



## YEARLY STATUS REPORT - 2022-2023

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	Ramakrishna Mission Vivekananda Educational and Research Institute
• Name of the Head of the institution	Swami Sarvottamananda
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	913326549999
• Mobile no	8910085378
• Registered e-mail	vcoffice@gm.rkmvu.ac.in
• Alternate e-mail address	sarvottamananda@gmail.com
• City/Town	Howrah
• State/UT	West Bengal
• Pin Code	711202
<b>2.Institutional status</b>	
• University	Deemed
• Type of Institution	Co-education
• Location	Semi-Urban

• Name of the IQAC Co-ordinator/Director	Dr. N. Muthaiah				
• Phone no./Alternate phone no	913326549999				
• Mobile	9487708717				
• IQAC e-mail address	iqac@gm.rkmvu.ac.in				
• Alternate Email address	assistant.registrar@gm.rkmvu.ac.in				
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>	<a href="https://rkmvu.ac.in/wp-content/uploads/2023/07/AQAR_21-22.pdf">https://rkmvu.ac.in/wp-content/uploads/2023/07/AQAR_21-22.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://rkmvu.ac.in/academic-calendar/">https://rkmvu.ac.in/academic-calendar/</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A++	3.66	2019	01/04/2019	31/03/2024
<b>6.Date of Establishment of IQAC</b>			20/10/2013		
<b>7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Ramakrishna Mission Vivekananda University	University of National Eminence	Ministry of Finance, Govt. of India	2008	Nil	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		
<b>9.No. of IQAC meetings held during the year</b>			7		
• The minutes of IQAC meeting and			Yes		

<p>compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)</p>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<p><a href="#">View File</a></p>
<p><b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b></p>	<p>No</p>
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	
<p><b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b></p>	
<p>Implementation of National Education Policy (NEP) 2020--Integration of CUET with the university's admission process; launching of new skill-based degree programmes (MSc in MSc in Critical Care Science and Technology, MSc in Medical Laboratory Science and Technology, One-year Diploma in Integrated Agriculture, Certificate Course on Food Processing</p>	
<p>MoUs for various forms of collaborative activities were signed with DBT-Institute of Life Sciences Bioincubator, Bhubaneswar, Toronto Calcutta Foundation, IKP Knowledge Park, in addition to existing ones (see full list in DVV 3.7.2)</p>	
<p>Establishment of new laboratories: Development of Biosafety Level-II Microbiology Laboratory, Environmental Chemistry Laboratory in Narendrapur campus</p>	
<p>Creation of new centres for interdisciplinary studies and research--Centre for AIoTMR (Artificial Intelligence of Things &amp; Mixed Reality) is established to to adopt multidisciplinary applied research, address distinct challenges and enhance working solutions across multiple fields and departments within RKMVERI (deemed-university) and Ramakrishna Math and Ramakrishna Mission</p>	
<p>Setting up Vivekananda Digital Archives--The Vivekananda Digital Archives at RKMVERI has been launched in 2022 to gather, research, and present significant incidents related to Swami Vivekananda and his associates and their role in the Nation-building</p>	
<p><b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b></p>	

Plan of Action	Achievements/Outcomes
Organize International Workshop Series on Indian heritage topics	Three International Workshop were organized--i) Advaitasiddhih of Madhusudana-sarasvati, ii) Brahmasutra-bhasya-bhamati from the beginning to Jijnasadhikaranam, iii) Paribhasendusekharah of Nagesabhatta with Bhutivyakhya were organized in 2022-23
Organize extension lectures on IKS topics in the Department of Sanskrit and Philosophy	Two extension lecture series --i) Vivaranaprimeyasamgrahah, and ii) Nyaya and Buddhist Epistemology were organized in 2022-23
Launching of Vivekananda Digital Archives	The Vivekananda Digital Archives at RKMVERI has been launched in 2022 to gather, research, and present significant incidents related to Swami Vivekananda and his associates and their role in the Nation-building
Launching skilled based degree, diploma, and certificate programmes	MSc in Critical Care Science and Technology, MSc in Medical Laboratory Science and Technology, One-year Diploma in Integrated Agriculture, Certificate Course on Food Processing are launched
Establishment of Commercial Plant Tissue Culture Facility for Entrepreneurial development	A laboratory well-equipped to carry out basic plant tissue culture practicals is established as part of the National Horticulture Mission Project, funded by the Government of West Bengal, to produce banana plants through plant tissue culture. The infrastructure of the lab is being upgraded with the financial help from the foundation for date palm

	research.
Establishment of Automated Weather Station	An automated weather station with modern sensor facilities has been established in collaboration with the India Meteorological Department (IMD), Govt. of India.
Development of an ICT-enabled need based Agro-advisory Service in remote islands of Sundarbans	RKMVERI's Narendrapur Campus is implementing a project in Satjelia Island in the Sundarbans region where women farmers of the island are provided with need-based agro-advisory services through social media.
ATAP: An unique Agricultural Technology Awareness Programme for rural youth and farmers	To commemorate the 125th Anniversary of the Ramakrishna Mission with support from the Government of India, RKMVERI-Narendrapur Campus organized One-day Agricultural Technology Awareness Programme (ATAP) in four different districts of West Bengal to disseminate emerging technologies in agriculture for rural youth and farmers
Equip Paralympians for international standards	Using the recently constructed Inclusive Sports Complex for Persons with Special Needs, we are attempting to equip Paralympians for international standards by offering the required expertise and experience
Development of Biosafety Level-II Microbiology Laboratory	A state-of-the-art microbiology testing laboratory has been established to ensure the safety of drugs produced by Ayurveda, Siddha, and Unani (ASU) firms in west Bengal
Development of Environmental Chemistry Laboratory	A well-equipped environmental chemistry laboratory has been

	established for the analysis of soil, water, and plants for students' practical and research purposes from an environmental point of view.
Development of Thermal Imaging System (Infrared Thermographic System) for monitoring animal physiology	Under a National Research Project in collaboration with three ICAR Institutes, RKMVERI's Narendrapur centre is developing a Infrared Thermographic Thermal Imaging System to monitor the heat stress of cattle in climatically vulnerable hotspot regions.
Setting up of a new state-of-the-art seminar hall in Belur campus	Turiyananda Hall (Multi purpose hall) at Atma Vikas, Belur Campus of RKMVERI has been constructed. The hall was inaugurated by Revered Swami Suvirananda ji Maharaj, General Secretary of Ramakrishna Math and Ramakrishna Mission, Belur Math on 30 March 2023
Apply DST-FIST funding for improving computational infrastructure in the Department of Computer Science	DST FIST grant has been approved to set up an AI Lab on Server this year. We are awaiting the release of the funds.

<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
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<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>
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Name	Date of meeting(s)
Executive Council	16/02/2024

<b>14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?</b>	Yes
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<b>15. Whether institutional data submitted to AISHE</b>
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Year	Date of Submission
2022-2023	05/04/2024

**16.Multidisciplinary / interdisciplinary**

CENTRES FOR INTERDISCIPLINARY RESEARCH 1. CENTRE FOR 'ONE HEALTH'

Another exciting recent development is the proposed Centre for 'One Health', the concept of 'One Health' gaining tremendous importance in the recent years. The concept is the integration of soil health, plant health, animal health, human health (at the individual and collective (community) levels as these are now being recognized as forming a continuum. The urgency of an integral, holistic approach to health is being now as never before, particularly in the wake of the devastating Covid-19 pandemic. The global pandemics of Covid-19 that has so far killed more than 5 million people and devastated life and economy of every continent, country and community have demonstrated more than ever before the fragility of public health before the viruses originating from the animal kingdom. Earlier series of regional pandemics during the past two decades - SARS, MERS, H1N1, H5N1, Ebola, Zika, Nipah - had struck an alarm bell that return period of global pandemics may be much more frequent in future than in the past. Hence prevention of pandemic disasters has acquired centre stage in the global discourse on reimagining public health for sustainable development. The discourse has been further widened to include increasing incidences of microbial diseases of both animal and plant origins - bacteria, viruses, parasites and fungi - and the growing resistance of these microorganisms due to inappropriate use of antimicrobials on humans, animals, and plants. The discourse has also included emergence of new pathogens and exacerbation of existing burden of diseases due to anthropogenic climate change, loss of biodiversity, deforestation, degradation of environment and deteriorating quality of air, water and soil. There is a growing realization that human, animal and plant health are interdependent and bound to the health of the ecosystem of which they are inseparable components. Health of all living organisms on the planet is intrinsically intertwined and therefore naturally driven interdependence of species can be disturbed only at the peril of the species. This has given rise to the concept of 'One Health' as a collaborative approach for understanding and managing risks for planetary health of all living organisms and encouraging a more sustainable balance of the delicate ecosystem. The concept was initially advanced by the veterinary scientists and has gradually found traction among medical, environmental, agricultural, botanical, soil, aquatic, and other related disciplines. Globally three UN agencies - WHO, FAO, UNICEF - and two international

organisations, the World Organisation for Animal Health (OIE) and the World Bank joined hands to develop a strategic framework for Contributing to 'One World, One Health' in 2008. A number of academic, scientific, and civil society organisations around the world followed with new programmes on education, research and advocacy on one health. One Health Platform was set up in 2015 as a multi-disciplinary resource centre on one health across disciplines and sectors. Earlier in 2009 the 'One Health' Commission was established in the USA to promote a global movement on 'One Health'. The Commission has mapped 'One Health' initiatives around the world. Since 2016, the International Day of 'One Health' is celebrated on 3 November every year. Considering the growing global concern for an integrated approach to human, animal and plant health, and the unique position of India as an ancient civilization with strong philosophical tradition of Knowledge or Awareness of Oneness (called ekatva vijnana in the Upanishads or Vedanta) wherefrom the concept of 'One Health' flows as a natural consequence, with its large population of humans and animals highly vulnerable to epidemic diseases, the urgent need for multi-disciplinary education, research and advocacy on 'One Health' in India, it was decided that a Centre for 'One Health' shall be set up at the Ramakrishna Mission Vivekananda Education and Research Institute (RKMVERI). This Centre shall run educational and academic programmes and courses, conduct research, and promote awareness, extension and advocacy on 'One Health' across disciplines involving agricultural, veterinary, environmental, medical sciences with philosophical and spiritual underpinnings as the bedrock on which the whole edifice of Oneness stands. This non-dualistic knowledge (advaita jnana), forming the fundamental basis of any effort in the field of Oneness will thus become practical as envisioned by Swami Vivekananda in his famous thoughts on 'Practical Vedanta' who said famously: "The dry, abstract Advaita must become living-poetic-in everyday life." Our Deemed University, RKMVERI, is uniquely placed to start this multi-disciplinary Centre for 'One Health' as it has strong in-house capabilities in research and education in the form of the various Schools mentioned at the beginning of this writeup, wide extension activities, and large networking with scientific, academic and research institutions across disciplines and sectors. Further RKMVERI is ideologically founded on the bedrock of the ancient Indian philosophical and spiritual knowledge systems and tradition of 'Oneness of All Existence' and its modern interpretation and implementation in various manifestations in the lives and teachings of Sri Ramakrishna and Swami Vivekananda whose watch words were 'harmony' and 'synthesis'. Romain Rolland, the great French savant and Nobel Laureate, in his famous biography of Swami Vivekananda wrote: "In the two words equilibrium and synthesis Vivekananda's



constructive genius may be summed up." The Vision of this multi-disciplinary Centre for 'One Health' is to achieve global recognition over a period of the next five years as one of the leading centres of excellence on multi-disciplinary education, research, extension and advocacy on 'One Health'. A comprehensive Task Force, comprising 25 persons from various disciplines—physics, agricultural biotechnology, agricultural sciences like soil science, animal/veterinary science, fisheries, human health, occupational health, rural development, medical science and technology, molecular/cell biology, neuro-genetics, public health related medical profession, social work and service, disaster management, philosophy (Eastern and Western), statistics, pharmaceuticals, political science, management and administration, etc.,—has been formed to give a concrete shape to this 'One Health' initiative and evolve a concrete action plan that is easily implementable, thus making Advaita (Oneness) "living, poetic in everyday life" as Swami Vivekananda said. The following three Divisions comprising scientists, doctors (both laboratory and practising medical scientists as well as socially in the area of public health and primary health) have been formed to work out the nitty-gritty and the action plan: Education and Training Division, Research and Innovation Division, Extension and Outreach Division

2. CENTRE FOR ARTIFICIAL INTELLIGENCE OF THINGS AND MIXED REALITY (AIoT & MR) This will be an interdisciplinary Centre across the following Departments/Schools of the University: Mathematical Sciences, Indian Heritage, Agriculture and Rural Development, Rehabilitation and Sports Sciences, Biological Sciences, Environment and Disaster Management.

