazardous growth of grass, plants and weeds are regularly removed to eliminate any potential bacterial or insect or reptile borne diseases and insect/reptile bites.

Green Cover:

Situated in the middle of a heavily crowded and busy neighbourhood, the institution has taken the following measures to ensure a noise and air pollution free green campus -

1. The main college building was erected some 100 metres away from the main road and behind its playground to avoid direct noise pollution generated from and around the main road.
2. The whole college campus is sufficiently covered with a large number of trees, plants and herbs - including vegetables and medicinal plants.
3. The growth of the plants is ensured through regular watering and natural manure. A rainwater harvesting plant has been built in the campus for saving & recycling rainwater for daily use for this purpose as well as for overall cleaning.
4. Dry Leaves, Biodegradable waste and relevant kinds are manufactured into both compost as well as serving as natural manure.

Plantation of new saplings in the college campus has been adopted as an yearly extension activity of the college where students enthusiastically and actively take part under the guidance of the college faculties and administration.

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 11.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.4083	11.3953	9.227	32.7959	13.6633

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Kolkata and the Hooghly Industrial belt along the two sides of river Ganges has been the traditional economic hub of Bengal since the days of the erstwhile Mughal Empire and was further developed during the British Rule. Furthermore, Belur is the very central ground from where the Ramakrishna Math & Mission with its main monastery the Belur Math began its growth carrying its unique message of selfless social service as a means to spiritual realization all over the world. Therefore, Sikshanamandira being a branch of the Ramakrishna Mission and being situated adjacent to the Belur Math has had many windows to leverage this distinctive location.

Being adjacent to Belur Math, the institution provides the opportunity to the students to get closely familiarized with this sacred monastery, attached temples & its rich legacy of monasticism with the distinctive feature of selfless social service and upholding human values for more than a century. Subsequently the students are able to provide guidance to eminent personalities who wish to visit Belur math - thereby functioning as local guides to them.

Each year on the auspicious occasion of Birthday Celebration (Tithi Puja) of Bhagavan Sri Ramakrishna Deva, a Public Celebration is organised with much fervour by Belur Math at it's compound. Our students also actively participate in serving and managing the huge crowd that gathers at Belur Math compound on this auspicious occasion. Each year, students also participate in the National Youth Day celebrations on 12th January - the auspicious occasion of the Birthday of Swami Vivekananda.

Furthermore, the auspicious occasion of Sri Sri Jagadhatri Puja is celebrated with much fervour by Ramakrishna Mission Saradapitha. Sikshanamandira being an unit of Saradapitha also joins in the festival. Each year before the day of the Puja students of Sikshanamandira prepare and cut the vegetables in preparation for the offering of Prasadam/ Voga for the next day's Puja which is served among more than 15,000 devotees who gather at Saradapitha to have the holy sight of Sri Sri Jagadhatri. The Prasadam distribution to the devotees also takes place at Sikshanamandira Playground where students also actively participate in serving and managing the huge flock of devotees.

Being a traditional industrial belt, there is a long tradition of successive generations of migrant industrial workers and labourers coming from various parts of the state as well as from other

states and gradually settling at Belur permanently. With the advent of great social changes throughout the last 250 years in these areas, many low income areas have formed in and around Belur whose populace require much assistance in many grounds and especially in regards to their educational upliftment. Therefore, this college - often in collaboration with other sister branches, other social organizations or the Alumni Association - actively gives the opportunity to all of its members including students to engage in social services such as - relief activities, feeding the local poor people, garment distribution drives, diagnostics & vaccination drives, tree plantation & sapling distribution drives, health awareness drives, cleanliness drives, blood donation camps, etc. The students actively participate in both organizing and carrying out these activities. The resulting experience imbues the excerpt of Education in their very spirit - Education as a tool for mass upliftment and individual spiritual betterment through selflessness.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Title of the Practice: Robust Infrastructure

Objective:

The objective of our practice at Sikshanamandira is to establish and maintain a cutting-edge infrastructure that encompasses both physical and digital components.