3. CENTRE FOR NUMBER THEORY, DYNAMICAL SYSTEMS AND CHAOS This will also be an interdisciplinary Centre under the following Departments: Mathematics, Physics

4. CENTRE FOR HUMANITARIAN STUDIES AND HUMANISTIC SCIENCES This will also be an interdisciplinary Centre covering all the various Schools: Mathematical Sciences, Indian Heritage, Agriculture and Rural Development, Rehabilitation and Sports Sciences, Biological Sciences, Environment and Disaster Management

5. VIVEKANANDA CENTRE FOR CONSCIOUSNESS RESEARCH (VIVEK-CHATAK—Vivekananda Chaitanya Tattwa Anusandhan Kendra) VIVEK-CHATAK, Vivekananda Centre for Consciousness Research, is a new initiative of RKMVERI started under its 'School of Indian Heritage' which has already entered into a Memorandum of Understanding (MoU) with the Centre for Consciousness Studies under the famous National Institute of Mental Health and Neurosciences (NIMHANS) at Bengaluru, with the main objective of engaging in interdisciplinary study and research in neurosciences integrating and interfacing it with ancient Indian philosophical wisdom, contemplative traditions, wherein there is a rich mine of knowledge on Mind, Life and Consciousness and other streams of knowledge like mathematics,

physics, computer science, artificial intelligence, cognitive science, psychology etc. The formation of VIVEKA-CHATAK by RKMVERI under its 'School of Indian Heritage' has its origin in the perception of the well-known and well-recognized fact that it was Swami Vivekananda who, for the first time, carried the ancient Indian wisdom of Yoga-Vedanta to the Western world and interpreted it in the light of modern scientific knowledge that was available at that time, which created great sensation in the intellectual circles in the West, and that this work initiated by him and received by us as a great legacy needs to be taken forward by us in a big way as science and technology have made gigantic strides over the last hundred years and more since then and the revolutionary discoveries in physics, mathematics, biological and neurosciences have come up with astounding truths calling for deeper exploration into mind and consciousness in the light of, and integrating them with, these scientific truths. This will also be an interdisciplinary Centre covering the following Schools: School of Indian Heritage, School of Biological Sciences 6. VIVEKA-VYASA: VIVEKANANDA CENTRE FOR VEDANTA AND YOGA STUDY AND RESEARCH Swami Vivekananda wanted an intense study of and research into the ancient spiritual and philosophical literature in the light of Sri Ramakrishna's life and teachings. He also wanted that these highest truths should be made practical and the wisdom enshrined in these immortal texts should be applied in daily life so that they become a living force in society in the modern times. In his short span of life, his endeavour was to initiate such a movement that he strongly believed would transform individual lives and the society as a whole and establish what he called 'Vedantic civilization'. In answer to a question "What is Vedantic idea of civilization?" Swami Vivekananda replied: "True civilization is the manifestation of the divinity in man. That land is the most civilized wherein the highest ideas are made practical." Swami Vivekananda commanded his disciples and followers to write a new commentary on Vedanta based on the prasthanatraya after having thoroughly studied and researched into the various Schools of Vedanta in depth—Ramanuja, Madhva and Chaitanya to start with, vis-à-vis Shankara's tradition that is much more widely studied than the others—and discovering their synthesis in the philosophy of Sri Ramakrishna. He felt that this would pave the way for the samanvaya Vedanta (harmonizing Vedantic doctrine) emerging from Sri Ramakrishna's life and teachings to be firmly grounded in and established as: one, a culminating synthesis of the ancient Vedantic tradition of the great Acharyas being combining both extensity and intensity, "broad as the skies and deep as the ocean", and two, practically applicable to the modern society at large for the spiritual and intellectual awakening of humankind. The urgent need therefore is to create a band of scholars—monastic and lay—who would

devote themselves to such an intense study and research as elaborated above for which a modest beginning is being made by starting the proposed Research Centre called 'Vivekananda Vedanta-Yoga Adhyayana Samshodhana Alayam' (acronym: VIVEKA-VYASA), in English it will be called 'Vivekananda Centre for Vedanta and Yoga Study and Research' under the University's 'School of Indian Heritage'. It will be primarily located at the Belur main campus of the University and at the Vivekananda Research Centre at the approved 'Off-Campus' Centre of the University at Ramakrishna Mission Swami Vivekananda's Ancestral House and Cultural Centre in Kolkata. This will also be an interdisciplinary Centre covering the following Schools: School of Indian Heritage

### **17.Academic bank of credits (ABC):**

Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC, where the students' academic data are held and academic awards are stored (i.e. storehouse of academic awards). Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by academic institutions via the NAD Platform. Hence being the owner of academic awards, Academic Institutions must mandatorily register themselves under ABC via NAD. How it works: The ABC is envisioned as a digital platform where students can accumulate and store their academic credits earned from various recognized educational institutions. The credits earned by students in different courses or programs would be consolidated and stored in their individual ABC accounts. These credits can then be transferred or utilized for multiple purposes, such as: Credit Transfer: Students can transfer their accumulated credits from one institution to another. This flexibility allows students to switch institutions without losing their progress and ensures that their academic achievements are recognized across different educational institutions. Degree Completion: Students can use the credits earned in different courses or programs to fulfill the requirements for a degree. Instead of being limited to a specific set of courses offered by a single institution, students can choose from a wider range of courses across institutions to complete their degree requirements. Lifelong Learning: The ABC system promotes lifelong learning by providing a mechanism for individuals to accumulate credits throughout their lives. These credits can be used to enhance their knowledge and skills by enrolling in different courses or programs as per their interests and professional development needs. Skill Development: The ABC system can also recognize and store credits

earned through various skill development programs, vocational courses, or non-formal education. This encourages individuals to pursue diverse learning opportunities beyond traditional academic programs. Benefits of Academic Bank of Credits: Flexibility and Mobility: The ABC system would provide students with greater flexibility and mobility in their educational journey. Students could transfer credits earned from one institution to another, allowing them to switch institutions without losing their progress. This promotes a seamless educational experience and encourages students to explore diverse learning opportunities. Recognition of Prior Learning: The ABC system recognizes and values prior learning and diverse educational experiences. It allows students to accumulate credits from various sources, including formal education, vocational training, and skill development programs. This promotes lifelong learning and encourages individuals to enhance their knowledge and skills in a flexible manner. Customized Learning Pathways: With the ABC system, students have the opportunity to design their own learning pathways. They can choose from a broader range of courses and programs across institutions, allowing them to personalize their education based on their interests, career goals, and learning needs. This promotes a student-centric approach to education. Credit Portability: The ABC system enables credit portability, meaning that earned credits can be transferred and utilized in different educational programs or institutions. This facilitates the ease of credit transfer, ensuring that students' academic achievements are recognized and valued across institutions. It can also reduce redundancy in course repetition, saving time and resources for students. Enhanced Collaboration: The ABC system encourages collaboration and partnership among educational institutions. Institutions can collaborate to develop standardized credit valuation and transfer processes, ensuring transparency and fairness. This fosters cooperation in education and promotes the sharing of resources and expertise among institutions. Quality Assurance: The ABC system can facilitate quality assurance in education. Institutions would need to meet certain standards and criteria to be recognized and included in the ABC network. This promotes accountability and quality in course offerings and educational programs, ensuring that students receive a standardized and high-quality education. Improved Employability: The ABC system can enhance students' employability by providing a comprehensive record of their academic achievements and skills. Employers can access students' ABC profiles to evaluate their educational background, skills, and competencies, enabling better hiring decisions. This promotes transparency in the job market and helps bridge the gap between education and industry requirements. What steps have been taken up by Ramakrishna Mission Vivekananda

Educational and Research Institute (RKMVERI)? The University has already registered in Academic Bank of Credits in Digilocker portal We have created ABC Ids for currently enrolled 1229 students in various programmes The credit upload process has been initiated for 2021-23 batches To create the student awareness for ABC, We have created a link in the university website portal. The links are given below: [https://rkmvu.ac.in/academic-bank-of-credits/\(university website link\)](https://rkmvu.ac.in/academic-bank-of-credits/(university%20website%20link)) The University makes ABC ID as mandatory information for the candidate to take admission in various programmes for 2023-24 academic session

### **18.Skill development:**

Skill development programmes at Ranchi 'off-campus' centre of RKMVERI: Empowering the First Generation Tribal youth through Education with transferable and life skills Objectives of the Practice: To empower tribal youth to achieve their full potential and enable them prepared for meeting the skilled manpower requirements of the Country by imparting appropriate skill training in consonance with the local/national/global standards. To design and offer various skill-based and career-oriented short-term certificate, diploma, graduate and post graduate courses for tribal students and non-student drop-outs and unemployed tribal youth To establish a study centre of The National Institute of Open Schooling (NIOS) exclusively to offer various certificate and diploma programmes for the tribal students, youth, and school drop-outs To design and offer various skill-based and career-oriented short-term certificate, diploma, graduate courses for tribal non-student drop-outs and unemployed tribal youth through NIOS To create employment opportunities for the tribal youth who are undergoing various courses through on-campus programmes To organise on/off campus awareness programmes for tribal youth on employment opportunities, entrepreneurship skill and life skill development The Context: The Faculty of Agriculture, Rural Tribal Development (ARTD), Ranchi campus was conceptualised and established as per the strong belief of Swami Vivekananda that through empowering the poor and illiterate masses of India through right type of education, an awakened and rejuvenated India would emerge. The important role of ARTD is to offer Continuing Education up to doctoral programmes , Extension and Field Outreach, with the philosophy of continuing education as part of total education programme of the institution; integration of formal and non-formal education and out-of-school learning process; reaching out to the larger sections of tribal students and youth through university system with the purpose of equalisation of educational opportunities by offering on-campus and off-campus programmes. The Practice: In respectful deference and in a humble

attempt to actualize the above exhortation by Swami Vivekananda, this University in his hallowed name is trying to bring the tribal students to the mainstream of education thereby empowering them to stand on their feet as Swami Vivekananda envisaged. For it was Swami Vivekananda's firm view that the problems of the masses and women cannot and should not be attempted to be solved by self-appointed good Samaritans, but should be solved by the masses and women by themselves having been empowered and enlightened through right type of education. Swami Vivekananda's following words spoken about women in particular applies equally to the masses and elucidate this point emphatically about allowing them to solve their own problems in their own way being empowered by the right type of education. Under the School of Agriculture and Rural Development, the Ranchi 'Off-Campus' Centre of this University is devoted to the Faculty of 'Agriculture, Rural & Tribal Development (ARTD)' which runs a 5-year integrated (B.Sc.+M.Sc.) course in ARTD, to empower the tribal students of Jharkhand and Chhattisgarh to get into the main stream of education. The students from Chhattisgarh join this integrated 5-year M.Sc. course at the Ranchi Faculty Centre after they pass their Plus Two examination from the Ramakrishna Mission Centre at Narainpur in Bastar District in the State of Chhattisgarh which has been designated as the most primitive tribe in India. The Ramakrishna Mission School at Narainpur gives them education from the primary level up to Plus Two level and they become the feeder students to the Ranchi Faculty Centre of the University for the integrated 5-year M.Sc. course in ARTD. All of them are first generation learners and after an excellent education at the Narainpur School up to Plus Two along the lines that Swami Vivekananda envisioned, these boys come over to our University at the Ranchi Faculty Centre for their M.Sc. course and after five years of study, these boys along with their other friends, both tribals and non-tribals, get placed in very respectable position, some of them work in their own respective villages to help increase their farmer-father's income through technology and knowledge knowhow inputs, some of them become entrepreneurs (job givers rather than job seekers!) and so on. Evidence of Success: Besides developing knowledge and skills through various academic programmes in ARTD, the tribal youth are also expected to develop various skills in the areas like Experiential Learning, Decision Making, Team Work, Professional Development, and Self-employment. In appreciation of its success, the ARTD has been empanelled by the State Govt of Jharkhand through an MoU for continuous financial support by the Department of Agriculture for empowering the tribal youth by imparting training on Employment, Entrepreneurship, and life skills. The ARTD initiative plays a leading role in the socio-economic development of tribal youth in general and unemployed rural

youth in particular in making them skilled, value-based, and good citizens of our country. As a note of optimism, there is a greater demand for career opportunities in sectors like construction, agriculture and allied activities in the State of Jharkhand, like Jharkhand State Livelihood Mission, Watershed Development Project, Jharkhand Women Development Mission, etc., when compared to the demand for these occupations in most other states of our country. We consider the above activity, that is, empowering the tribal and rural masses through education, most of it free of cost or highly subsidized, along the lines and in the light of Swami Vivekananda's powerful educational thoughts on this subject, as one of the best practices of this University and our success story over the decade gained through enormous struggle, through the 'blood, toil, tears and sweat' of the dedicated Team-University. Problems encountered and Resources required Lack of initiatives for employability to the Tribal youth Lack of funding turns to be one of the common reasons, if available, more start-ups shall be initiated related to employment and skill development There has been a decline in work force participation rate for all age groups in tribal areas irrespective of gender and spatial distinction. Absence of job opportunities in the tribal areas due to socio-cultural issues. Building and sustaining competencies of the tribal youth for future employment opportunities. Mobilizing the tribal youth for vocational education/skill development is difficult due to lack of willingness to migrate, inability to pay for training, low literacy level, lack of awareness, among others. Requirement of trained personnel and professional for establishing sustained human resource development Skill development programmes under Lokashiksha Parishad, an 'off-campus' centre at Narendrapur campus (in Kolkata) of RKMVERI Ramakrishna Mission Lokasiksha Parishad is the development wing, engaged in the up-liftment and enlightenment of rural disadvantaged backward communities since decades together through various development programmes. Ramakrishna Mission Lokasiksha Parishad, Narendrapur is engaged with the prime objective of rural development by rendering service through a network of dedicated non-government Community Based Organisations (CBOs), to the distressed, deprived, neglected and downtrodden of the rural community, irrespective of caste, creed or religion. The programme of Parishad is spread over 12 districts in West Bengal covering South 24-Parganas, North 24-Parganas, Purba Medinipur, Paschim Medinipur, Howrah, Hooghly, Jhargram, Murshidabad, Purba Burdwan, Bankura, Purulia and Kolkata. The programme activities are being organized through 25 affiliated cluster organizations (constituted with the affiliated village level organisations and registered under West Bengal Societies Registration Act 1961). There are 3 Project Offices at Ajodhya and Santuri in Purulia district and Motgoda in Bankura district through

which various rural development activities are also being implemented. There are 283 numbers of rural youth organisations (including 25 associated organisation) functioning at grass root level of which 04 youth organizations are working with the Lokasiksha Parishad directly without associating with cluster organizations. The rural youth organisations function at grass root level under the guidance of the clusters organisations function at middle level for bridging and coordinating with the Parishad in preparing the policy, guidelines, administration of the activities etc. The Lokasiksha Parishad has a team of professionals and financial managers to monitor and evaluate the rural development activities launched in villages and multiple training programmes organised in campus or outside campus. The clusters at the organisational level are headed by a senior staff of the Ashrama designated as Desk- In-Charge who monitors the activities of the concerned cluster and village organisations and ensures that they function in a disciplined manner and implement programmes effectively maintaining financial transparency. The programmes undertaken by the Parishad broadly relate to three strategic fields, viz. Human resource development, optimum utilization of local resources for rural development and environment conservation. Highlights of the major programme areas are given in the following order. EDUCATION : During the year under review, the educational activities organized by the Parishad were as under: a) State Open School (Rabindra Mukta Vidyalaya): Ramakrishna Mission Lokasiksha Parishad conducted many projects for the drop out students to continue their education. Programme started in 1997 as a Madhyamik study center and later on Higher Secondary course in 2000 approved by the West Bengal Council of Rabindra Open Schooling. b) Library Services : A Library-cum-Reading room was maintained by the Lokasiksha Parishad in its own premises. The library had a total collection of 26,372 books and 3 periodicals. The library catered to the needs of students of academic courses, trainees of vocational courses, teaching faculty and other staffs. c) Publication : The Parishad had a Publication Unit that brings out different types of Publications, as under: Monthly Journals (in Bengali) - 1 English Publications - 23 Bengali publications - 108 Audio Publication - 11 d) Samajsiksha : Samajsiksha was a literary Bengali magazine brought out by Ramakrishna Mission Lokasiksha Parishad of Ramakrishna Mission Ashrama, Narendrapur uninterruptedly since 1956. This magazine was dedicated to raising rural people's consciousness about its positive changes being affected by the people themselves to help to educate the public about their need of the day. It contained articles on contemporary issues, specially the economic uplift in the agricultural field, by eminent writers on subjects that directly concerned the society and its people and helped to promote moral,



ethical and spiritual benefit of the masses. e) Preaching : The Parishad organizes so many Workshop, Seminar, Anudhyan Sibir, Camps, Preaching classes etc. inside the campus and outside the campus through its different cluster organizations, gram unnayan kendras village based youth clubs for value education. f) Vivekananda Study Circle : Vivekananda study circle is one of the vital activities of Ramakrishna Mission Lokasiksha Parishad. The purpose of the programme is to mobilize the rural youth for their orientation in spirit and philosophy of Sri Ramakrishna, Maa Sarada and Swami Vivekananda so that in course of time the participants internalize the ideology of these great personalities for rendering selfless services to the deserving communities. g) Sustained Graded Value Education Programme : Sustained graded value education programme (SGVEP) was conducted involving affiliated village organisation. With initial preparation of the group like i) Chanting of selective shlokas from "Srimadbhagabat Gita" and "Upanishad", ii) Meditation, iii) Devotional chorus songs, iv) reading from the biography of different great Personalities, v) First-Aid, vi) Yoga, vi) Social Work, etc. They concentrated their programme on study of books like "Yuga-Prabartak Vivekananda", "Sri Ramakrishna Jibani", "Sri Sri Maa Sarada". Each centre conducted class once in a week.

**WOMAN AND CHILD DEVELOPMENT :** The women and child development activities conducted by the Parishad in the reporting year are elicited in the following order: a) Chalaman Bahini : Chalaman Bahini or Mobile Squad was a flagship drive for Child Development undertaken by the Lokasiksha Parishad is. It aimed at developing personality and leadership of children through introduction of Bratachari games, yoga and cultural competition, chorus and folk dance and other physical exercise etc. For the purpose, the activities organized during reporting year were children camp, kho-kho, kabadi, leadership training, value education, re-citation and essay writing, master trainer training and youth leadership training, annual competition, sports and children rally at cluster level. b) Child Development Programme: Being the development wing of the Ramakrishna Mission Ashrama, Narendrapur, West Bengal, the Ramakrishna Mission Lokasiksha Parishad engages itself in the upliftment and enlightenment of rural disadvantaged backward communities since decades together through various development programmes. It mainly focuses on child development activities for the deprived children belonging to poor families of remote villages. Parents, especially mother's participation is ensured in such development activities through awareness generation. The various programmes and the activities undertaken are discussed below. Vivekananda Child Development Programme Vivekananda Child Development Programme is one such programme of Lokasiksha Parishad that focuses on providing early childhood care and education to the unprivileged and

unreached children of rural Bengal in the age group of three (above) years to five (above) years. The objective of the programme is to ensure balanced growth of the children by developing their school going habit, right mind-set towards learning, character building and social well-being during the formative stage. Sponsor Relation Programme - Vivekananda Child Development Fund : Vivekananda Child Development Fund, a Sponsor Relation Programme is an initiative of Ramakrishna Mission Lokasiksha Parishad to mobilize the resources from benevolent donors in supporting the children belonging to the backward, downtrodden families of rural Bengal for their educational upliftment and health care support. The primary objective is to provide comprehensive education and guidance to ensure the child is able to learn in a child-friendly environment, explore his talents and achieve growth. The Sponsorship support is given in three phases: 1st Phase : Pre-primary to Madhyamik 2nd Phase : XI and XII standard 3rd Phase : Degree / Technical education

Ma Sarada Women Development Programme : Sri Maa Sarada Devi, the Divine Consort of Bhagaban Sri Ramakrishna impelled Swami Vivekananda to establish a monastic organization for all round services to the humanity. Her life was a rare blend of self-effacing humility and divinity. To commemorate the 150th Birth Anniversary of The Holy Mother in the year 2003, Ramakrishna Mission Lokasiksha Parishad initiated a programme in view of Mother's cherished desire for the upliftment of poor and downtrodden women. In the name of Holy Mother, a corpus of fund titled "Maa Sarada Women Development Fund" was launched to help the poor and impoverished women in education, skill development and empowerment. The main objective of the programme is to empower women particularly backward, underprivileged and distressed women. The programme undertakes different activities aiming to empower women.

Integrated Child Development Services (ICDS) : Burtala ICDS Project of Kolkata district is run by Ramakrishna Mission Ashrama, Narendrapur since 1986. There are six different services related to nutrition, health, pre-school education provided to the children (0-6 years), mothers (up to 45 years) and Adolescent Girl's under SABLE programme (11-18 years) from the AWCs provided this Project.

ANIMAL HUSBANDRY DEVELOPMENT : Dairy and Poultry Development : The existing dairy unit played an important role in pertaining quality training. Beside this dairy unit involved in the improvement of the local cattle breed through cross-breeding and providing green fodder seeds/cuttings to the farmer throughout the year. This unit included several cross breeds of well-maintained Pedigree. The cross breeds included Holstein-Frisian (HF) x Gir; HF x Sahiwal (S), Jersey x Gir and Jersey x Sahiwal. Beside this, the Bio-gas Plant of 1000 Kg/day capacity and Vermicompost was an attached unit and an integrated part of the farm. Both the units were used as demonstration and training component of the learning trainees. The University students

from West Bengal University of Animal and Fishery Science (WBUAFS) as well as interneers and also IRDM faculty Centre used to come to the unit on regular basis to learn the dairy technologies and management. TRAINING, ENTREPRENEURSHIP AND RESOURCE MOBILISATION :

a) Vocational Training Programme : Lokasiksha Parishad sought to create an ambiance of vigorous economic activities through promoting relevant vocational training programme, a process of small entrepreneurial development and self-employment on the youth belonging to the backward families mostly living in the category of Below Poverty Line (BPL). The programme was started successfully in the year of 1979 with five trades viz. carpentry, electric wiremanship, lathe operation, radio tape recorder and television repairing and plumbing and sanitation where 100 trainees imparted training. The journey of the esteemed training institute Lokasiksha Parishad took a new turn at the beginning of the 21st century. Presently the Parishad imparts regular training on Beautician (Basic and Advance), Physiotherapy - Equipment Operator cum Assistant, Solar (Basic), Motor Mechanism (4 Wheeler), 2/3 wheeler Repairing and Servicing, Computer Basic, Desktop publishing (DTP), Computer Hardware & Networking, Telephone & Mobile Repairing, Commercial Art and Craft, Spoken English, Fruit Processing, Electric Wiremanship and Motor Winding, Basic Electronics and Radio, TV Repairing, Photography (Digital and Analog), Yogasana and 13 other allied irregular courses. On completion the trainees became either self-employed or working in different befitting agencies and also became capable to improve their life and livelihood.

b) Training-cum-Production (TCP) : Industrial Cell at Ramakrishna Mission Lokasiksha Parishad was initiated in the year 1979 with the financial support of Cottage and Small Scale Industries Department, Government of West Bengal with a purpose to extend employment opportunities for the unemployed and school drop-out youth by imparting hands-on-training on different trades. The Parishad introduced few training-cum-production units to make the trainees familiar with the practical job. The Parishad runs carpentry, apiary, fruite processing, dhup making, candle making, papar making, etc. Rural youths received intensive training from training cum production units like Carpentry, Apiary, Fruited Processing, Candle Making, Tailoring, Dhup Making, etc. including the entrepreneurship inputs.

c) Farmers' Training Programme : Ramakrishna Mission Lokasiksha Parishad (RKMLSP), Narendrapur initiated farmers training programme titled - 'Capacity Development and Income generation through Sustainable Jal-Krishi, Livestock Development and Agricultural activities in Sagar Block, South 24 Parganas - Part-II' in collaboration with the Department of Sundarban Affairs, Sundarban Development Board, Government of West Bengal. The objective of the project was to impart scientifically proven improved training and

provide related support to marginalised farmers and enhance their scope of income in the agriculture and agri-allied field. d) Promotion of EDP Model for the Unemployed Young Adults: Ramakrishna Mission Lokasiksha Parishad (RKMLSP), Narendrapur conducted the following training under EDP programme in collaboration with MSME&T, Government of West Bengal, specifically, for the unemployed youths who were keen to explore the available opportunities in this sector and raise as self-employed Individual, businessman, and/ or entrepreneur. Three days training-cum-orientation on soft skill development with special emphasis on business communication and network creation Three days Training of Trainers (ToT) on student counseling, project proposal development and the process of getting technical and financial assistance Three days training on developing Entrepreneurial skill-how to start and run a business; Quality Management to run production unit, Servicing unit, Sales and Marketing unit Total 14 trainings were imparted to the young trainees those who were designated as teachers of Vocational Training unit of the RKMLSP, Narendrapur and the students of various trades conducted by the said unit. e) CSR Programme : Vedanta Foundation : Vocational training was organized with the support of Vedanta Foundation, Mumbai in three cluster organisations namely i) Sagarmangal, Kamalpur, Sagar, ii) Sundarban Kalpataru, Kakdwip and Gosaba Rupayan, Gosaba in South 24 Parganas district. Basic tailoring (course duration 72 hours in 3 months) and course on computer concept (CCC) (course duration 126 hours in 6 months) were included in the training programme. The programme was started in August 2018 with tailoring and computer training in Sagarmangal. Gradually the programme was started in Sundarban Kalpataru and Gosaba Rupayan. f) Empanelled Training Institution : The Empanelled Training Institution (ETI-Ramakrishna Mission Ashrama, Narendrapur) erstwhile Training Orientation and Research Centre (TORC), Narendrapur had been conducting orientation training programmes for NSS Programme Officers since 1986 and playing a vital role in imparting training of NSS Programme Officers for the states of Jharkhand, Bihar and West Bengal, who were undoubtedly the backbone of NSS. But, from the year 2019-20 as per the decision of the Ministry of Youth Affairs & Sports, Government of India the functions of ETI, Ramakrishna Mission Ashrama, Narendrapur had been restricted to the state of West Bengal only. Functions of the ETI-Ramakrishna Mission Ashrama, Narendrapur are as follows: Organizing Orientation Courses for NSS Programme Officers. Attending Advisory Committee Meeting of various Universities, Colleges and H. S. Councils and offering suggestions for innovative NSS programmes. Providing assistance to Universities, Colleges and H. S. Councils in planning and conducting regular and special camping programmes. Developing and providing consultancy services to Universities and

Colleges/Schools in different areas of programme planning, training of NSS volunteers, supervision, evaluation etc. Maintaining linkages with the State NSS Officers of different states, Programme Coordinators of different Universities and Higher Secondary Councils, NSS Regional Centres and NSS Programme Advisors Cell at New Delhi. JAN SHIKSHAN SANSTHAN: Imparting vocational skills in non-formal mode to non-literate, neo-literates, persons with rudimentary level of education up to 8th and school drop-outs up to 12th standard in the age group of 15-45 years has become a mandate of Jan Shikshan Sansthan (JSS) of Ministry of Skill Development and Entrepreneurship, Government of India. In addition to imparting vocational education, JSS used to conduct various activities like observation of notable days, birthdays of famous personalities and various other activities like Swacchhta Pakhwada, National Yoga Day, National Skill Day, Ex-trainees' Meet, Constitution Day, Janajatiya Gaurav Diwas, Netaji's Birth Day a Parakram Diwas, Republic Day, International Women's Day, etc. Considering the need and importance of promoting better opportunity for wage employment and self-employment to the unemployed youths, JSS conducted some training and other activities, took initiative for collecting data on success stories, maintaining database portal of JSS, planning and organizing meeting at various levels like meeting of the Board of Management (BoM), Meeting of the Executive Committee (EC) Members, Meeting of the Collaborating Agencies, identifying new resource persons having vocational education in domain skills and arranging placement linkage camp for potential resource organizations deserving to extend opportunities of wage employment to ex-trainees in the district of South 24 Parganas and slum areas of Kolkata Metropolitan areas. HEALTH, WATER, SANITATION & ENVIRONMENT : a. Water, Sanitation and Hygiene Project : i. Improving WASH Standards in Schools under Nirmal Vidyalaya Initiative in Purulia partnering with the UNICEF and SSM, Purulia: A MoU was signed between RKMLSP and UNICEF for implementation of "2nd Phase Improving WASH Standards in Schools under Nirmal Vidyalaya Initiative in Purulia" and initiated on and from March 2022. This was a short term project with the time line from March - December 2022. The WASH project in Purulia aimed to strengthen the Capacity of Teachers, Child Cabinets/ Kanyashree Clubs and Circle level functionaries of Education Department of Purulia to enable schools to improve their WASH and Child Friendly indicators, including menstrual hygiene management (MHM), assessments of WASH indicators in schools, capacity building, supportive supervision, establishing model schools enhancing the standard of Nirmal Vidyalaya Abhiyan and Swachh Vidyalaya Abhiyan and leveraging funds from Government Departments, Community and CSR to improve school WASH infrastructure in the government schools of Purulia. The foremost emphasis was given in creating Model Schools

where these strategies can be replicated and successfully emulated in rest of the schools in Purulia. The project also aimed in creating awareness on building WASH and child friendly infrastructure, operation and maintenance (O&M) system of WASH and Child Friendly and waste management practices required to achieve indicators of different awards categorized for the schools. ii. WASH activities in Purba Medinipur and Paschim Medinipur districts: 12 cluster organisations affiliated to Ramakrishna Mission Lokasiksha Parishad (RKMLSP), Narendrapur, have been working in Purba and Paschim Medinipur for the promotion of sanitation under the national flagship program "Swachh Bharat Mission- Gramin" (SBM-G) / Mission Nirmal Bangla (MNB). Technical, professional and managerial supports are provided from RKMLSP. Cluster organisations (CL) are installing household, Community and Institutional Toilets etc. in different blocks as per the requisition of Zilla Parishad/Blocks/GPs and also providing handholding supports in organizing different IEC and awareness generation activities in the villages involving GPs and associated clubs of the cluster organisations. iii. Water Quality Monitoring and Surveillance (WQMS): Activities at Narendrapur: Two NABL recognized Drinking Water Testing Laboratories are directly run by the Ramakrishna Mission Lokasiksha Parishad of Ramakrishna Mission Ashrama, Narendrapur at Narendrapur and at Raidighi Nibodhata in collaboration with the Public Health Engineering Department (PHED), Govt. of West Bengal. These two Labs are working in four blocks (Kultali, Kulpi, Joynagar-I and Joynagar-II) of South 24 Parganas district. Water samples of Public drinking water and Educational institutions including Anganwadi Centers, Health Centers are tested regularly. Private water sources are also tested on payment basis. 39 Water Facilitators are collecting water samples and test report shared with the concerned Gram Panchayats and Blocks. All reports are uploaded in the PHED's MIS system. Activities in Purba and Paschim Medinipur districts: Eleven (11 Nos.) NABL recognized Water Testing Laboratories (WTLs) are run by the RKMLSP's affiliated cluster organizations in Purba and Paschim Medinipur districts in collaboration with Public Health Engineering Department (PHED) and Panchayat and Rural Development Department (P&RDD), Government of West Bengal. Drinking Water Quality Monitoring and Surveillance activities during this period: 25737 water samples of public drinking water sources collected from 5067 villages of Purba and Paschim Medinipur districts, had been tested by Water Testing Labs run by 11 cluster organisations affiliated to the RKMLSP with financial and technical support of PHED, Government of west Bengal. Reports had been shared with the concerned gram panchayats and uploaded in MIS system of the PHED, Government of West Bengal by these Labs. Other than the public water sources, these labs tested 3037 water samples of educational institutions and