Context:

In today's rapidly evolving technological landscape, keeping our infrastructure up to date is a significant challenge for any educational institution. At Sikshanamandira, we view our institution as a temple of learning and teaching. In this sacred space, we are dedicated to fostering robust infrastructure that aligns with our commitment to facilitating education.

The Practice:

Our infrastructure can be categorised into two dimensions: physical and digital. Nearly all our classrooms and resource rooms are equipped with computers, speakers, microphones, and overhead projectors to enhance the learning experience. Our dedicated rooms are equipped with Learning Teaching Materials and equipment for specialised subjects. We have different resource rooms with modern equipment. Our general library and research library are equipped with a substantial collection of books and research journals. We have a well-equipped conference room and seminar halls for meetings, seminars, and workshops. Our college also has individual faculty cubicles, gymnasium, study zone, and recreational facilities which provide comfort and convenience for both faculty and students. Ramps, lifts, wheelchairs, and Braille plates are placed to ensure accessibility for all. Our faculty members develop and upload learning modules on the college's LMS and Moodle page.

Evidence of Success:

Our robust infrastructure supports 24/7 activities and allows us to extend instructional hours, providing additional learning opportunities for trainee-teachers. Residential facilities enable flexible working hours and easy access to counselling and mentoring. The integration of ICT into teaching has empowered our trainee-teachers to use technology effectively. Our libraries have consistently helped students excel in competitive exams.

Problems Encountered and Resources Required:

We face challenges due to staff shortages and financial constraints in maintaining our infrastructure. To sustain our robust infrastructure, we require financial grants and additional staff support.

Title of the Practice: Green Initiative**Objectives of the Practice:**

Our primary objective is to instil a noble ethos in our student teachers, equipping them with the knowledge and passion to champion green initiatives.

The Context:

Modern society exhibits a disturbing lack of awareness concerning environmental issues, with nature's warnings often going unnoticed. Sikshanamandira aims to combat this pervasive apathy by engaging its stakeholders in green initiatives and environmental awareness campaigns.

The Practice:

Throughout the academic year, we employ various strategies to fulfil our mission, incorporating curricular and co-curricular activities, on-campus initiatives, and extension activities. Within our curriculum, we assign students projects focused on environmental issues, encouraging them to explore topics such as flora and fauna, biodiversity, and species richness. Our institution maintains lush green spaces, allocating a substantial portion of our 1.475-acre campus for greenery. We have implemented waste management systems for solid and liquid waste, including vermicomposting for biodegradables. Rainwater harvesting, 2700 kwh Solar Panels for electricity generation, solar water heaters, and energy-efficient LED lighting further demonstrate our commitment to sustainability.

Evidence of Success:

Our efforts have earned us recognition from the Mahatma Gandhi National Council of Rural Education in 2020. Our trainee-teachers remain inspired by our green initiatives, often becoming active members of our alumni association and other environmental organisations dedicated to promoting sustainability.

Problems Encountered and Resources Required:

We face challenges related to limited space, financial constraints, and public apathy towards environmental issues.

File Description	Document
Photos related to two best practices of the Institution	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

The core philosophy of pedagogy, as articulated by Swami Vivekananda, emphasises that true learning arises from within, and external teachers merely offer guidance to awaken the internal teacher within each individual. This principle has been at the heart of Ramakrishna Mission Sikshanamandira, a teachers' training college, since its inception in 1958. The institution is dedicated to training teachers who can nurture this internal teacher in their future students, enabling them to reach their fullest potential.

Integral development of human personality is the primary focus at Sikshanamandira, with a balanced blend of heart (affective function), intellect (cognitive function), and will (conative function) considered essential for a well-rounded personality. The goal of education is to facilitate a learner's growth in these domains, and when the "true teacher" emerges within a student, their faculties of thinking, feeling, and willing naturally progress toward their respective fulfillments.

Swami Vivekananda devised precise methodologies to guide these faculties towards perfection. "Jnana yoga" involves rational inquiry into the ultimate nature of the universe. "Bhakti yoga" centres on the predominance of feeling, particularly universal love. "Raja Yoga" and "Karma yoga" emphasise the "will," with the former focusing inward on the mind's powers and the latter outward on work engagement. Shikshanmandira's approach to education revolves around the harmonious integration of these pathways.

The institution endeavours to instil this ideal of integral education in its future teachers, preparing them to embark on the mission of "man-making education," a concept championed by Swami Vivekananda. This integral approach is woven into the daily life of Sikshanamandira.

Praxis, or practical implementation, plays a pivotal role in this holistic educational philosophy. Swami Vivekananda emphasised the importance of concentration of mind over the mere accumulation of facts. To this end, the day at Sikshanamandira begins with a half-hour morning meditation session, providing students with focused minds for their classes.

A core class on Indian culture and spiritual heritage, often led by a monastic member, encourages rational exploration akin to the Upanishadic rishis. This exposure fosters a holistic perspective on life.

The institution fosters an atmosphere that inspires a love for the sublime and the transcendent, cultivating an emotional richness that reflects in the respectful and loving interactions among students.

The value of unselfishness, as expressed by Swami Vivekananda, is instilled in students, evident in their active participation in community service.

Shikshanmandira's relentless commitment is to create an environment where students learn to think like "Jnana yogis," feel like "Bhakti yogis," and work like "Karma yogis." Having

awakened their internal teacher, graduates go on to illuminate the path for their future students.

In conclusion, Ramakrishna Mission Shikshanmandira embodies Swami Vivekananda's profound pedagogical insights by nurturing the internal teacher within each learner. The institution's integral approach, rooted in meditation, rational exploration, emotional enrichment, and unselfishness, equips its students to become transformative educators who inspire others to awaken their internal teachers and realise their fullest potential.

5. CONCLUSION

Additional Information :

Swami Vivekananda's uniquely brilliant idea of interlacing traditional monastic practices of unselfishness and purity with contemporary social development through 'man making and character building education' is remarkable for the following factors -

1. A closer inspection reveals that individualistic growth is best served by selflessness than selfishness as amidst changing self-identities of different phases of an individual life, only an elevated self confidence and empathy born out of unselfishness remain the constant reservoir of strength and direction.
2. The value of unselfishness is best inculcated in the nimble minds of young adolescent students through the exemplary lives led by their teachers while functioning as a primary source of psycho-emotional recourse to them.

Conceived to actualize and expand the above, Sikshanamandira started its journey as a teacher-training college and has maintained the following distinctive features throughout -

1. **Imparting Cutting-edge Professional Skill and Integrity** - highlighted by the quality of teachers, curriculum and supporting infrastructure and finally the resulting proficiency of passing students. Professional integrity is also unique amongst them as a result of the high moral principles practiced and encouraged by the institution thoroughly.
2. **Nurturing Emotional Intelligence** - the mostly residential structure of the institution underlines the close relationship between all its stakeholders thus fostering the values of adaptability and broad-mindedness.
3. **Enabling Psychological Capability** - aside from the curricular emphasis on problem solving and innovative thinking, the institute also upskills all students through multifarious value added and self study courses ranging from individual growth to ecological activities.
4. **Grooming Leadership quality & Empathy** - underpinned by the active engagement of students in diverse social welfare activities undertaken by the institution round-the-year.
5. **Integrating Spiritual well being** - it's a proven fact that non-covetousness resulting from selflessness best describes the level of self-satisfaction or spiritual fulfillment of an individual across age and location and Sikshanamandira distinctively stands out in inculcation and dissemination of this aspect through it's students.

While challenges remain in terms of manpower shortage, paucity of space and financial constraints, Sikshanamandira is only growing from strength to strength in continuing to produce eminent personalities in the field of education while garnering a wide recognition for the same from all corners.