58 samples of other institutions including health centres. These labs tested 427 water samples of private sources, for which the owner of water sources, contributed partial cost of testing. 41 bacteriological contaminated public water sources had been disinfected by these Labs. Eleven Water Testing Labs of Purba and Paschim Medinipur districts conducted 22 training programmes on "Water Testing by Field Test Kit" for ASHA Workers. 1147 ASHA workers had been trained through these training programmes.

iv. Drinking Water Improvement Programmes : In collaboration with Taru Leading Edge, New Delhi, Ramakrishna Mission Lokasiksha Parishad (RKMLSP) had initiated a partnership for the project "West Bengal Drinking Water Sector Improvement Project" (WBDWSIP) from October, 2019. The project aims to provide safe, reliable, and continuous drinking water in line with government of India's guidelines and standards to about 1.65 million people in selected Arsenic, Fluoride, and Salinity affected areas of North 24 Parganas, (including one neighbouring block in South 24 Parganas), Purba Medinipur and Bankura districts of West Bengal. The Public Health and Engineering Department (PHED) of the Government of West Bengal is wholly responsible for the implementation of ADB-financed West Bengal Drinking Water Sector Improvement Project (WBDWSIP) in the selected blocks of 4 districts. The Project will ensure drinking water security through 24/7 piped water supply schemes in the areas covered, strengthen the institutional structures and build the capacities of stakeholders at all levels of service delivery for sustainable operation and maintenance and sustained public health improvement.

Project Subcomponents and Community Development Programme : RKMLSP and Taru hold hand under WBDWSIP to support for strengthening capacity of PRI bodies, mobilizing community through different awareness generation, coordination, facilitation of trainings and rural drinking water supply services delivery related activities at the grassroots level in Nandigram-I and Nandigram-II blocks under the ADB supported project of Purba Medinipur district.

Scope of work: To support Implementation of community awareness and stakeholder consultation program To support Institutional strengthening and capacity building of the gram panchayats (GPs) to sustainably operate and manage the assets created under the proposed WBDWSIP and provide services to the consumers To support PHED in delivering outputs under the grant component of the WBDWSIP financed by the Japan Fund for Poverty Reduction, as well as outputs under the Gender Equality and Social Inclusion (GESI) Action Plan for the Project. To support the GPs in preparing themselves for effective implementation of the Government Order on Asset Management and Service Delivery and operate and maintain the GP level water supply distribution system.

b) Joint Forest Management Unit : Joint Forest Management wing of the Ramakrishna Mission Lokasiksha Parishad of

the Ashrama undertook various programmes through national and international CSR funding during the reporting period. The details of these programs have been narrated below: i) Plantation Program: Sponsored by M-Junction, 'Tata Centre' Kolkata. The main objective of the program is to develop greeneries through plantation to improve environmental foot print besides generation of additional income of the farmers. This program is being implementing at Binpur II block in Jhargram district. A cluster of ten acres of land owned by ten individuals had been selected for this purpose. As input support, Mango, Cashew, Sonajhuri and Teak saplings, fertilizers and pesticides were given to the selected persons. The duration of this project is for three years. ii) Early Childhood Education Programme: Sponsored by individual donors and Lokasiksha Parishad Early Child Education Centres (ECE) were started in the year 2005 at Motgoda, Raniband in Bankura district, Ajodhya Hill and Santuri in Purulia district and Gohalbera in Jhargram district of West Bengal for children up to 6 years of age. The main objective of this program is to develop school going habit among the children at their early ages, to provide primary orientation of the basic literacy, their environment and to make themselves aware of the hygienic habits required for leading healthy life. This is supplemented by imbibing cultural values at their early childhood. 10 ECE centres were operated which were being managed by 20 local teachers. 263 children (136 boys and 127 girls) receive education and nutritional support through this programme. Most of the children belonged to SC/ST category. There were 4 centres in Ajodhya hill, Purulia; 2 centres in Santuri, Purulia; 3 centres in Bankura and 1 centre in Jhargram. The centres were operate for 3 hours on all week days except on Sunday. iii) Green College: Sponsored by WHH, New Delhi Skill up! - Strengthening Skills Development, Creating Future Perspective Ramakrishna Mission Lokasiksha Parishad is running the Skill-up Programme funded by Wealthingerhilfe, New Delhi covering 18 blocks of Purulia and 4 blocks of adjoining Bankura and 1 block of Jhargram district, which are within 50 km radius of the centres. The project duration is three years starting from January 2020. The mandates of this programme were to: train a total of 750 rural youths (50% women) from the poor tribal, marginal or backward community, promote 40 MSME through Fast Track Business Acceleration Programme, support 670 farmers through formation of Farmers' Producer Organisation, develop institution linkages with 2 Institutes, to make provision for job for 120 people with MSME and provide indirect benefit to around 2300 farmers' family members in the said districts. To achieve the given mandates, residential and non-residential training courses of various durations were introduced on sal-leaf plate making, animal and bird rearing, mushroom cultivation, medicinal plant cultivation, tailoring, fruit processing and preservation to



name a few. During the reporting period, 129 youths were trained, 127 men and 108 women took part in Farmer Field Schools (FFS). Towards reaching the final outcome on sustenance, effort is on for formation of Farmers Interest Groups (FIGs) and Farmers Producers Organisation (FPO) with resourceful trainees. The other notable outcomes were: 33 Farmers Interest Groups comprising of 382 farmers were in the process of formation. Dept of Agriculture, Dept of Animal husbandry were helping us for the registration of the FIGs. 120 High Potential Rural Youths (HPRYS) out of 156 participants in 3 networking workshops, arranged in three districts were identified. ICICI Foundation provided start up support to 15 HPRY trainees for erecting animal sheds for keeping pigs. 6 trainees received poultry shed, chick lings and chick feed. 10 trainees received incubators for starting business of hatching service. KVK, Purulia agreed to provide day to day monitoring service. 11 women trainees trained in face mask making and tailoring, joined 'Karmatirtha'- a project of Government of West Bengal at Santuri Block of Purulia District for the supply of school uniforms at different schools besides getting engaged in stitching and selling readymade garments. With this, each could earn in the range of Rs.3000-5000 per month 62 animal keepers received input support of Rs. 70,000.00 from KVK, Purulia, besides receiving first aids from livestock department, Govt of West Bengal. 20 animal keepers received raw materials for urea molasses mineral block mixture as food for animal. 51 animal keeping trainees received medicine and vaccination at camps set up in their respective areas under the guidance of BLDO, Animal Resource department, West Bengal. Green Colleges India: The Sundarban Islands Programme Wealthungerhilfe, New Delhi sponsored yet another project "Green Colleges India: The Sundarban Islands Programme" at Gosaba Green College, South 24 Parganas, West Bengal run by Ramakrishna Mission Lokasiksha Parishad (RKMLSP) recognizing the commendable service provided by this institute. It had produced a good number of rural eco-preneures by imparting time bound, cost effective; market oriented and need based trainings on Natural Resource Management (NRM) based trades. The proposed duration of this project is 3 years starting from 1st November 2021. The mandates of this programme were to train 750 rural school dropouts in the age group of 15 to 25 years on certified green trades (solar repairing and maintenance, computer hardware repairing and maintenance, animal health works, agriculture and allied course) following the Skill up! Quality Standards. iv) Empowerment of Downtrodden Women Programme: This empowerment programme was aimed at poor and down trodden women of the forest fringe areas of Purulia, Bankura, Paschim Medinipur and Jhargram districts. Self Help Groups (SHG) were formed as part of group mobilization and were imparted vocational trainings in different Green Colleges. Post training, women were encouraged to

apply for interest free loan as start up support. RELIEF AND REHABILITATION : Ramakrishna Mission Lokasiksha Parishad, the rural development wing of Ramakrishna Mission Ashrama, Narendrapur has been rendering disaster management services during natural calamities for decades together with the help of village organizations under different cluster organisations. Mayer Sansar, one of 25 cluster organisations, has been conducting village development work in 8 gram panchayats of Hingalganj block, a backward remote riverine island in Sundarbans area of North 24 Parganas district. Mayer Sansar has two campuses - one in Dulduli and the other in Pathaghar. All of 8 gram panchayats of Hingalganj block are highly flood prone areas. In the last few decades, the common people living in the villages of this block had repeatedly faced with dire situations due to extreme natural calamities (super cyclones and floods). Their livelihoods had been severely affected. Heavy floods caused by the cyclones 'Amphan' (May 2020) and 'Yaas' (May 2021) destroyed livelihoods and homes of many people. Ramakrishna Mission has traditionally been committed to serving the common people affected by calamities. Ramakrishna Mission had keenly felt the problem of providing shelter to the flood victims during the devastating floods caused by cyclones 'Amphan' and 'Yaas' and had finally succeeded in solving that problem with relentless efforts. With the financial support of Ramakrishna Mission, Belur Math, Howrah and under the direct supervision of Ramakrishna Mission Lokasiksha Parishad, the integrated rural development unit of the Ramakrishna Mission Ashram, Narendrapur established along with an emergency shelter cum multipurpose non-formal education institution ('Ma Sarada Multipurpose Relief Shelter cum Non-Formal Education Centre') at Pathghara campus of Mayer Sansar (beside Dulduli-Hemnagar road). The two-storied building of the was two storied, length - 87 feet and width - 43 feet with 7 toilets, two guest rooms on the ground floor and 6 toilets on the first floor. The purpose of constructing this building was to use it as a shelter for the disaster-affected common people during natural calamities and to conduct informal education and training programmes during normal times.

**19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

An exhaustive manual titled: "Science-Philosophy-Spirituality Interface: Handbook and Reference Manual", meant as an authentic reference manual for researchers giving a synoptic survey of the works (books, monographs, papers, articles etc., in the area of science-philosophy-spirituality interface over more than a century, from 1900 to 2018, by Swami Atmapriyananda in collaboration with

Prof Gopal Chandra Bhar was published in July 2018. The history of Indian Spiritual Heritage courses in RKMVERI: Right from the inception, School of Indian Heritage has been one of the pillars of the University's academic programmes. Since the very inception, long before the National Education Policy 2020 was thought of, RKMVERI, following Swami Vivekananda's extortion: "My whole ambition in life is to set in motion a machinery which will bring noble ideas to the door of everybody, and then let men and women settle their own fate. Let them know what our forefathers as well as other nations have thought on the most momentous questions of life". On another occasion Swami Vivekananda said: "For a complete civilization the world is waiting, waiting for the treasures to come out of India, waiting for the marvellous spiritual inheritance of that race, which, through decades of degradation and misery, the nation has still clutched to her breast. The world is waiting for that treasure; little do you know how much of hunger and of thirst there is outside of India for these wonderful treasures of our forefathers. We talk here, we quarrel with each other, we laugh at and we ridicule everything sacred, till it has become almost a national vice to ridicule everything holy. Little do we understand the heart-pangs of millions waiting outside the walls, stretching forth their hands for a little sip of that nectar which our forefathers have preserved in this land of India." Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI), a Deemed to be University established by Ramakrishna Mission in the hallowed name of Swami Vivekananda has felt that behoves us, Indians, therefore, to reverentially study the glorious spiritual and cultural heritage of our own country before we can distribute 'that nectar' to others. Our University is therefore passionate about and committed to teach and sensitize the present generation of Indians, students and seniors alike, to the spiritual and cultural heritage of India. Week-end courses on the spiritual heritage of our holy land, based on the authentic scriptures like the Bhagavad-Gita, the Upanishads, (with Shankara's and Sridharaswami's commentaries), Bhagavatam, Ramayana, Shankaracharya's Vivekachudamani, Patanjali's Yoga Sutras, Swami Vivekananda's Raja Yoga, Bhakti Yoga, Jnana Yoga, Karma Yoga, lives and teachings of Sri Ramakrishna, Sri Sarada Devi, Swami Vivekananda, Sri Sri Ramakrishna Kathamrita, Sri Sri Ramakrishna Lilaprasanga, Survey of the Indian spiritual heritage and legacy in a nutshell (Veda, Tantra, Puranas apart from Gita, Upanishads, Mahabharata, Ramayana, etc.), Indian Classical Music with emphasis on Dhrupad Sangeet along with Pakhwaj, etc. These spiritual heritage classes are all taught by knowledgeable monks (sannyasins) of Ramakrishna Order and the number of monks involved in teaching Indian spiritual heritage is presently 11 and the number of courses taught is 21. Apart from these, Sanskrit is being taught

at three levels: preliminary, intermediate and advanced, both offline and online. During the Covid-19 pandemic period when all the classes were held online (on our own YouTube channel of the School of Indian Heritage), the number of viewers in just five months from July to November 2020 was nearly 5.6 lakh for 21 courses taught by 10 monks--an amazing number, showing the eagerness of people to learn about ancient Indian Knowledge Tradition (Bharatiya Jnana Parampara). Indian Knowledge System Research Project Grant from AICTE-IKS division: "The relevance and applicability of Kautilya's Arthashastra for solving current societal problems" (PI-Paromita Roy). The project focuses on the following thrust areas which are burning issues in the present world: i) Concept of One Health, ii) Swachh Bharat Mission, iii) Atma Nirbhar Bharat, iv) Environment and Disaster Management, and v) Preservation of justice as proclaimed in the Constitution of India. The project touches upon the above major thrust areas of modern times, which surprisingly have had great significance even in the court of the Mauryan Empire. The purpose is to revisit the ancient text with discernment and penetrative insight focus on areas wherein Kautilya has much to offer for the modern statesman as well as the common man, and create an amalgam of the best elements of the worlds, the ancient and modern. International workshops on Indian Knowledge System topics are organized on a regular basis on different themes such as, Advaitasiddhhi of Madhusudana-Saraswati, Paribhasendusekharah with Bhutivvyakhya, Bhamati, Tattvapradipika (Citsukhi), etc. Most of these workshops are conducted online. Extension lectures on Indian Knowledge System topics are conducted regularly. Journals on Indian Knowledge System topics published by the Department of Sanskrit and Philosophy: Regular publications in the Dept of Sanskrit and Philosophy, under the School of Indian Heritage, are a distinct feature of the University. Three journals are being published: (i) Prajnaloka, for research scholars and research faculty (fully in Sanskrit), (ii) Pratibhaloka, for Sanskrit students at the undergraduate and postgraduate levels (fully in Sanskrit), (iii) Prajnanam, trilingual journal for undergraduate and postgraduate students (in Sanskrit, Bengali and English). Journal Name Link Prajnaloka (ISSN 2320 5911) <https://sanskrit.rkmvu.ac.in/prajnaloka/> Dipasikha (ISSN: 2583-5629) <https://sanskrit.rkmvu.ac.in/dipasikha/> Manasollasini Parisad An Educational Institute is best known by the amount of expansion it makes beyond the academic syllabus. RKMVERI is yet a toddler dreaming to conquer mountains across the horizon. Once every week, we organize a programme, called Manasollasini. It is a platform to explore our performance skills. Students are always eager to perform. The students are divided into four groups, named Panini, Goutama, Kapila and Vyasa. Every group has a leader who guides the team. This is usually a Saturday special programme of one hour

duration, 2.30 to 3.30 p.m. Apart from group events, we also have story writing sessions, lectures, debates and ?loka recitation. The promising students or groups are awarded. This is one big platform to show our own creativity and ingenuity. Memorization of ancient Indian scriptures As part of the academic curriculum, the undergraduate and postgraduate students of Sanskrit are mandated to memorize (as was the ancient tradition in India) the entire Bhagavad-Gita, at least six major Upanishads, portions of the Vedas (like the Vedic Suktas, etc.)

## **20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

The curriculum designed and developed by the departments of the University address the needs of the society by offering need-based courses, skill-based and innovative programmes. The periodical revision of curriculum by involving industrialists, entrepreneurs, alumni and prominent members of civic society enable the University to address the developmental needs of the community at the regional and national levels. Curriculum transaction is carried out through proper, feasible, relevant instructional methods and strategies with necessary mechanism for ensuring consistent academic growth of the youth. The programmes offered by the various Departments periodically update its curriculum based on the recent developments and needs of the society to enhance the quality of education and students' employability. All innovative teaching- learning methods are reflected in the designed curricula with adequate practical/field oriented experiences in order to enable the youth to acquire life-oriented skills and abilities. Unique curricular practices to meet with local/national/regional/global needs: Contributing to National Development Developing intellectual skills among youth using appropriate methods and strategies Developing multi-linguistic skills and scholastic abilities so as to enable students to successfully perform in various competitive examinations Organizing cultural and sports events involving local public during specified days of public celebrations. Applying modern technological innovations evolved from various fields to uplift the social living standard of rural peopNurturing global competencies among students Nurturing global competencies among students Making them employable through necessary skill development Focusing on community-oriented programmes for knowledge acquisition and up-gradation of skilled human competencies in order to address the emerging crisis of economic development and industrial requirements at the regional and national level Inculcating value-system among students Developing positive attitude and inculcating moral and social values Providing opportunities for students to organize and participate in cultural programmes and imbibe traditional values depicted in our scripture

Promoting the use of Information Communication Technology  
Integrating technology into the curriculum as well as teaching-learning process  
Fostering easy access to digital learning resources  
Applying Management Information Systems in official transaction  
Pursuit for excellence  
Striving for excellence in providing soft skills in order to enhance employment opportunities for all students  
Developing scientific temper and specific skills among students to involve in more research activities and publication. Harnessing team spirit and social skills through undertaking community-oriented, trade related tasks/jobs  
Providing on-the-job training inter-linked with local industries  
Adopting villages by extending periodical need-based, socially useful, culturally relevant social service activities through various units/departments of the University  
Creating awareness on emerging trends in Education, Special Education, Agriculture Education, and fundamental sciences and the knowhow of integrating them with experience in real life setting.

#### **21.Distance education/online education:**

In response to the UGC guidelines titled "University Grants Commission (Open and Distance Learning) Regulations, 2017 " issued vide F. No. 2-4/2015 (DEB-III) dated 23 June, 2017, RKMVERI registered in UGC Distance Education Bureau (DEB) on 30 October 2020 and proposed to start two academic programmes in OL mode, namely, M.A in Sanskrit (2ys) and M.Sc in Computer Science (2ys). The details of the two online programmes are as follows:

Sl. No.	Department	Programme Name	Duration	No. of Credits
1	Computer Science	MSc Computer Science	2 years	80
2	Sanskrit and Philosophy	MA Sanskrit	2 years	96

According to guidelines of OL program work was initiated to prepare the first two of the four quadrants, namely Quadrant-I e-Tutorial having Video and Audio Contents, animation, simulations, virtual labs and Quadrant-II having Portable Document Format or e-Books, of the first two semesters. For preparation of the video lectures, the Subodh Lab having four high quality sound proof AC studios equipped with recording facility and online streaming facility was developed. But owing to the prevailing Covid-19 pandemic situation during whole of 2021 and part of 2022, with repeated lockdowns and the campus remaining closed, the progress in terms of recording the video lectures for the courses of two semesters as stipulated by the UGC ODL and OL Regulations was practically nil, and as a result the first quadrants could not be made ready. Further, the IT resources in the University became overloaded as we moved from regular classes to online classes for the existing courses/programmes run by the University. MA in Sanskrit Online programme has commenced from the academic session 2023-24 (launch date: 13 September 2023). Twenty one students had

initially taken admission to the programme.

## Extended Profile

### 1.Programme

1.1 50

Number of programmes offered during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

1.2 11

Number of departments offering academic programmes

### 2.Student

2.1 1578

Number of students during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 612

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 1437

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 0

Number of revaluation applications during the year

### 3.Academic

3.1 1291

Number of courses in all Programmes during the year

File Description	Documents
Data Template	<a href="#">View File</a>

3.2 129

Number of full time teachers during the year

File Description	Documents
Data Template	<a href="#">View File</a>

3.3 130

Number of sanctioned posts during the year

File Description	Documents
Data Template	<a href="#">View File</a>

#### 4. Institution

4.1 4195

Number of eligible applications received for admissions to all the Programmes during the year

File Description	Documents
Data Template	<a href="#">View File</a>

4.2 552

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



## Extended Profile

<b>1.Programme</b>	
1.1 Number of programmes offered during the year:	<b>50</b>
File Description	Documents
Data Template	<a href="#">View File</a>
1.2 Number of departments offering academic programmes	<b>11</b>
<b>2.Student</b>	
2.1 Number of students during the year	<b>1578</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of outgoing / final year students during the year:	<b>612</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of students appeared in the University examination during the year	<b>1437</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of revaluation applications during the year	<b>0</b>
<b>3.Academic</b>	
3.1	<b>1291</b>

Number of courses in all Programmes during the year						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
3.2	Number of full time teachers during the year	129				
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
3.3	Number of sanctioned posts during the year	130				
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
<b>4.Institution</b>						
4.1	Number of eligible applications received for admissions to all the Programmes during the year	4195				
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
4.2	Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	552				
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </table>			File Description	Documents	Data Template	<a href="#">View File</a>
File Description	Documents					
Data Template	<a href="#">View File</a>					
4.3	Total number of classrooms and seminar halls	132				
4.4	Total number of computers in the campus for academic purpose	450				

4.5	2275.2672
Total expenditure excluding salary during the year (INR in lakhs)	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

##### 1. Contributing to National Development:

- Developing intellectual skills among youth using appropriate methods and strategies
- Developing multi-linguistic skills and scholastic abilities so as to enable students to successfully perform in various competitive examinations
- Applying modern technological innovations evolved from various fields to uplift the social living standard of rural people

##### 2. Nurturing global competencies among students:

- Making them employable through necessary skill development
- Focusing on community-oriented programmes for knowledge acquisition and up-gradation of skilled human competencies in order to address the emerging crisis of economic development and industrial requirements at the regional and national level

##### 3. Inculcating value-system among students:

- Developing positive attitude and inculcating moral and social values

##### 4. Promoting the use of Information Communication Technology:

- Integrating technology into the curriculum as well as teaching-learning process
- Fostering easy access to digital learning resources

##### 5. Pursuit for excellence:

- Striving for excellence in providing soft skills into enhance employment opportunities- Developing scientific temper and specific skills to involve in more research activities and publication
- Harnessing team spirit and social skills through undertaking community-oriented, trade related tasks/jobs-Adopting villages by extending periodical need-based, socially useful, culturally relevant social service activities through various units/departments of the University
- Creating awareness on emerging trends in Education, Special Education, Agriculture Education, and fundamental sciences and the knowhow of integrating them with experience in real life setting

6. Offering Unique Degree Postgraduate Programmes that are currently not offered as academic programme in the Eastern part of India and that are more relevant in prevailing times.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**1.1.2 - Number of Programmes where syllabus revision was carried out during the year**

15

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year**

**1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year**

793

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.2 - Academic Flexibility**

**1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year**

87

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year**

31

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.3 - Curriculum Enrichment**

**1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

These issues are addressed in many courses across various programmes. The activities include:

**Gender:** Equal opportunities to girl students to participate in curricular and extra-curricular activities. Organizing lectures, seminars and observing International Women’s Day to sensitize the students in gender issues. Cultural programmes emphasizing the significance of women on the occasion of 150th Birth Anniversary of Sister Nivedita.

**Environment & Sustainability:** World Environment Day is observed and youth rallies are organized as out-reach activities to sensitize the students regarding environment awareness. Active participation in cleanliness drives as part of Swachh Bharath Abhiyan, use of renewable source of energy and bio-degradable items instill the values of environmental sensitivity and social responsibility.

**Human Values and Professional Ethics:** Our form of the Freshers’ Welcome—the elevating vidyarthi-vrata-homa, could well be the anti-

dote of the menace of 'ragging'. The students are administered five vows that are essential for a true knowledge-seeker in an institutional set up and they are charged with the responsibility of sincerely adhering to these vows in letter and spirit.

Some of the activities developing human values among students:

- Blood donation, NSS, Leadership Training & Rural Coaching Camps
- Educational exhibitions creating awareness on disabilities
- International day of Yoga
- Week for Holistic Welfare of Children with Disabilities
- Unified Play Day
- International Day of Persons with Disabilities

A separate course on Value Education is entwined in the curriculum. Participation in extension programmes, seminars, workshops, conferences, etc. benefit students to learn and imbibe professional ethics.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year**

**82**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.3.3 - Total number of students enrolled in the courses under 1.3.2 above**

**1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year**

**1832**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.3.4 - Number of students undertaking field projects / research projects / internships during the year**

603

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.4 - Feedback System**

**1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni**

- All 4 of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**1.4.2 - Feedback processes of the institution may be classified as follows**

- Feedback collected, analysed and action has been taken

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Demand Ratio**

**2.1.1.1 - Number of seats available during the year**

1009

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)**

<b>2.1.2.1 - Number of actual students admitted from the reserved categories during the year</b>	
339	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.2 - Catering to Student Diversity**

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

**For slow learners**

- Remedial classes are organized and individualized specific instructional materials are provided
- Level-appropriate academic guidance for utilizing library resources is provided
- Parents are informed of the progress of their wards and the outcome of parent-teacher interaction meetings are implemented in spirit

**For Advanced learners**

Advanced learners are identified based on their performance outcomes through continuous comprehensive evaluation and interactions in the classroom by the faculty members. Their learning needs are addressed as detailed below:

- Students are directed to appear for NET, SET, TNPSC and UPSC coaching classes for Competitive Examinations
- They are encouraged by endowment awards, proficiency prizes and best outgoing student awards for their outstanding performance in different academic activities
- They are also motivated to participate in the intercollegiate competitions, quiz programmes and undertake innovative projects.
- The expenses incurred towards the participation of such events are met by the institution
- They are encouraged to write articles in the magazines and publish articles in the reputed journals
- They are motivated and encouraged to attend summer training programmes organized by reputed research organizations

Advanced learners are encouraged to undergo free on-line ICT



- enabled certificate courses offered by universities abroad
- Provides advanced course alternatives for fastlearners who have demonstrated higher competencies

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	<a href="#">Nil</a>

### 2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
1578	129

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

Methods of teaching practised by the departments are:

- Lecture cum Demonstration(Laboratory experiments) Audio-visual method (Power Point presentation and video lessons)
- Group discussion and peer-team teaching
- Problem solving method through assignments
- Seminar presentation
- Experiential learning (Industrial visits, Field visits, study tour and projects)
- Learning by rural living, with the students visiting the villages, living with the villagers and participating in their day-to-day activities to gain firsthand knowledge of what they study in the class room
- Participating in supportive services of the disabled
- Poster presentation, and independent term projects
- Preparation and Exhibiting models
- Guided composition and Free composition

Learning is made student-centric in the following ways also:

- Remedial coaching classes are conducted to the slow learners after the working hours
- Group discussion and case study methods are adopted
- In order to understand the psychological perspectives of freshers admitted in all the courses, experienced faculty members interact with them. Outcome of this interaction helps the faculty members to plan/adapt/modify appropriate curricular and co-curricular activities during the course of the study.
- Daily prayer, Common prayer meeting, Spiritual retreats, Youth camps and Spiritual discourses facilitate the students to inculcate moral, ethical and culture-based values. Value Education and Environmental Studies are mandatory in the curriculum.
- Extension activities organized by the students and faculty facilitate in bringing out their leadership qualities
- Strict morning study hours

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Since the Covid pandemic the use of ICT enabled tools have continued to be the mainstay of teaching. The teachers were proficient to upskill themselves in using the online meeting softwares such as Google Meet, Zoom, Microsoft Teams, Cisco Webex, and so on.

Various features such as presentation, annotation, desktop sharing, Thumb rising, chat etc were effectively put to use in the teaching-learning process.

Sharing of e-resources with the students got naturally enabled in the online mode of teaching. The institutional LMS (Moodle), Google Classroom were crucial in distributing teaching learning materials and also for collection and grading coding assignments

The preparedness of the faculty to suit themselves in online tutoring methods was well appreciated by the students.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>2.3.3 - Ratio of students to mentor for academic and other related issues during the year</b>	
<b>2.3.3.1 - Number of mentors</b>	
107	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>2.4 - Teacher Profile and Quality</b>	
<b>2.4.1 - Total Number of full time teachers against sanctioned posts during the year</b>	
129	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year</b>	
121	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.4.3 - Total teaching experience of full time teachers in the same institution during the year</b>	
<b>2.4.3.1 - Total experience of full-time teachers</b>	
721 years	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year</b>	

11

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 2.5 - Evaluation Process and Reforms

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

63

#### 2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

63

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

#### Select Examination Procedures and Reforms

- CGPA system of grading (based on 10-point scale) for all programmes
- For PG courses the evaluated answer scripts are shown to the students and personal feedback with suggestions for improvement are provided
- For UG courses there is provision for retotaling and even re-evaluation

- Faculty takes measures to make necessary modifications in the curriculum transaction strategies based on assesment and post-examination feedbacks
- Scribe facility and alternate mode of assessment strategies are provided for students with disabilities

**Integrating ICT in the assessment and evaluation process**

- ICT facilities are used by students for presenting seminars, synopsis of dissertation work, project work, activities of various clubs etc.
- Consolidation of Internal assessment and External Assessment marks using various softwares
- Communicative skills of the students are assessed using the ICT facilities in the English Language Lab
- Question paper setting for all the subjects is done using computers by the respective teachers
- Results processing is fully automated

**Continuous Internal Assessment**

- The assessment is done through various means including: 1. Written tests 2. Assignments 3. Seminar-Presentations 4. Projects 5. Field visits 6. Lab experiences 7. Group discussions/activities etc. as per the norms of the University
- Appropriate weightage is provided in internal and external assessments
- The entire internal assessment is transparent to cater to students of varied learning styles

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**2.5.4 - Status of automation of Examination division along with approved Examination Manual**

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

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Program outcomes (POs) of all the programmes are attained through realization of course outcomes (COs), which are inherently alligned with the former. The COs are also mapped with the POs based on the Bloom's Taxonomy of Educational Objectives. The POs are identified as per the regulatory bodies to meet the global standards as well as employer requirements. The COs are identified as per the course content and objectives within the programme framework. In general, the number of hours required for the course including theory and practical components, the weightage of content, the pattern of evaluation to be followed while assigning outcomes, are vital issues to be addressed by the faculty and members of Board of Studies. The COs are planned and designed so as to cover the entire syllabus and the assigned skills/competencies. Each CO is further divided into 2 or 3 course indicators, which reflect the capabilities acquired by students through the course. Based on these indicators the assessment patterns are designed which ensure that the students attempt all the pre-planned outcomes.

The course syllabus proposed by concerned faculty, on approval from BoS, is circulated among the department faculty and introduced to the students at the commencement of the course; the latter are also apprised of the expected COs along with assessment and evaluation patterns.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The objective of examination is to evaluate the students' pursuit of the outcomes specified for different courses of various programmes. There is a need for a robust, reliable and credible examination/evaluation system, and timely declaration of results is an important consideration. The Deemed University by conducting examinations in a fair and precise manner ensures the fulfilment of the above objective. In order to have standard, uniform and credible process and to have better transparency, the examination

system is computerized with the help of Examination Management System. Besides that continuous and comprehensive evaluation is implemented to take care of Scholastic and non Scholastic aspects. Also there is a scope of flexibility in the system, so as to adapt to the changing needs on continuous basis.

**Continuous Internal Assessment:** This is applied as a mechanism for monitoring the consistent, sustained learning outcomes of students in all programmes. Students' learning outcomes are formally analyzed using their level of competency in tests, seminars, assignments, presentations, projects, practical activities, field engagement and internship on regular basis. The barriers are identified through analysis of student performance in all the above key aspects and steps are taken to overcome these barriers. The corrected answer-sheets are shown to the students for verification, and grievances, if any, are redressed immediately. Low achievers are identified on the basis of continuous assessment and corrective measures are taken to help them overcome their difficulties. High achievers are also identified and recommended for further enrichment activities.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.6.3 - Number of students passed during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

612

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

<http://www.rkmvu.ac.in/aqar23/sd.php?id=Criteria-2/2.7.1/>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

The R&D infrastructure of RKMVERI is new and state of the art. Recent developments include:

- Development of Biosafety Level-II Microbiology Laboratory
- Development of Environmental Chemistry Laboratory
- Development of Thermal Imaging System (Infrared Thermographic System) for monitoring animal physiology
- Establishment of Commercial Plant Tissue Culture Facility for Entrepreneurial development
- Establishment of an automated weather station

The reseach promotion policy can be found in this link: <https://rkmu.ac.in/wp-content/uploads/2022/01/RKMVERI-Handbook-2021-for-ResearchPolicy.pdf>

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

0.09865

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

2

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year



<b>109</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

<b>3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery</b>	<b>A. Any 4 or more of the above</b>
--	--------------------------------------

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year**

**9**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.2 - Resource Mobilization for Research**

**3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)**

**30.53**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)**

1191.12

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

0.27

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.3 - Innovation Ecosystem**

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

A. The ARD Faculty Centre and its Krishi Vigyan Kendras (KVK) namely Sasya Shyamala KVK and Dhanyaganga KVK have been reaching rural people through technological interventions, input supply, farm advisory, and diagnostic services. These endeavors, apart from fulfilling the institutional mandates of serving rural people, helped improve the financial sustainability of several enterprises such as diagnostic services and technology generation.

B. Continuous Improvements are being made to the existing Products/processes/methods/techniques:

1. AgriBioTech unit is the only center in West-Bengal forming part of the All-India-Network-Programme-on-Organic-Farming (AI-NPOF) of the ICAR and this centre has already transferred, upon validation, five technologies to its parent body ICAR for onward transmission and dissemination to various industries and farming communities.
2. The commercial plant tissue culture laboratory established at the Narendrapur campus with a vision of scaling up the existing banana tissue culture and its regeneration methods.
3. The Quality Testing Laboratory of Narendrapur campus does testing quality standards of medicinal plants that achieved certification from ISM Drugs Control, West Bengal and

Ministry of AYUSH, Govt. of India.

**C: Agribusiness Incubation Center for rural Jharkhand** The Ranchi faculty center conducts agribusiness incubation training programmes on skill development for the rural youths of Jharkhand. The initiative with Divyayan KVK was able to successfully train and transfer skillon Professional Gardening, Mushroom cultivation, Poultry Farming, Fishery breeding, dairy farming, bee keeping, and organic farming. The incubatees are provided with Rs5000/- per month during the training period.

**D. State-of-the-art Quantum Materials (Superconductivity) Technology - A new age innovation**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year**

60

**3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year**

60

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year**

**3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year**

1

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

<b>3.4 - Research Publications and Awards</b>							
<b>3.4.1 - The institution ensures implementation of its stated Code of Ethics for research</b>							
<b>3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following</b>  <b>1. Inclusion of research ethics in the research methodology course work</b> <b>2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)</b> <b>3. Plagiarism check</b> <b>4. Research Advisory Committee</b>	<b>A. All of the above</b>						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Upload relevant supporting document</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Upload relevant supporting document	<a href="#">View File</a>			
File Description	Documents						
Upload relevant supporting document	<a href="#">View File</a>						
<b>3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards</b> <b>Commendation and monetary incentive at a University function</b> <b>Commendation and medal at a University function</b> <b>Certificate of honor</b> <b>Announcement in the Newsletter / website</b>	<b>D. Any 1 of the above</b>						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Upload the data template</td> <td><a href="#">View File</a></td> </tr> <tr> <td>Upload relevant supporting document</td> <td><b>No File Uploaded</b></td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	<a href="#">View File</a>	Upload relevant supporting document	<b>No File Uploaded</b>	
File Description	Documents						
Upload the data template	<a href="#">View File</a>						
Upload relevant supporting document	<b>No File Uploaded</b>						
<b>3.4.3 - Number of Patents published/awarded during the year</b>							
<b>3.4.3.1 - Total number of Patents published/awarded year wise during the year</b>							
<b>2</b>							
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Upload the data template</td> <td><a href="#">View File</a></td> </tr> <tr> <td>Upload relevant supporting document</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	<a href="#">View File</a>	Upload relevant supporting document	<a href="#">View File</a>	
File Description	Documents						
Upload the data template	<a href="#">View File</a>						
Upload relevant supporting document	<a href="#">View File</a>						

<b>3.4.4 - Number of Ph.D's awarded per teacher during the year</b>	
<b>3.4.4.1 - How many Ph.D's are awarded during the year</b>	
12	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year</b>	
0.92	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.6 - Number of books and chapters in edited volumes published per teacher during the year</b>	
<b>3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year</b>	
20	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS</b>	<b>D. Any 2 of the above</b>
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**

Scopus	Web of Science
7.69	NA

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	<a href="#">View File</a>

**3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**

Scopus	Web of Science
33	NA

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	No File Uploaded

**3.5 - Consultancy**

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

**Institution has a policy on consultancy.**  
 Link to the document is <http://rkmvu.ac.in/overview/rkmveri-policy-handbook/>

File Description	Documents
Upload relevant supporting document	No File Uploaded

**3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)**

**3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)**

5.26

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.6 - Extension Activities**

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

The various departments of the University organize a large number of extension activities related to their respective area of specialization. Opportunities are provided to the students to engage in various activities at neighbourhood villages as a part of curriculum. Extension activities make an impact on students and sensitize them in the following ways:

- Extension activities, including those related to clean-up activities together with the awareness, reduce, reuse and recycle campaigns, sensitize various sectors of non-academic community to deepen their concern to the needs of people in the neighbourhood.
- Extension activities benefit the University to harness community resource and share the institutional resources to identify the needs and engage the community towards self-reliance
- Extension activities make the students to understand the principles by which these operate, like self-support, self-reliance, self-sustaining, and self-propelling principles
- The major focus of extension activities is to promote activities in the area of social and environmental development with emphasis on promoting social integration

Impact of expected outcomes of the extension activities upon students' learning experience:

- Enrichment of basic knowledge in their respective subjects
- Formulation of research problems using primary source of information
- Undertaking research studies on selective thrust areas
- Development of leadership qualities and organizational skills
- Enhancement of field-oriented research experience and team

effort

- Realizing the importance of social responsibility, social service, scientific temper and environmental consciousness

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year**

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

2

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

48

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year**

4455

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>



<b>3.7 - Collaboration</b>	
<b>3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year</b>	
<b>3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year</b>	
146	
<b>File Description</b>	<b>Documents</b>
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year</b>	
19	
<b>File Description</b>	<b>Documents</b>
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>INFRASTRUCTURE AND LEARNING RESOURCES</b>	
<b>4.1 - Physical Facilities</b>	
4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.	
<p>The RKMVERI is a multi-campus University having its main campus at Belur Math. The total area spread over to 844.3 acres with Belur main campus and the three approved campuses at Coimbatore, Narendrapur and Ranchi. To support and facilitate teaching-learning process, the campuses are endowed with necessary infrastructure including buildings, well-furnished classrooms, equipment and state-of-the-art laboratories. Each Department has adequate physical space and academic infrastructure for the following:</p> <ul style="list-style-type: none"> <li>Classrooms - RKMVERI has over hundred smart classrooms for</li> </ul>	

various UG, PG and Research Programmes. Majority of the classes are equipped with LCD, LAN and Wi-Fi connectivity

- The campus-wide LAN is powered by state-of-the-art open source networking software on Linux platform
- Laboratories (Media, Computer, Psychology, Assistive Technology, Sports Psychology, Exercise Physiology, Kinesiology and Biomechanics, Adapted Physical Education and Games, Health, Physiotherapy and Sports Medicine, Microbiology, Soil Science, Mushroom Unit, Quality Control & Molecular Biology, Bio-fungicide and Science at various campuses)
- Central Libraries and Department libraries are equipped with adequate number of instructional resources catering to the specific research and curricular needs of the students and curricular transaction requirements of the faculty
- Seminar Halls and Auditoria with LCD facilities and adequate seating capacities
- Research Block

The laboratories are designed with the safety features to create an excellent ambience and atmosphere for work. They are supported with accessible and barrier free environment.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

A well-equipped sports complex provides indoor and outdoor sports and games for both girls and boys to nurture their sporting talents. There are 28 sports fields to accommodate more than 1000 students. The University also has a yoga centre and a modern gymnasium to provide specialized training to students, faculty and staff.

[Data format] Description of Sport/Game, Total area in Sq Mtrs  
Outdoor Facilities:

- Athletics track (400 mts) - 1No, 15664
- Basketball court - 2Nos, 840
- Ball Badminton court - 2Nos, 576
- Cricket oval ground - 1No, 11304

- Cricket net practice - 2Nos, 960
- Football field - 1No, 8000
- Handball court - 1No, 800
- Hockey field - 1No, 5027
- Kabaddi court - 2Nos, 270
- Kho-Kho field - 2Nos, 832
- Volleyball court - 3Nos, 486
- Tennis court - 3Nos, 783
- Throwball court - 2Nos, 450
- Bocce courts - 2Nos, 180
- Table Tennis - 3Nos, 250
- Indoor Facilities:
- Fitness Centre for Men - 1No, 650
- Indoor Badminton Courts - 4Nos, 344
- Indoor Synthetic Tennis Courts - 2Nos, 324
- Multipurpose Hall - 1No, 1200
- Yoga Centre - 1No, 350
- Gymnasium - 1No, 167

Other facilities provided :

- Ball feeding machine - Cricket, Tennis and Table tennis
- Martial arts resource centre (Kalaripayattu)
- Well-equipped fitness centre
- Adapted games facilities for persons with disabilities
- Separate playgrounds attached to each hostel in addition to common playgrounds
- Multipurpose indoor stadium used for conducting national/international sports events and also for cultural activities that can accommodate more than 2000 audience

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

4.1.3 - Availability of general campus facilities and overall ambience

RKMVERI is a multi-campus university in three different states- namely Tamil Nadu, Jharkhand, and West Bengal. The main campus at Belur has the situational advantage of being at close proximity to the National heritage site-The Belur Math which has a spiritually elevating, culturally nurturing and intellectually inspiring ambience- such a rare ambience created by the untiring efforts of the pure, unselfish, and all renouncing souls of this nation produces a penetrating effect in all its surrounding institutions- RKMVERI being one of them. The campus buildings are all

technically equipped with seamless access to internet facility. Students recreational rooms, fitness centre, central library with latest books of international repute, and 18 hour access to state of the art computer laboratories provide abundant learning opportunities, create confidence, and induces true inspiration to better thinking and creativity.

The Coimbatore Off-Campus centre is located in a salubrious and serene environment of Ramakrishna Mission Vidyalaya of Coimbatore, befitting for imparting and receiving the education. All the buildings situated in Spectacular Sprawling campus of the GAPEY are well connected by roads. There are beautiful gardens all over with many a species of plants. An Indoor stadium of international standards, a well equipped Gymnasium, a Tennis Indoor stadium, various play fields belonging to Vidyalaya cater to the recreational needs. Large GKD Auditorium with a capacity of 800 is the place where we organize cultural events and seminars. There are Ramayana Park and Vivekananda Park for relaxation.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

724.66

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**4.2 - Library as a Learning Resource**

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Campus/Faculty || Name of the ILMS software || Nature of automation (fully or partially) || Version || Year of automation

Belur Koha Full 19.11.06 2009 (Link: <http://lib.rkmvu.ac.in/>)

Narendrapur Koha Full 19.11.06 2018

Coimbatore-FDMSE KOHA Fully 17.11 2018

Coimbatore-FAR KOHA Fully 3.18 2018

Ranchi OpenBiblio Partial 0.7.2 2016

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases**

**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

58.9799427

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)**

457

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.3 - IT Infrastructure**

**4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year**

129

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

The University provides a range of IT facilities to help students and faculty. This includes extensive computer provision, wireless Internet, disable-friendly software, access for disabled students, and dedicated staff giving all the support needed. The University has a liberal budget towards the setup and maintenance of IT infrastructure, keeping pace with rapid change in technology.

The ICT portal enables ubiquitous and seamless access to educational resources by the students through unique user login anytime and on any computing device. It is envisaged that the infrastructure will be updated to provide a host of capabilities around educational resource delivery in a phased manner as part of ICT deployment. Some of the capabilities are listed below:

- High performance computing servers
- Course Management - Complete details of the course along with study materials, digital content and additional resources
- Time Table for the whole semester is given in advance
- Teaching Plan along with the content to be covered in the class
- Digital content in .docx, .pptx, .pdf, .mp4, .mp3 formats
- Student's Attendance for every class
- Sessional Marks of every internal assessment conducted is available to the students
- E-Notice Board - Information, Notices, Circulars are provided in this section
- Feedback - Feedback on teaching-learning, facilities, innovative pedagogy etc. are collected
- An exclusive centralized Helpdesk is introduced to provide technology support to all

The campus-wide stratified LAN interconnects and provides privileged access to internet in the computers of the University.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.3.3 - Student - Computer ratio during the year**

Number of students	Number of Computers available to students for academic purposes
<b>1578</b>	<b>350</b>

**4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)**

• **500 MBPS - 1 GBPS**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing**

**A. All of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Upload the data template	<a href="#">View File</a>

**4.4 - Maintenance of Campus Infrastructure**

**4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year**

**133842567**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

- The Maintenance Department of the University is headed by a qualified technical expert and has support staff such as plumbers, electricians, carpenters, mechanics, etc.
- The University sets aside 33% of its budget towards maintenance and logistics - a portion of which budget is utilized for continuous upgradation of its facilities
- The maintenance department also ensures uninterrupted power supply and maintenance of electrical assets. The maintenance of equipment like generator sets, general lighting, power distribution system, solar panels etc. are undertaken as per their preventive maintenance schedules, guidelines by the equipment supplier.
- Classrooms, staff rooms, conference halls and laboratories, etc. are cleaned and maintained regularly by non-teaching staff
- Periodic reporting on requirements of repairs and maintenance are submitted by the HoDs to the Administrative office. The requirements are collectively processed in every semester-break to keep things ready for the new semester.
- All the departments take care of timely maintenance of the laboratory equipment. Most of the maintenance work is completed during summer break and a close monitoring of maintenance activities is a prime responsibility of heads of the departments.
- Maintenance of every new computer is covered under warranty for a maximum period of three years. The computers and accessories are tagged by date of purchase and supplier in order to effectively avail timely contractual maintenance support.
- The custom-made chairs and other furniture in the classrooms are maintained by the supplier on call basis

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)**



843

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year**

109

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology**

**B. Any 3 of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**• All of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**5.2 - Student Progression**

**5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)**

**5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**

**46**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.2.2 - Total number of placement of outgoing students during the year**

**159**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year**

**111**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.3 - Student Participation and Activities**

**5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year**

**31**

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File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

**Student Council** The Council organizes various student activities and extends support to organize extension activities of each off-campus centres of the University. The office-bearers are nominated to the Student Council. The Council organizes various student activities and also extends support to organize extension activities. The common functions like student association meetings, students' expo, blood donation camps and annual day are organized by the students' council.

**Associations:** Association meetings are conducted in all the departments involving subject experts and eminent personalities.

- In Coimbatore campus, Students Literary Association functions with an objective of organizing various competitions like debate, oratorical, recital etc. The Intramural Committee organizes and officiates various sports and games including those for disabled.
- The Department of IRDM, Narendrapur has a Student Council which is responsible for the functioning of various clubs in the institute such as quiz, photography, literary, music, drama, voyage and eco club, which encourages students to portray their latent talents.
- The Department of IRTDM as well as Belur Campus have, instead of Student Council, different student groups are formed headed by a student representative selected through common consensus, each group having a teacher-adviser. The group organizes activities like educational exhibition, Swachh Bharath, etc., and extends support to organize extension activities of the Faculty.

The students are represented on the academic & administrative bodies/committees of the institution through Library Advisory Committee, Sports Advisory Committee, and several other committees/Cells (Placement Cells, Gender sensitization cells, Anti-ragging cells, Anti-discrimination cells, Cultural committee, etc.).

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year**

64

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.4 - Alumni Engagement**

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

Alumni are one of the main stakeholders of the RKMVERI. Alumni association functions at each campus of the University. They contribute immensely by sharing their expertise in various ways like advocating for placement and internship, providing feedback on curriculum, delivering special lectures and motivating enrolled students.

The role of the alumni for the effective functioning of the University is as follows:

1. Facilitate mutual interaction among alumni of the University
2. Keep them connected with the activities of the department/University
3. Provide continuous feedback on various activities of the department/ University
4. Contributing to professional development activities as member of various committees
5. Participate in alumni meetings conducted at least once a year

Also,

- The Alumni working at reputed institutes located at various states in the country are helping research scholars in their research and developmental activities, through faculty development programs.

- There is an Alumni Association for all the students of Ramakrishna Mission Vidyalaya, Coimbatore Campus (All Vidyalaya Alumni Association - AVAA). The AVAA website provides updates on activities and keeps the alumni connected with the institution. Alumni contribute to the development of the university by sharing their expertise in various ways such as external examiners, guest faculty, and their feedback on curriculum.
- A separate website (<http://www.srkv.org/aboutus/alumni-registration/>) is devoted for online registration of Alumni.
- A dedicated Alumni-portal is under construction

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**

D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

This University established to actualize the educational vision of Swami Vivekananda through effective collective leadership by a group of dedicated monks at the helm of affairs supported by two strong layers of committed faculty and non-teaching staff members devoted to Ramakrishna Mission's ideology of "grow and serve".

The choice of 'thrust areas' based on the following criteria: one, they should be 'gap areas' in that these areas are scarcely addressed by other conventional Universities in India and two, these directly impact the quality of life of the common man. Several 'Off-Campus' Centres have been chosen from among the Centres of the Ramakrishna Mission, each one devoted to a particular 'thrust area' as the niche area in which this Centre strives to achieve excellence.

Starting from the Chancellor who is the ex-officio General Secretary of Ramakrishna Mission, at the apex of the pyramid followed by the Vice Chancellor down to the various officers at the Head Office, all of them are appointed as per UGC Regulations from among the qualified monks of the Ramakrishna Order to ensure the actualization of the vision and the mission of the University.

The governing structure empowers the Dean, HoDs and the teachers not only to effectively participate in taking decisions, but satisfies their creative and innovative urges to actualize the emerging trends in their particular niche area of specialization.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

The programmes and courses in the 'thrust areas' of the University are subsumed into various 'Schools' operating in the 'Off-Campus' Centres as decentralized Units under the administrative control of the respective Heads of these Centres appointed by the Sponsoring Society from among the qualified monks of Ramakrishna Order. Thus, a two-tier decentralized governance structure is in place: one, the Vice Chancellor, along with Pro-Vice Chancellor, Registrar and his team, CoE, etc., at the Head Office located in Belur overseeing the academic part of the Schools in the 'Off-Campus' Centre devoted to a certain 'thrust area' and two, the Administrative Head of the respective 'Off-Campus' Centre, being the Head of that Centre, along with the Assistant Administrative Head, Dean, HoDs and other faculty members overseeing all the details of the day-to-day functioning. Both these tiers converge at the level of Chancellor and Pro-Chancellor at the Belur Math Headquarters of the Sponsoring Society, namely Ramakrishna Mission which appoints the Heads of the various branch-Centres (that house the Faculty Centres of the University) who act as Administrative Heads of the Faculty. The Chancellor (who is General Secretary of Ramakrishna Mission ex-officio) appoints the Vice Chancellor as per UGC Regulations. Thus, decentralization and participative management are built into the very constitution of the University from its inception.

Organogram of governing structure: <http://rkmvu.ac.in/RKMVERI-Organogram>

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic plan is effectively deployed

The perspective/strategic plan conceived at the very inception of the University in choosing the various 'thrust areas' in an attempt to actualize Swami Vivekananda's educational vision, the motivation for the choice of the 'thrust areas' coming essentially from the considerations given below is an excellent example in this context:

1. These 'thrust areas' should be 'gap areas' in the sense that these areas scarcely receive any attention in most of our conventional Universities.
2. These 'thrust areas' should benefit the common people, particularly the underprivileged and the rural/tribal sections of the society, to foster social commitment of higher education institutions as taught by Swami Vivekananda.
3. The Ramakrishna Mission Centres through which the 'thrust areas' are operationalized should have a high degree of expertise, facilities and resources in these areas over the decades justifying its organic inclusion in higher education.
4. Swami Vivekananda's emphasis on the cultivation of sciences, both 'natural and humanistic'.

In implementation of the above perspective/strategic plan of deployment, the 'thrust areas' are operationalized through Specialized Faculty Centres located at various Ramakrishna Mission Centres:

1. Belur—School of Indian Heritage and School of Mathematical Sciences
2. Coimbatore—School of Rehabilitation Science and Physical Education
3. Ranchi—School of 'Agriculture, Rural and Tribal Development'
4. Narendrapur—Schools in Agriculture and Rural Development, Environment and Disaster Management, Biological Sciences

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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.

**Board of Management (BoM):** The Board of Management is the apex governing body of RKMVERI and chaired by the Vice Chancellor (VC). The BoM exercises full autonomy over academic and administrative affairs.

The administrative officers are appointed as per the UGC norms.

RKMVERI is administered through the following tiers:

- The Chancellor, being the General Secretary of Ramakrishna Math and Ramakrishna Mission (ex-officio), of the university is the nominal head addressed as President
- The Vice Chancellor, appointed according to University Grants Commission (UGC) guidelines is a qualified and competent monk of the Ramakrishna Order
- The Registrar is the administrative head of the institution and is the ex-officio Secretary of the Board of Management
- Administrative Heads of the various off-campus centres of the University, who are the ex-officio heads of the branch-centres in which the Faculties are located, are in charge of the day-to-day administration of the respective centres
- The appointed Deans manage the academic activities of each Department. Heads of Departments, faculty members support the Deans in the smooth functioning of the academics.

Various statutory bodies are formed at the University as per the UGC guidelines for the smooth conduct of academic and administrative activities which include Internal Quality Assurance Cell (IQAC), Academic Council, Finance Committee, Planning and Monitoring Board, Board of Studies (BoS), Grievance Redressal Committee etc.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**6.2.3 - Institution Implements e-governance in its areas of operations**



<p><b>6.2.3.1 - e-governance is implemented covering following areas of operation</b></p> <p><b>1. Administration</b>  <b>2. Finance and Accounts</b>  <b>3. Student Admission and Support</b>  <b>4. Examination</b></p>	<p><b>A. All of the above</b></p>
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File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.3 - Faculty Empowerment Strategies**

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

The following welfare measures are effectively available for our teaching and non-teaching staff:

1. Medical treatment: Outdoor treatment—almost free medical checkup (including X-ray, ECG, ultrasonography at very low cost, etc.) along with medicines for free, free homeopathic treatment with free medicines, at the Charitable Dispensary at Belur Math; Ayurvedic clinic at Ramakrishna Mission Ashrama at Narendrapur
2. Medical treatment: Indoor treatment at Ramakrishna Mission Sevapratishtan, (a 600-bed hospital in the heart of Kolkata) at highly reasonable cost for the employees as well as their close relatives
3. Financial Assistance for education of the children of employees dying in harness
4. Free classes to learn computer basics, elementary Sanskrit, communicative English, Indian spiritual heritage
5. Encouragement with sponsorship to develop skills like driving, computer operation, karate, etc.
6. Arrangement for spending some quiet days during vacation for relaxation and mental/spiritual rejuvenation at the organization’s Ashramas for the employees and their close relatives

Following welfare measures are provided to the employees of the Sasya Shyamala KVK, RKMVERI -

1. Twice a week Ramakrishna Mission SevaPratisthan runs a medical camp at KVK campus in Arapanch. Employees take the advantage for their treatment and check-up.
2. Medical Reimbursement benefit of an amount of maximum Rs. 75,000.00 in case of hospitalization is extended to the employees through medical insurance
3. Gratuity benefit, and Group savings linked insurance (GSLI) benefit are also provided to the employees

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year**

9

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

2

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)**

26

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 6.4 - Financial Management and Resource Mobilization

### 6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The University generates funds from both govt and non-govt funding and from student tuition fees

All the university receipts are initially deposited in University's General Fund Account. After day-to-day review of expenditure, the available funds are invested for short term period for generating interest.

The Board of Management of the University and finance committee have directed the university for,

- Optimum utilization of assets i.e. land, buildings, equipment, vehicles, furniture etc. effectively through reuse and sharing
- Effective administration that nurtures quality and promotes an equal opportunity environment that results in additional revenue generation
- Availing Government/Private Grants and CSR funds to the maximum extent possible
- Additional revenue generation by way of conducting new programmes/courses/training schemes and in coordination with the external agencies
- Reaching out to Philanthropists and NGO's for donations and CSR funding for various time-bound skill-oriented training programmes conducted by the university
- Carrying out Purchases of digital equipment through tendering. Through this university gets competitive rates and trackable procurement.
- All major equipment, computers & printers, instruments etc. are purchased on three years warranty basis. This reduces the AMC cost.
- Various committees like Technical Committee, Purchase Committee, Sales Committee, etc. are framed to make policies, take decisions and accord sanctions for effective utilization of funds

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

544

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)**

504.21465

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.4.4 - Institution conducts internal and external financial audits regularly**

The University conducts both internal and external financial audits every year. Internal audits are conducted in every quarter of each year whereas the external audit is conducted at the end of each financial year. All the departments maintain accounts as per the regulations of the University and guidelines of Ramakrishna Mission Headquarters at Belur Math framed in the light of financial rules of Govt. of India for charitable organization. Finance officer is responsible for managing accounts and monitoring audit reports. Qualified Chartered Accountants are engaged in conducting entire audit process. While the accounts of the various Faculty Centres in the 'off-campus' centres are audited by the respective chartered accountants, a consolidated statement of accounts, income and expenditure and balance sheet taking into account the audited statements of all the 'off-campus' centres is prepared that reflects the financial status of the University as a whole.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**6.5 - Internal Quality Assurance System**

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning

process, structures & methodologies of operations and learning outcomes at periodic intervals

Vibrant initiative of the IQAC and their outcomes include:

- Feedback analysis from all stakeholders
- Conduct of Academic and Administrative Audit and its follow up action
- Conducting induction programmes for newly recruited staff members
- Conducting Programmes on quality aspects and its documentation
- Conducting Professional development programmes for Teaching and Non-teaching staff
- Collection of self-appraisal forms from staff and their analysis

Collaborative Initiatives

- FDMSE in Coimbatore Campus and C-DAC Hyderabad have jointly designed and developed android based mobile apps for the video content of Indian Sign Language (ISL) in 11 Indian languages. The one of their kind apps were hosted in Digital India initiative portal for creating general awareness on ISL, and for the benefit of anyone interacting with persons having hearing impairments. These mobile apps are available free of charge for all.
- FDMSE publishes a Quarterly Magazine "Wonders of Touch" for Children with Special Needs in collaboration with Access Braille Organization, U.S.A. It is published with contents in both Braille and Large print, including Tactile Graphics.
- The Faculty of GAPEY organizes Adapted Sports for individuals with disabilities every year in collaboration with national bodies like Special Olympics Bharath, Tamil Nadu Paralympics Association, etc. Innovative sports and games are specially designed with need-based modifications in the rules and regulations.

Other Initiatives

- Establishment of new research facilities at Narendrapur campus, which include Biosafety Level-II Microbiology Laboratory, Environmental Chemistry Laboratory.
- Launching of Vivekananda Digital Archives
- Facilitate implementation of NEP-2020

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<p><b>6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Conferences, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and students Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</b></p>	<p><b>D. Any 2 of the above</b></p>
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File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

Some of the major quality initiatives undertaken in the 2022-23 are listed below

- Implementation of National Education Policy (NEP) 2020--Integration of CUET with the university's admission process; launching of new skill-based degree programmes
- MoUs with several institutions for academic exchanges, student and faculty exchanges, research collaborations--MoUs were signed with DBT-ILS Bio-incubator and Palamur Biosciences Pvt. Ltd, Laxmibai National Institute of Physical Education, Gwalior, University of Calcutta, Toronto Calcutta Foundation (see full list in DVV 3.7.2)
- Creation of new centres for interdisciplinary studies and research--Centre for AIoTMR (Artificial Intelligence of Things & Mixed Reality) is established
- Organize International Workshop Series on Indian heritage

topics

- Organize extension lectures on IKS topics in the Department of Sanskrit and Philosophy
- Launching of Vivekananda Digital Archives
- Launching skilled based degree, diploma, and certificate programmes
- Establishment of Commercial Plant Tissue Culture Facility for Entrepreneurial development
- Establishment of Automated Weather Station
- Development of an ICT-enabled need based Agro-advisory Service in remote islands of Sundarbans
- ATAP: An unique Agricultural Technology Awareness Programme for rural youth and farmers
- Equip Paralympians for international standards
- Development of Biosafety Level-II Microbiology Laboratory and Environmental Chemistry Laboratory
- Development of Thermal Imaging System (Infrared Thermographic System) for monitoring animal physiology
- Setting up of a new state-of-the-art seminar hall in Belur campus
- Apply DST-FIST funding for improving computational infrastructure in the Department of Computer Science

More details can be found in this link

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The University is following an open and transparent system of selection purely based on merit for recruiting irrespective of the gender. The selection is carried out through an open advertisement followed by presentation interview/test respectively. The institution has women grievances cell which looks after the issues pertaining to women in particular. The cell also conducts different activities to encourage women to fight against any kind of injustice shown towards them.

a) Safety and Security measures

- Separate staff rooms with basic amenities are provided for women and girl students
- A fully functional dispensary a full-time doctor with nursing assistants is in place to offer medical care for minor medical issues and first aid
- The campus is proved to be very secure due to its well-maintained security system
- All the campuses of the university established in a secured pollution-free environment
- Workshops are organised for stress free life in which special lectures are organised on gender-sensitivity issues. Faculty members who are trained in counselling are made available to offer counselling, if necessary.

**b) Counselling**

- Counselling services are offered whenever the need arises
- Women mentors are allotted to counsel girl students based on their needs, thus helping them to overcome their problems

**c) Common room**

- Common room facilities are available at academic wings and hostels catering to the needs of both boys and girls. These rooms are sufficiently furnished and maintained with good hygiene and sanitation.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	<a href="#">See text and supporting documents</a>

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

**B. Any 3 of the above**



File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

#### Solid waste management

- The University has a well-defined policy for effective and innovative management of waste and integration across all departments at all levels
- The campus has biogas plant for management of biodegradable solid waste. All the campuses are plastic-free and smoke-free
- Cleanliness drives are undertaken as part of Swachh Bharat Abhiyan to create awareness and consciousness amongst students
- The University initiates regular and appropriate measures to make the campus plastic free. The organic waste is collected from hostel mess and canteens and processed by scientific methods for further use.
- The institution promotes paperless financial transaction and admission procedures through online systems

#### Liquid waste management

- Proper handling, treatment and disposal of liquid waste/wastewater or sewage is ensured
- Appropriate implementation of waste water treatment protects the campus from stagnation and contamination of surface water and precautions measures are taken to avoid the water borne diseases
- The sewage treatment plant is established in the campus and functions in a safe and effective manner. The treated water is utilized properly for watering the plants throughout the campus and also for irrigation purposes.

#### E-waste management

- The disposal of e-waste is done periodically with the help of local scrap dealers
- All electrical and electronic waste of tube lights, bulbs,

switches, computer monitors, key boards, printers, scanners, UPS, batteries, cables and laboratory equipment are segregated from bio-degradables

- Students are sensitized and encouraged regarding e-waste management and environment-friendly practices

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</b>	<b>C. Any 2 of the above</b>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>7.1.5 - Green campus initiatives include</b>	
<b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b>  <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Use of bicycles/ Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on use of plastic</li> <li>5. Landscaping</li> </ol>	<b>B. Any 3 of the above</b>

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution</b>	
<b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the</b>	<b>D. Any 1 of the above</b>

<p><b>following:</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3.Environment audit</b></li> <li><b>4. Clean and green campus recognitions/awards</b></li> <li><b>5.Beyond the campus environmental promotional activities</b></li> </ol>	
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<p><b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</b></p>	<p><b>A. Any 4 or all of the above</b></p>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)</p>	<p>The University has evolved several practices that emphasize inculcation of higher human values in tune with the main objective of the University, namely, imparting of character-building and life-transforming education. This emphasis has become an integral part of the fundamental culture of this Institution that strives and struggles to produce not merely knowledgeable and skillful scientists, litterateurs etc., but enlightened human beings endowed with higher values like truthfulness, purity and selflessness.</p> <p>The Freshers Welcome is conducted through a unique ceremony -</p>
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Vidyarthi-vrata (Students Oath taking) wherein the new students are inducted in the institution through their taking five elevating vows that embody the exemplary human values coming from Indias hoary eternal tradition; these vows composed in simple Sanskrit specially for this purpose are meant to develop the students as integrated personalities harmoniously blending the faculty of the three hs: heart, head, and hand.

The youth of the nation must be noble and morally responsible, our university organizes programs that cultivate and promote an environment for ethical, cultural, and spiritual values among the fraternity. To develop the fellow feelings among the students and the faculty, commemorative days are celebrated on the campus to generate the feeling of oneness and social harmony.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Several programmes are periodically organised at the University to sensitize the students and the employees with regard to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enable them to systematically conduct various curricular and extra-curricular activities with utmost sincerity and precision.

- Students are equipped with the knowledge, skill, and values that are necessary for sustaining one's balance between a livelihood and life by providing supportive, safe, accessible, and affordable learning environment
- The students are provided with ample opportunities to participate in various programs/personality development camps/conventions on culture, traditions, values, duties, and responsibilities
- The institute conducts awareness programs/activities on the ban on plastics, Cleanliness campaign, Swachh Bharat, Health camps etc. involving students
- The university establishes policies that reflect core values. Code of conduct is prepared for students and staff and everyone should obey the conduct rules
- Guest lectures and workshops are arranged by eminent personalities to deliver lectures on ethics, values, culture, our tradition, and civic responsibilities and on

saving the environment

- The institution encourages students' participation in Sports & Games and cultural programmes at State, National levels in order to enable them to understand various cultural and sports settings and to imbibe the value of national understanding
- The institution functions with the Student Council. The representatives of the council are given leadership training and delegated the responsibilities of organising department programmes with the support of other student volunteers

<p><b>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized</b></p>	<p>Any 2 of the above</p>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

- Independence and Republic Days are observed by all the departments of the University. Flag hoisting, parade, special talks and cultural programmes become a part of these functions
- National Unity Day: Sardar Vallabhbhai Patel's birthday is celebrated as National Unity Day (Rashtriya Ekta Diwas) and various events are organised on this occasion
- Gurupuja and Grand Celebration (Mahotsava) on the occasion of Sri Ramakrishna Birthday: It is a socio-cultural and religious event organized at the Coimbatore Campus every year on the very first Sunday of the year which attracts more than one lakh of people. Similar festivals held at Belur and Narendrapur campuses.
- National Youth Day is observed on 12th January, the birthday

of Swami Vivekananda. Students and staff members take part in the youth rally conducted on this day to create awareness on patriotism, human values and citizenship.

- Rakhi Purnima is celebrated every year
- Saraswati Puja: It is a public socio-cultural event organized by RKMVERI, Belur Math every year. The event is focused upon developing spiritual, cultural, educational and social aspects of life. All those who attend are fed with noon prasad (lunch). Art Exhibition on specific themes, such as Swami Vivekananda, Sister Nivedita etc., is organized for the public.
- Teachers' Day: Students celebrate teachers' day to mark the birth anniversary of Sarvapalli Dr. Radhakrishnan

The other events include Netaji's Birthday, International Yoga Day, International Women's Day, International Day of Persons with Disabilities etc. (see supporting documents for full list)

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

**Title: Student Colloquia in the Department of Mathematics, RKMVERI**

**Objectives:**

We initiated our student colloquia at the Department of Mathematics at RKMVERI with the following objectives.

- Giving MSc and PhD students the opportunity to study a mathematical problem or topic of their choice outside the usual curriculum. There are no marks for this exercise, and it is fine if the chosen topic is entertaining.
- In some cases, this can lead to a little research project. However, it is not a requirement to come up with something new.
- Giving the students the opportunity to present their findings to their peers in the form of a colloquium talk.
- Training the student's capabilities to pick up mathematics independently and convey the material in a lively way to a general audience.

- Stimulating discussions about interesting mathematical questions among the students and between students and faculty.

The Context:

Please see: <https://maths.rkmvu.ac.in/stud-colloquia/>

The Practice:

Please see: <https://maths.rkmvu.ac.in/stud-colloquia/>

Evidence of Success:

Please see: <https://maths.rkmvu.ac.in/stud-colloquia/>

Problems encountered and resources required:

Please see: <https://maths.rkmvu.ac.in/stud-colloquia/>

### 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The vision of the University is to enable the students to acquire value-based professional competencies at par with global standards.

- The University believes that it should not simply be limited to being an institution of higher learning, but also act as a resource for driving social responsibility, instilling ethical and humanitarian values, and building a sustainable society
- The University plays an exemplary role in providing educational opportunities to the underprivileged tribal community in the state of Jharkhand
- The successful accreditation by NAAC with highest grade (A++) and excellent infrastructure for academics, sports, co-curricular development, quality teaching and research, contribute to our incremental growth and result in transforming into a quality higher educational institution
- Automated Library and use of modern technology through Network resource centres and internet facilities assist in teaching-learning
- Students' participation in planning, collaborating, executing and managing activities in all spheres, generates

a learner-centred environment, positive attitude, leadership qualities, and sportsmanship

- Guidance and employment opportunities are provided to students by networking with Industries and various agencies
- Consistently high result in examinations and student participation in sports and cultural events reflect upon developing effective scholastic and non-scholastic traits of students

### 7.3.2 - Plan of action for the next academic year

1. Implementation of new National Education Policy 2020

2. Development of Alumni Portal of RKMVERI

3. Launch of MA in Sanskrit Online Programme

4. Organizing special lectures, webinars and workshops on Indian Knowledge Systems topics

5. Establishment of a state-of-the-art research centre "Apada-Prabandh-Paryavaran-Anusandhan-Niketan (APPAN)" to assist the state government in providing research support for disaster risk management in the state and to carry out such other research and extension activities that are supplementary or incidental to the main objectives.

6. Creating a synergy and complementary facility for collaborative research with the premier academic, medical and sports Institutions in the Eastern region.

7. Establishing MoUs with other institutions for collaborative research

8. Initiate research projects on IKS topics

9. Facility development in the Department of Mathematics

More information available in Institutional Development Plan (see link)