Concluding Remarks :

"Education, education, education alone! Travelling through many cities of Europe and observing in them the comforts and education of even the poor people, there was brought to my mind the state of our own poor people, and I used to shed tears. What made the difference? Education was the answer I got." — Swami Vivekananda

Swami Vivekananda's pioneering idea of "man making and character building education" has always been the north star of Sikshanamandira. The idea that elevated self-confidence and empathy, stemming from unselfishness, serve as a constant source of strength and guidance; that The value of unselfishness is most effectively instilled in the impressionable minds of young adolescent students through the exemplary lives led by their teachers, their 'gurus', their primary source of psycho-emotional support, has been the pathway of Sikshanamandira since its inception in 1958.

Sikshanamandira holds a unique perspective on success, one that transcends mere accolades and honours. While we value and appreciate accreditations, awards, and honours, we recognize that true excellence extends beyond them. We believe in equipping our students not only with the essential skills of their chosen fields but also with a deep sense of purpose—a commitment to giving back, serving the community, and uplifting the downtrodden.

Over the years, Sikshanamandira has produced numerous teachers and teacher educators spread across the nation with the modern skills of teaching that encompasses use of ICT components, adopting contemporary trends of teaching methodologies and strategies in one hand and a deep sense of compassion and empathy towards the suffering of the downtrodden masses that pushes them hard to uplift their condition through the spreading of education on the other. Sikshanamandira also takes pride in producing students to respond to the environmental causes, to preserve biodiversity and to cater for a sustainable future.

Our students are not just scholars; they are compassionate individuals who embrace the ethos of empathy and social responsibility. We have our strengths, challenges and weaknesses but, this dedication to making a difference, making men of character, is what truly sets us apart, and it's a source of immense pride for our institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>27</td> <td>27</td> <td>29</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>10</td> <td>35</td> <td>32</td> <td>12</td> </tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>27</td> <td>27</td> <td>29</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>10</td> <td>35</td> <td>32</td> <td>12</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes as per supportings shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	27	27	27	29	33	2022-23	2021-22	2020-21	2019-20	2018-19	35	10	35	32	12	2022-23	2021-22	2020-21	2019-20	2018-19	27	27	27	29	33	2022-23	2021-22	2020-21	2019-20	2018-19	35	10	35	32	12
2022-23	2021-22	2020-21	2019-20	2018-19																																					
27	27	27	29	33																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
35	10	35	32	12																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
27	27	27	29	33																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
35	10	35	32	12																																					
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>272</td> <td>341</td> <td>259</td> <td>318</td> <td>272</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>272</td> <td>341</td> <td>259</td> <td>318</td> <td>272</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	272	341	259	318	272	2022-23	2021-22	2020-21	2019-20	2018-19	272	341	259	318	272																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
272	341	259	318	272																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
272	341	259	318	272																																					

195	249	232	289	234
-----	-----	-----	-----	-----

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have downgraded as we have excluded preparation of clay model.

1.2.4 **Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through**

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made necessary changes.

1.2.5 **Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years**

1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
247	214	210	217	226

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
192	173	172	180	181

Remark : DVV has made necessary changes as per documents shared by HEI and values have been downgraded as we have excluded time management, acting and anchoring

1.4.2 **Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: C. Feedback collected and analysed

Remark : DVV has made necessary changes

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**

1. Mentoring / Academic Counselling

2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : DVV has made necessary changes as we are not able to find any relevant documents for the same

2.3.4 **ICT support is used by students in various learning situations such as**

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

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

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

Remark : DVV has made necessary changes as report shared by HEI and 1 of above option has been selected as we have received geo tagged photographs of practice teaching.

2.4.1 **Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : DVV has made required changes as per supportings

2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made required changes as per supporting documents shared by HEI and values have been downgraded as we have received photographs of Identifying varied student abilities Visualising differential learning activities according to student needs , Addressing inclusiveness, Evolving ICT based learning situations and Exposure to Braille /Indian languages /Community engagement</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made required changes as per supportings</p>
2.4.4	<p>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</p>

	<ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes as per documents shared by HEI. The supporting reflects Teacher made written tests essentially based on subject content Observation modes for individual and group activities. Hence DVV has considered any 2 of the above option</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made necessary changes as per documents shared by HEI as the HEI has provided the document i.e Effective use of social media/learning apps/adaptive devices for learning, Identifying and selecting/ developing online learning resources and Evolving learning sequences (learning activities) for online as well as face to face situations</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has made necessary changes as per supporting documents shared by HEI</p>
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p>

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any 4 of the above
 Remark : DVV has made required changes as per supportings

2.6.2 **Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Answer before DVV Verification : A. Any 4 or more of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : DVV has made required changes as per supportings

3.1.4 **Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : DVV has made required changes as per supportings

3.2.1 **Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	2	5	15

Answer After DVV Verification :

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	5	2	12

Remark : DVV has made required changes as per supporting documents shared by HEI and values have been downgraded as those publication was not related to UGC.

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	5	10	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	4	9	5

Remark : DVV has made required changes as per supportings. Observation of days has not been considered.

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	2	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made required changes as per supportings

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	3	7	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	4	6	3

Remark : DVV has made necessary changes as per claims shared by HEI.

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Answer before DVV Verification : 19

Answer after DVV Verification: 13

Remark : DVV has made necessary changes as per documents shared by HEI values have downgraded as we have received 13 copies of MOU.

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made required changes as per supportings

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

	<p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made required changes as per supportings</p>
<p>4.2.6</p>	<p>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</p> <ol style="list-style-type: none"> 1. Relevant educational documents are obtained on a regular basis 2. Documents are made available from other libraries on loan 3. Documents are obtained as and when teachers recommend 4. Documents are obtained as gifts to College <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made required changes as per supportings</p>
<p>4.3.3</p>	<p>Internet bandwidth available in the institution</p> <p>4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS Answer before DVV Verification : 1024 Answer after DVV Verification: 1000</p> <p>Remark : DVV has made required changes as per supportings</p>
<p>5.1.1</p>	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <ol style="list-style-type: none"> 1. Career and Personal Counseling 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development 6. Online assessment of learning <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 or 5 of the above Remark : DVV has made necessary changes as per documents shared by HEI and values have been downgraded as we have not received geo tagged photographs of Sr No.3</p>
<p>5.1.2</p>	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid

5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 7 of the above

Remark : DVV has made necessary changes as per documents shared by HEI and values have been downgraded as we have not received geo tagged photographs of Common rooms for girls, medical aid and transport facility.

5.3.2 **Average number of sports and cultural events organized at the institution during the last five years**

5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	27	22	25	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	3	3	2

Remark : DVV has made required changes as per supportings. Only sports and cultural activities have been considered.

5.4.2 **Alumni has an active role in the regular institutional functioning such as**

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above
 Answer After DVV Verification: B. Any 4 or 5 of the above
 Remark : DVV has made required changes as per supportings.

6.3.2	<p>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</p> <p>6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>3</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>Remark : DVV has made required changes as per supportings</p>	2022-23	2021-22	2020-21	2019-20	2018-19	4	0	0	3	6	2022-23	2021-22	2020-21	2019-20	2018-19	4	0	0	3	5
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	0	0	3	6																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	0	0	3	5																	

6.4.2	<p>Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)</p> <p>6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.94</td> <td>0</td> <td>0.37</td> <td>0</td> <td>2.7173</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.94</td> <td>0.00</td> <td>0.37</td> <td>0.00</td> <td>2.71</td> </tr> </tbody> </table> <p>Remark : DVV has made required changes as per supportings</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0.94	0	0.37	0	2.7173	2022-23	2021-22	2020-21	2019-20	2018-19	0.94	0.00	0.37	0.00	2.71
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.94	0	0.37	0	2.7173																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.94	0.00	0.37	0.00	2.71																	

7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office
-------	--

5. Green landscaping with trees and plants

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has made required changes as per supportings

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations