



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAMAKRISHNA MISSION VIVEKANANDA EDUCATIONAL AND RESEARCH INSTITUTE

**RAMAKRISHNA MISSION VIVEKANANDA EDUCATIONAL AND RESEARCH
INSTITUTE (RKMVERI), PO BELUR MATH, DIST HOWRAH 711202 WEST**

BENGAL

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swami Vivekananda prophesied on the eve of his passing away on 4 July 1902 that **“the spiritual wave that has come to Belur [Math] will last for fifteen hundred years and it shall be a great University. Do not think I imagine it; I see it.”** He also said on the very last day of his life in the mortal frame that: **“Keeping the ancient Indian spiritual ideal and rooted in it, and blending it harmoniously with modern science and technology, we should establish a University at Belur Math.”** This University therefore, **Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI)**, bearing Swami Vivekananda’s hallowed name is a humble attempt by Ramakrishna Mission to actualize his vision.

RKMVERI, an institution declared by Government of India as a Deemed-to-be University, is a multi-campus University with its Headquarters at Belur Math, which is also the Headquarters of the well-known worldwide philanthropic and charitable organization ‘Ramakrishna Mission’. Ramakrishna Mission has been engaged in serving humankind without the distinction of caste, creed, colour, race, nationality, gender or any other distinction, in the fields of education, health, relief & rehabilitation etc. for more than a century, since its inception as early as 1897 by Swami Vivekananda. Under the aegis of Ramakrishna Mission, the present University was started in the year 2005. The Government of India Notification came on 5 January 2005 and the University was formally inaugurated on 4 July 2005, the day of *mahasamadhi* (passing away) of Swami Vivekananda.

The various ‘thrust areas’ of the University chosen are in a sense ‘gap areas’ as most of the conventional Universities in India do not pay much attention towards them. The University has the following Campuses housing the Specialized Departments devoted to the ‘thrust areas’:

1. **Belur Main Campus:** Departments of Physics, Mathematics, Computer Science, Sanskrit and Philosophy, and Sports Science and Yoga.
2. **Coimbatore Campus:** Departments of Disability Management and Special Education, General & Adapted Physical Education and Yoga, Agriculture Education and Research.
3. **Ranchi Campus:** Department of Integrated Rural & Tribal Development and Management
4. **Narendrapur Campus:** Department of Integrated Rural Development and Management.

Vision

Vision:

‘To be a great centre of learning blending the twin excellences of ancient Indian wisdom and modern scientific knowledge and technological skill, imparting life-building, character-making education.’

The various ‘thrust areas’ of the University have been chosen keeping in mind the above vision of Swami

Vivekananda. The motivation for the choice of the 'thrust areas' came essentially from the following considerations:

1. These 'thrust areas' are in a sense 'gap areas' in the sense that these areas receive little attention in most of the conventional Universities in India.
2. These 'thrust areas' are meant to directly benefit the common man, particularly the underprivileged and the rural/tribal sections of the society, thereby fostering social commitment of higher education institutions in India as taught by Swami Vivekananda (which aspect, interestingly, the MHRD and the UGC have recently begun to emphasize).
3. The Ramakrishna Mission has developed a high degree of expertise and a huge infrastructure and resources at least in some of these areas over several decades of its educational service.
4. Fundamental science education and research was pioneered in India by Swami Vivekananda by inspiring Sir Jamshedji Tata to start an Institute to impart science education and to promote science research in India, the outcome of this inspiration being the well-known Indian Institute of Science.
5. Providing Education, Training, Rehabilitation, Adapted sports & yoga for persons with disabilities in various categories such as Visual Impairment, Hearing Impairment and Intellectual Disability.

Mission

Mission:

- (Pursuit of Excellence) To strive for excellence in teaching, research and all academic endeavours.
- (Blending of Eastern and Western values) To inculcate ancient Indian values like Shraddha (unshakable conviction), purity, truth, selflessness, harmony and peace, blending them with predominantly western values like scientific temper, rational outlook, technological efficiency, teamwork, professional integrity, work ethics, etc., in order to create a band of educated youth with lofty character and integrated personalities with harmonious development of heart, head and hand—faculties of feeling, thinking and willing—*bhakti*, *jnana* and *karma* with *yoga* or concentration interpenetrating all these.
- (Social responsibility) To train and educate the youth to become socially responsible citizens to collectively rebuild a rejuvenated, glorious India by first of all building an impeccable, lofty character at the individual level.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths

- Each of the Campuses at Coimbatore, Ranchi and Narendrapur are sprawling 250-acre green campuses with the Ranchi Campus having a fully organic garden.
- Ranchi and Narendrapur campuses running programmes in Agriculture and Rural Development have extensive farm lands for agri education and research.
- State-of-the-art laboratories in lab-based subjects like Physics, Computer Science, Agricultural Sciences, Sports Science and General & Adapted Physical Education. The FabLabs (Fabrication and

Design Laboratories) in the Physics and Sports Science Departments are unique and encourage the students in out-of-the-box thinking and perform exploratory and open-ended experiments.

- The elevating spiritual ambience of Belur Main Campus located in the proximity of Belur Math where Swami Vivekananda and his brother-disciples lived naturally allows the faculty and students to soak in this atmosphere.
- Learning by rural living and extension activities in villages expose the students to the realities of rural and tribal life thereby fostering social responsibility and encouraging them to give back to society what they have received from it.
- All the students are welcomed and inducted at the time of admission through an elevating ceremony called *vidyarthi-vrata* ceremony wherein they take five important vows pledging to live an ideal student-life and this is confirmed and reinforced at the time of their convocation with the outgoing students pledging to maintain these vows lifelong.
- Highly qualified, competent and dedicated faculty
- Faculty members from the diverse fields collaborate with each other that opening new avenues of research.
- Ensuring academic flexibility and transparency in evaluation
- Integrating teaching, research and extension
- Adequate infrastructural facilities for all the programmes and their periodical maintenance
- Provision for ICT integrated teaching-learning resources
- Eco-conscious ambience and utilization of non-conventional energy
- Excellent and productive linkages with industries and non-government organizations
- Good linkage with different reputed organizations for collaborative research and teaching at the National and International levels
- Recognized institution for serving the tribal and disabled population belonging to different cultural and socio-economic backgrounds
- Excellent rural networking with the villages through General Education, Special Education and Agricultural Education
- Education for character-building through integrating values education for harmonious development of the faculties of the head, heart and hand.

Institutional Weakness

Weaknesses

- Shortage of inter-departmental collaborative teaching and research programmes
- Limited scope for attracting students towards new and innovative programmes
- Limited funding from government sources even for innovative programmes
- Shortage of funds for promoting linkages and collaborative research
- Encountering procedural barriers in processing innovative research initiatives
- Shortage of accommodation facility for outstation participants during seminars and conferences.

Institutional Opportunity

Opportunities

- The declining appeal of religiosity in form of rituals and ceremonies as contradistinguished from true spirituality in the form of meditation and cultivating higher human values, has produced a vacuum in the lives of the educated youth who long to be "spiritual without being religious". Here is where Ramakrishna-Vivekananda's philosophy of selfless service to being as a veritable worship of God and living a true life of holiness and in tune with Infinity make a tremendous appeal to the young educated minds.
- The huge vacuum of true leadership at the regional and national levels and the slaughter of values like purity, truthfulness and unselfishness at the altar of ephemeral worldly gains like lust and lucre, power and pomp, has left the educated youth seeking an alternative paradigm of elevated life of fulfilment and joy.
- Strengthening CBCS integrated with self-accumulation credit system
- Scope for more collaboration and linkages
- Utilizing the sources of alumni
- Scope for offering more skill-oriented programmes
- Scope for sharing instrumental resources and expertise with other institutions.

Institutional Challenge

Challenges

- Preparing rural and tribal students to compete with urban demands
- Preparing students to be better performers in competitive examinations
- Attracting industrial human resource placement agencies for on-campus placement
- Development of adequate pay structure for the faculty members
- Availing the services of skilled-personnel for maintaining advanced scientific instruments
- Optimal utilization of available resources.
- Actualizing Swami Vivekananda's vision of harmoniously blending the best elements of the East and the West--the spiritual, inward-looking, contemplative Indian culture and outlook and the scientific, outward-exploratory, analytical, hard-working culture of the West.
- Insulating the students from the evil influences and viruses of the modern age while at the same time exposing them to the marvels and benefits of the modern advances in science and technology.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The vibrant vision of the University is 'to be a great centre of learning blending the twin excellences of ancient Indian wisdom and modern scientific knowledge and technological skill, imparting life-building, character-making education'. The University periodically updates its curriculum based on the recent developments and needs to enhance the quality of education and students' employability. The University takes necessary steps to design and develop the curriculum for various programmes based on the recommendations and suggestions of Internal Quality Assurance Cell (IQAC), Academic Audit and Examination & Evaluation committees. Board of Studies (BoS) and Academic Council provide an opportunity for Industrialists, Alumni, prominent members of

the Civic Society, eminent personalities from various reputed Universities to contribute their valuable inputs to the curriculum development process. Besides, the feedback obtained from alumni is duly considered for designing the curriculum. The framed syllabi passed through Academic Council are put in place with the approval of the Board of Management (BoM). The IQAC ensures quality enhancement in transacting the curriculum by providing valuable inputs.

To cater to the needs of the growing population and demand for higher education among the rural youth, the university also offers various value-added courses. Value education and Environmental studies courses have also been integrated into the curriculum to imbibe the moral, social values and eco-consciousness among the students. The university aims at providing variety of experiences through varied programmes in order to motivate them to pursue higher studies and research pursuits.

Curriculum is periodically enriched with introduction of various skill-based, employment and entrepreneur-oriented programmes in order to suit to the emerging needs of students and other stakeholders.

Formal mechanism is in place for obtaining feedback from the stakeholders. It is obtained regularly and utilized for curriculum revision. Adequate quality enhancement measures have been implemented by the University to ensure the effective development of curricula. The long-standing professional experiences of senior faculty members of various Departments of the other institutions like IITs have also been utilized for Curriculum Design and Development.

Teaching-learning and Evaluation

The admissions for both UG and PG programmes are done purely on merit adhering to the rules of reservation policy prescribed with utmost transparency. The admission to the Ph.D programmes is made through entrance examination as per the UGC guidelines. Adequate publicity is given to all the programmes offered by the University. A mechanism is in place to review its admission process and various strategies are adopted to improve access to the students of various disadvantaged and un-served student population. The University offers orientation/crash programmes and bridge courses depending upon the availability of resources in the respective Departments and need-assessment. Remedial and enrichment programmes are organized for slow learners and under-achievers as well as for advanced learners and higher-achievers respectively. The University provides course outlines and course schedules for enabling the students to know what they are going to learn. Learning in all courses is made more student-centric. ICT is integrated into the teaching-learning process of all the courses along with varied methods of teaching.

The learning process is evaluated through proper methods of assessment. Learning resources in the library can be accessed for enhancing teaching-learning process from the respective departments. The provision is made to continuously monitor, evaluate the quality of teaching and its effect on student performance. The University fulfills the necessary faculty requirements as per the students' strength. The University has adequate number of qualified and competent teachers to handle all the courses related to all programmes. Faculty members are encouraged to organize and participate in seminars/conferences/workshops at state/national/international level. All the stakeholders are made aware of the evaluation process and several reforms introduced in the evaluation system. The University has the mechanism to monitor the achievements and learning outcomes of students. Examination reforms are initiated wherever necessary. The evaluation system is supported by a computerized automation system. Academic council and Examination committee ensure the quality of questions and extent of transparency in the system. Regularity in the conduct of examinations and declaration of results are also periodically monitored. Complete transparency is ensured in the examination system and the

results are published in time.

Research, Innovations and Extension

A well-defined policy for promoting, encouraging and monitoring research activities is in place at the University. The University creates a conducive ambience for smooth implementation of the research projects and it encourages basic, applied, and inter-disciplinary researches in collaboration with various national and international agencies. The University has organized a number of seminars and conferences for which eminent personalities from India and Abroad were invited. Most of the faculty members have published articles/papers in well-reputed National and International Journals with high citation index. Publications have taken a quantum step towards quality improvement as evidenced in the specifications indicated by Scopus Indexed journals and citation indexes. Substantial increase in publication is noticed with an institutional h-index of 26. The University consistently utilizes the support and resources available at the Government agencies and non-Governmental agencies. Required infrastructure in terms of space and equipment and support facilities are made available on campus for undertaking research at the National and International levels. The University collaborates with other agencies, institutions, research bodies for sharing research facilities and undertaking collaborative research. Funding assistance for the various research projects is obtained from various funding agencies like UGC, DST-FIST, DST, CSIR. Several awards and recognition were received by the faculty of different Departments for their notable achievements and teaching and research. Several extension activities as part of the curriculum have also been carried out in collaboration with the governmental and non-governmental agencies. The University conducted several workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Collaboration has also been undertaken for field visits, training, student exchange, faculty exchange, research and resource sharing, and community engagement.

Infrastructure and Learning Resources

The University provides adequate infrastructure with Wi-fi facility to promote conducive teaching-learning environment. State-of-the-art laboratories exist in science Departments like Physics, Computer Science, Agricultural Science and Sport Science. Research laboratories for advanced research by the faculty also are in place in some Departments. Adequate instructional facilities with well-established ICT-enabled class rooms, fully computerized library with information resource centre, digital resources and latest reference books and on-line journals are made available. Special facilities such as hostels, canteen, charitable dispensary, indoor stadium and common auditorium are also available at main campus and other off-campus. Adequate power back-up with solar power back-up system is also available. The University has a comprehensive IT policy addressing standards on IT service management, information security, network security, risk management and Software Asset Management.

The university has a policy to establish and enhance IT facilities to promote quality teaching and research. A centralized server is operational round the clock to provide uninterrupted IT support with a bandwidth of Internet connectivity of 1 GBPS. Four Media Centres have been set up for e-content development with photography lab, media lab with lecture capturing system, audio-recording studio etc.

The university spends an annual average of nearly Rs.100 lakh on augmentation, maintenance and management of infrastructural and academic support facilities. The Central Library in the main campus at Belur is automated using the internationally acclaimed open source Koha® LMS on Linux (latest version). The OPAC (Open access) interface of Koha® (<http://lib.rkmvu.ac.in>) can be accessed any time from remote as the library

catalogue is powered by our university server with 99.9% uptime assurance. The campus wide gigabit LAN enables access to Internet as well as library online catalogue and document repositories. The features used in the library are:

- 1) Automated email notification of issue and return
- 2) Extensive report generation with the help of Koha Report Library available online
- 3) Individualized Patron login
- 4) Customized uploading feature to transfer spreadsheet data into Koha
- 5) Barcode creation
- 6) Spine label generation
- 7) Third party customized RFID integration
- 8) Multisite library management
- 9) Document repository using the upload feature.
- 10) Acquisition module

Student Support and Progression

The University takes necessary steps to provide assistance and support to students in order to enable them acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. The University facilitates mechanisms by establishing and prolifically activating guidance cell, placement cell, grievance redressal cell and welfare measures to benefit students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value-added courses in relevant areas. Institution has a well-structured, organized guidance and counseling system in place. Students are also benefited through scholarships and free-ships. The University implemented several good practices that facilitate vertical movement of students from one level of education to the next higher level of academic growth and sustained employment opportunities. The University sincerely attempts to conduct several competency-enhancement programmes for the benefit of students to clear competitive examinations.

The University promotes inclusive practices for social justice and better stakeholder relationships. Sincere attempts are made the University to impart value-based education for inculcating social values. The institution has the required infrastructure and promotes active participation of the students in social, cultural activities that are beneficial to the family and community. Attempts are made by the University to mobilize alumni resources, through financial and non-financial means, for strengthening infrastructural and instructional facilities.

Governance, Leadership and Management

For the effective functioning of the University, several policies and practices have been evolved for managing resources and finance. Effective leadership is provided by upholding values and implementing participative decision-making process in order to achieve the vision, mission and goals of the University and to build the organizational culture. The formal and informal arrangements made in the institution to co-ordinate the academic and administrative planning and implementation reflects the institution's efforts in achieving its vision.

The role of leadership plays a vital role in ensuring the management and continuous improvement of the University, reinforcing the culture of excellence and utilizing the services of stakeholders for organizational development. The culture of participative management is an integral part of the governance at all levels.

Inculcation of values, developing global competencies and initiating strategies for the use of technology are integrated into the system of management. The University has a perspective plan and specific strategies for human resource planning and development, community engagement, industry interaction and research & development. All proposals are implemented effectively and freedom for effective functioning is ensured at all levels of the administration. Faculty performance appraisal reports are prepared and submitted to the authorities. Welfare programmes for the faculty members and staff are made available. Various meetings to periodically review matters related to academic and non-academic matters are conducted. Academic audit is conducted every year. The strengths and weaknesses are identified, analyzed and remedial measures suggested in the IQAC meeting for better functioning of various Departments of the University.

Institutional Values and Best Practices

The University organizes gender equity promotion programmes and displays sensitivity to issues like climate change and environmental problems. It adopts environment-friendly practices and takes necessary actions such as – energy conservation, rain water harvesting, waste recycling, waste management, green practices etc. In order to facilitate the services of the differently-abled (Divyangana friendliness), the University established two Departments at its Coimbatore campus to provide Education, Training, Rehabilitation, Adapted Sports & Yoga for persons with disabilities in various categories such as Visual Impairment, Hearing Impairment and Intellectual Disability. The University evolves several practices that contribute to its incremental growth over the years by effectively dealing with locational advantages and disadvantages (situatedness) and design curriculum emphasizing explicit concern for human values and professional ethics etc. In tune with the main objective of the University, namely, imparting of character-building and life-transforming education, the emphasis on the cultivation of higher human values is of paramount importance. 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. The students are inducted into this culture through a unique ceremony of *vidyarthi-vrata* (taking vows of student-hood) at the time of admission which reinforced and rejuvenated again through the *dikshanta-pratijna* (vows at the time of the convocation) so that the students may go out the portals of the University as enlightened and responsible citizens powered by wisdom, goodness and impeccable character-energy as taught by Swami Vivekananda.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	RAMAKRISHNA MISSION VIVEKANANDA EDUCATIONAL AND RESEARCH INSTITUTE
Address	Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI), PO Belur Math, Dist Howrah 711202 West Bengal
City	Howrah
State	West Bengal
Pin	711202
Website	www.rkmvu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Swami Atma priyananda	033-26549999	9748133050	033-26544640	rkmveri@gmail.com
IQAC Coordinator	Swathy Prabhu Mj	033-9874091952	9874091952	033-26544346	swathyprabhu@gmail.com

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	01-01-2005
Status Prior to Establishment, If applicable	Other
Establishment Date	01-06-2001
Any Other, Please Specify	De Novo

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	05-01-2005	View Document
12B of UGC	31-03-2017	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI), PO Belur Math, Dist Howrah 711202 West Bengal	Urban	7.3	19992	PG PHD		
Off Campus	Ramakrishna Mission Vidyalaya, Srkv	Rural	275	14588	UG PG PHD	01-01-2005	05-01-2005

	<i>Post, Co imbator e 641020 Tamil Nadu</i>						
<i>Off Campus</i>	<i>Ramakri shna Mission Ashram a, Naren drapur 700103 West Bengal</i>	<i>Urban</i>	<i>250</i>	<i>1492</i>	<i>PG PHD</i>	<i>01-07-2006</i>	<i>20-02-2007</i>
<i>Off Campus</i>	<i>Ramakri shna Mission Ashram a, Mora badi, Ranchi 834008, Jharkha nd</i>	<i>Urban</i>	<i>312</i>	<i>5946</i>	<i>PG PHD</i>	<i>01-07-2006</i>	<i>20-02-2007</i>

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>RCI</td> <td>102328_2471_19_1543822866.pdf</td> </tr> <tr> <td>NCTE</td> <td>102328_2471_4_1543816336.pdf</td> </tr> </tbody> </table>	SRA program	Document	RCI	102328_2471_19_1543822866.pdf	NCTE	102328_2471_4_1543816336.pdf	
SRA program	Document						
RCI	102328_2471_19_1543822866.pdf						
NCTE	102328_2471_4_1543816336.pdf						

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	26				5				83			
Recruited	26	0	0	26	4	1	0	5	70	13	0	83
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				50
Recruited	38	12	0	50
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				13
Recruited	13	0	0	13
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	26	0	0	4	1	0	57	7	0	95
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	11	5	0	16

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	0	0	2
Adjunct Professor	0	0	0	0
Visiting Professor	2	0	0	2

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	General and Adapted Physical Education and Yoga	UNESCO Chair in Inclusive Adapted Physical Education and Yoga	UNESCO
2	Sanskrit and Philosophy	Swami Abhedananda Chair	Ministry of Culture Government of India

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	414	8	0	0	422
	Female	18	3	0	0	21
	Others	0	0	0	0	0
PG	Male	247	37	0	0	284
	Female	95	20	0	0	115
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	19	1	0	0	20
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	52	8	0	2	62
	Female	10	2	0	1	13
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	0

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	126	28	0	2	156
Female	34	17	0	1	52
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agriculture Education And Research	View Document
Computer Science	View Document
Disability Management And Special Education	View Document
General And Adapted Physical Education And Yoga	View Document
Integrated Rural And Tribal Development And Management	View Document
Integrated Rural Development And Management	View Document
Mathematics	View Document
Physics	View Document
Sanskrit And Philosophy	View Document
Sports Science And Yoga	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
30	26	24	24	23
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of departments offering academic programmes

Response: 10

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
937	803	640	592	421
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
272	229	125	259	182
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1673	1464	1163	1095	799
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
26	23	13	9	1

3.3 Teachers**Number of courses in all programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
709	632	633	527	430
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
114	90	80	65	62
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
114	90	80	65	62
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4060	3602	3589	3176	2726
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
524	404	429	455	340
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls

Response: 126

Total number of computers in the campus for academic purpose

Response: 271

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1837.60	1586.35	1174.67	1111.84	970.99

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

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 people.

◦ **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 scriptures.

◦ **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.

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 70

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 21

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 30

File Description	Document
Details of program syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 55.36

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
446	369	330	252	239

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 19.24

1.2.1.1 How many new courses are introduced within the last five years

Response: 564

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 2931

File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 86.67

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 26

File Description	Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

These issues are addressed in many courses across various programmes. The other 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.
- Regular meetings of Gender Sensitization cell help us to plan for conducting various programmes to eliminate gender bias and gender insensitivity.

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, gardening, the practices of rainwater harvesting, use of renewable source of energy and bio-degradable items instill the values of environmental sensitivity and social responsibility.

Human Values and Professional Ethics

- One of the healthiest traditions of our Institution Deemed-to-be-University, almost a century-old legacy derived from the traditions of all the Ramakrishna Mission educational institutions across the country, is the observance of a unique ceremony called *vidyarthi-vrata-homa* (meaning, ceremony for taking the vows of a knowledge-seeker, a student, a learner) within a few weeks of a student joining the Institution. This elevating ceremony is our form of the *Freshers' Welcome* that could well be the anti-dote of the menace of 'ragging' that has become ubiquitous, most unfortunately, in most of our educational institutions. 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. These vows are again confirmed and reiterated in a deeper fashion at the end of their respective programmes, at the time of their receiving their degrees and diplomas at the time of the convocation, the outgoing students being charged again with the responsibility of adhering to these vows as a lifelong agreement and covenant. These five vows are universal in nature and emphasize higher human values at the individual and collective level. In summary, these five vows emphasize the following values:

1. Physical fitness, healthy living through exercise, self-restraint and pure habits
2. Lifelong devotion to the pursuit and cultivation of knowledge and wisdom
3. Practice of truthfulness in thought, word and deed
4. Cultivating an attitude of selfless service, compassion and liberal outlook
5. Striving for social cohesion and gelling in team/group endeavours, enlightened and responsible citizenship.

- The University observes almost all national festivals as well as birth and death anniversaries of the

great Indian personalities. The following activities develop human values among students:

- Blood donation, NSS, Leadership Training & Rural Coaching Camps
- Educational exhibitions creating awareness on disabilities
- Residential Youth Camp
- 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 and attending to guest lectures benefit students to learn and imbibe professional ethics.

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 56

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 56

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 75.78

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
620	600	494	550	286

1.3.4 Percentage of students undertaking field projects / internships

Response: 47.28

1.3.4.1 Number of students undertaking field projects or internships

Response: 443

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 11.26

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
93	59	54	84	69

File Description

List of students (other states and countries)

Document

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 8.01

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
524	404	429	455	340

File Description

Demand Ratio (Average of Last five years)

Any additional information

Document

[View Document](#)

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 48.86

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
240	178	209	287	145

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

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 inter-collegiate 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
- The department of computer science provides course alternatives for advanced learners who have demonstrated higher competencies.

2.2.2 Student - Full time teacher ratio

Response: 8.22

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.75

2.2.3.1 Number of differently abled students on rolls

Response: 7

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

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

Response:

Common teaching methods practiced by various departments are:

Besides the lecture method, the other methods of teaching practised by the departments are:

- Lecture cum Demonstration methods (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
- Preparation and Exhibiting models
- Guided composition and Free composition
- Web-based teaching

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 study and 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 of various departments facilitate in bringing out their leadership qualities.
- Educational CDs and on-line sources used for the students to visualize the concepts related to their subject of specialization.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 97.37

2.3.2.1 Number of teachers using ICT

Response: 111

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 9.97

2.3.3.1 Number of mentors

Response: 94

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 70.15**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
93	66	56	43	37

File Description**Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)

Any additional information

[View Document](#)**2.4.3 Teaching experience per full time teacher in number of years****Response: 12.35****2.4.3.1 Total experience of full-time teachers**

Response: 1408

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response: 25.55****2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
4	8	4	2	3

File Description**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)

Any additional information

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**

Response: 42.78

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
43	37	35	30	28

File Description

Document

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)

Any additional information

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 11.6

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 last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	13	10	12	12

File Description

Document

List of programs and date of last semester and date of declaration of result

[View Document](#)

Any additional information

[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.01

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
26	23	13	9	0

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 0

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	00	00	0

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Examination Procedures and Reforms

- Distribution and collection of Examination Application forms
- Printing and distribution of Hall Tickets – 10 days prior to the commencement of

examinations

- Preparing materials such as attendance sheets, nominal roll etc., for conducting the
-
- Collection of question papers
- Members of Board of Examinations called to scrutinize question papers – in a phased
-
- Appointment of Examiners for Practical examinations/ Viva – before the

commencement of Practical Examinations

- Appointment of Chief Superintendents for conducting theory examinations
- Statement of Marks and Consolidated sheet are prepared with the photographs of the students to avoid malpractices.
- After the conduct of every assessment, whether it is an internal test or model examination, the evaluative answer scripts are shown to the students within one or two days. The faculty-in-charge gives personal feedback and suggestions for improvement. The doubts of the student- teachers are clarified immediately.
- The University has introduced Cumulative Grade Point Average (CGPA) system of grading (based on 10-point scale) for all courses across all programmes.
- From the outcomes of the assessment, the areas of difficulty of the student-teachers are identified and suitable remedial measures are taken to improve their academic performance.
- Every faculty member takes measures to make necessary modifications in the curriculum transaction strategies using the feedback received from the assessment/evaluation of practice teaching sessions, written tests, assignments, seminars and project report of student-teachers.
- Scribe facility and alternate mode of assessment strategies are provided for students with disabilities.
- Post-examination feedbacks from the examinees are taken to suitably modify the course delivery in subsequent offerings
- Students are given the opportunity to opt for revaluation or retotaling after availing the facility of receiving a photocopy of the answer script.

Integrating ICT in the assessment and evaluation process

- Computers are being used in the assessment process in preparing the data entry sheets to be distributed to the faculty subject-wise/activity-wise and the collected data is fed into the computer for further processing.
- 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 softwares such as Visual basic SQL Server 2000 and MS Access.
- 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.
- Issue of hall tickets and publication of exam results is done through the University website within two weeks.

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 for various theory and practical courses.
- The entire internal assessment is transparent to cater to students of varied learning styles.

2.5.5 Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

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

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Program outcomes of all the programs attained through realization of course outcomes. All the courses offered as part of various programmes of various departments of RKMVERI are aligned with the program outcomes. The course outcomes are also mapped with the programme outcomes based on the Bloom's Taxonomy of Educational Objectives. The program outcomes are identified as per the regulatory bodies such as NCTE, RCI, ICAR, UGC etc., to meet the global standards as well as the requirements of employers. The course outcomes are identified or assigned as per the content and objectives of the course within the programme framework. The course objectives are taken into consideration while conceiving the course outcomes. 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 course outcomes are planned and designed so as to cover the entire syllabus and the assigned skills/competencies. Each course outcome is further divided into 2 or 3 course indicators. The course outcome indicators reflect the abilities to be displayed or performed by the students as a result of the knowledge acquired in the mentioned course. Based on these indicators the assessment pattern and model is designed for both internal and external examinations. The outcome indicators describe specific understanding and capabilities that students should demonstrate consistently. During examination, we ensure that the students attempt all the pre-planned outcomes. If choices are given, they belong to only within the course outcome. The internal tests are conducted at the end of every identified course outcome.

Mechanism of Communication:

The syllabus is prepared based on course outcomes that include objectives, content, text books and references, lecture outlines, evaluation pattern etc. All the faculty members who are subject experts responsible for the course concerned will place the syllabus in the BoS meeting. After approval from BoS and Academic Council, the syllabus will be circulated to the respective members of faculty. Then, all of them are apprised with the content and the expected outcomes. Later, the same syllabus will be introduced to the students during the introductory session at the commencement of the course. The expected course outcomes along with assessment and evaluation pattern are also explained to the students. Copies of the syllabus are made available to the students through Learning Management System (LMS).

File Description	Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**Response:**

- Students are awarded various degrees/diplomas on the basis of assessment in semester examinations. The objective of Examination is to evaluate the students' pursuit of program outcomes specified for different courses of various programme. Keeping in view the importance of examinations, developing a good examination system is a must. Thus to have robust, reliable and credible examination/evaluation system and timely declaration of results is the main objective of the Deemed University. The Deemed University by conducting examinations in a fair and precise manner ensures the fulfilment of the above objective.
- The Deemed University has well defined rules and procedures for easy and effective implementation.
- 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:

- Continuous Internal Assessment is applied as a mechanism for monitoring the consistent, sustained learning outcomes of students in all programmes.
- There is complete transparency in internal assessment. In the beginning of the semester, faculty members will inform the students about the various components of internal assessment process for the respective courses.
- 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 papers of the tests conducted periodically for the students are shown to them for the verification and grievances, if any, are redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board.
- 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 in the classroom.

2.6.3 Average pass percentage of Students

Response: 98.08

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 256

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 261

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.59

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 12.1

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
54.88	2.13	1.13	0.95	1.39

File Description	Document
Minutes of the relevant bodies of the University	View Document
List of teachers receiving grant and details of grant received	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	00	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers.	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 180

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
54	39	36	33	18

File Description	Document
List of research fellows and their fellowship details	View Document
Any additional information	View Document

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Any additional information	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 60

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 6

File Description	Document
List of departments and award details	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 210.44

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
13.97	95.93	13.88	20.78	65.88

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 1578.97

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
501.53	310.95	350.65	49.36	366.48

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 0.61

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

Response: 50

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 411

File Description	Document
Supporting document from Funding Agency	View Document

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

Response:

INNOVATIVE ACADEMIC ECOSYSTEM FOR TRIBAL EDUCATION

Eliminating Drop-out Menace in Tribal Areas

The University's Faculty Centre for tribal education at Ranchi, Jharkhand, has established a study centre of National Institute of Open Schooling (NIOS) through which the tribal students who have passed Class VIII are made to complete their Plus Two, with special coaching by several competent teachers, thereby

becoming eligible for higher education. Thus, the Faculty Centre, in a sense, serves as an Incubation Centre wherein these tribal students receive their training in various agricultural vocations with some support including free board and lodging on the one hand, and on the other receive higher education to the University's tribal education programmes. So far Faculty Centre has successfully incubated around 15 tribal students, many of them first generation learners from very backward communities, who are now well placed and serving in different reputed development agencies of India. Apart from Jharkhand, there are also some first generation learners from the Abujmarh jungle villages of Chhattisgarh State. They were also offered free residential facility at the *Divyayan Krishi Vigyan Kendra* at Ramakrishna Mission Ashrama Morabadi, Ranchi.

Ensuring Livelihood

The tribal students were absorbed in various government departments involved in agricultural and rural development activities. The students on an average are drawing gross salary of Rs.25000/- — Rs 35000/- per month. These students serve as examples for other tribal students of the region and as a result more and more students are joining our programmes dealing with agriculture, rural and tribal development. The economic status of these students improved because these courses help them to offer hands-on experience in the fields of poultry, lac and tasar rearing etc. Some students have replicated the models they have studied in the field of orchard development, oliculture and poultry farming.

Educating and Empowering tribal women:

One of the major problems in tribal areas is the poor enrolment and retention of girl children, who are deprived of their right to education as these girls are confined to household work including taking care of the younger siblings. The University offers 100% scholarship for the girls and encourages them to study without any socio-financial obstacles. These girl students are actively participating in curricular and extracurricular activities. They have developed communication and decision-making skills and exhibited their potential for innovative thinking in national and international arenas.

Sensitizing students for the preservation of bio-diversity

Since time immemorial tribal population depends on the forest resources for their livelihood, but the gradual shrinking of forest resources due to over exploitation of the industries have brought their livelihood at stake. The University has been sensitizing the tribal students regarding the conservation and protection of forest as well as providing them alternative source of livelihood. The students are trained on lac cultivation techniques and tasar cultivation as Jharkhand is the largest producer of Lac and Tasar silk in India. The preservation of lac host trees in barren land have helped to regenerate forest besides generating employment and enhancing income.

For case studies, see Additional Informations

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 73

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-

Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	23	9	16	13

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years**Response:** 23

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	5	4	2	2

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years**Response:** 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 13

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	0	0	0	8

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 3.19

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 51

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 16

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 7.86

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
203	144	126	116	57

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years**Response:** 3.08

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
80	30	55	33	55

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 3.55

File Description	Document
BiblioMetrics of the publications during the last five years	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 12.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 272.4

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
131.89	54.48	24.11	33.35	28.57

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 54.74

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
32.57	0	0.90208	1.15050	20.11950

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document

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 last five years

Response:

The various departments of the University organize a large number of extension activities related to their respective area of specialization. The students and faculty firmly believe that education is not only confining themselves inside the classroom but to understand the people's lives to help them in their needs and look for ways to improve their living.

Participation in extension activities kindles the spirit of social responsibility and directs the students to resolve social problems to create a peaceful society. Opportunities are provided to the students at

RKMVERI 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 represent a comprehensive set of activities that are intended to bring about a sequence of outcomes among the people in the community.
- 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 and a strong desire to commit themselves to enhance the quality of life of the community.
- Extension activities help students to maintain harmonious relations with the community and establish cooperative endeavours with government & non-government groups and individuals
- 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
- Extension activities help the members of the community to spell out their needs to become more productive and be capable of making intelligent decisions for the improvement and development of their socio-economic well-being.
- 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.

An extract of such initiatives taken by the various departments of the university that have created impact among the students is given in the Annexure in 'Additional Information' attached herewith.

File Description	Document
Any additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 48

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	9	8	5	10

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 122

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
42	25	23	23	9

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 69.35

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
629	575	344	466	318

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 33.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
61	35	35	20	18

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 333

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
119	63	48	61	42

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 43

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
13	10	8	8	4

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The Ramakrishna Mission Vivekananda Educational and Research Institute is a multi-campus University having its main campus at Belur Math and Off Campus faculties at Narendrapur, Ranchi and Coimbatore. 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:

- Classrooms - RKMVERI has a total of 111 smart classrooms for 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.
- Administrative Blocks with separate faculty rooms.
- Canteens, Sports and Residential facilities for students and staff.

All the above-mentioned instructional resources are provided with sufficient workspaces, seating capacities and equipment. catering to students' needs like water, electricity, gas and ICT. 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. These facilities are provided in consonance with the requirements of respective regulatory bodies applicable to various programmes offered by the University.

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

Response:

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.

S.No	Description of Sport/Game	Year and Date of Establishment	Total area in Mtrs	SqU
Outdoor Facilities				
1.	Athletics track (400 mts) – 1 No	2005	15664	1
1.	Basketball court – 2 Nos	2005	840	3
1.	Ball Badminton court – 2 Nos	2005	576	2
1.	Cricket oval ground – 1 No	2005	11304	2
1.	Cricket net practice – 2 Nos	2005	960	1
1.	Football field – 1 No	2005	8000	3
1.	Handball court – 1 No	2005	800	2
1.	Hockey field – 1 No	2005	5027	3
1.	Kabaddi court – 2 Nos	2005	270	3
1.	Kho-Kho field – 2 Nos	2005	832	2
1.	Volleyball court – 3 Nos	2005	486	3
1.	Tennis court – 3 Nos	2005	783	1
1.	Throwball court – 2 Nos	2005	450	3
1.	Bocce courts – 2 Nos	2007	180	1
1.	Table Tennis – 3 Nos	2005	250	1
Indoor Facilities				
1.	Fitness Centre for Men - 1 No	2001	650	6
1.	Indoor Badminton Courts - 4 Nos	1966	344	4
1.	Indoor Synthetic Tennis Courts - 2 Nos	2013	324	1
1.	Multipurpose Hall - 1 No	2015	1200	2
1.	Yoga Centre - 1 No	2005	350	4

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.
- Meritorious students in sports are admitted on sports quota. They are provided with free boarding

and lodging and fee concession facilities.

Cultural activities

RKMVERI provides a multitude of extracurricular activities to enrich student lives beyond academics. The university believes in providing opportunities for students to explore latent talents and provides platform to showcase such creative skills and interests. Cultural activities like dance, drama, etc., on spiritual and nationalistic themes organized during specific days of public celebrations every year like Independence Day, Republic Day, International Yoga day, International Day of the Disabled and so on.

Participation in such cultural events relieve the students not only from academic stress but gives them opportunities to exhibit their creative talents and helps them develop other non-scholastic abilities and social skills.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 92.86

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 117

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 64.93

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1150	1050	730	800	600

File Description	Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The campus-wise details about library automation are as follows:

Belur and Narendrapur Campuses:

Name of the ILMS software	-	Koha
Nature of automation (fully or partially)	-	Fully
Version	-	18.05.03.000 (as on 01 Jan 2019)
Year of automation	-	2009

Ranchi Campus:

Name of the ILMS software	-	OpenBiblio
Nature of automation (fully or partially)	-	Fully
Version	-	0.7.2

Coimbatore Campus:

Name of the ILMS software	-	Koha
Nature of automation (fully or partially)	-	Fully
Version	-	17.11
Year of automation	-	2018

The University has developed and maintained libraries with all required academic resources including 24 x 7 internet facility with wide bandwidth, and electronic gateways for accessing and sharing electronic learning and teaching resources among researchers, teachers, students and the visitors. The library budget ensures that the latest editions of books and journal are continuously made available. The library also provides for book banks for the economically backward students.

The Central Library is automated using the internationally acclaimed open source Koha LMS in Linux. It was first installed (version – 2.4) in the year of 2008. The current implemented version of Koha is 18.05.03.000. The OPAC (Open access interface of Koha (<http://lib.rkmvu.ac.in>)) can be accessed any time from remote as the library catalogue is powered by our university server with 99.9% uptime assurance. The campus-wide gigabit LAN enables access to Internet as well as library online catalogue and document repositories. This library supports closed access, namely it is available only for those patrons who have user account in Koha. There is a continuous effort of the university to increase the acquisition of library electronic resources. Besides, the library also include:

- Automated with RFID (Radio Frequency Identification) technology
- Departmental Libraries with Wi-Fi connectivity.
- All libraries have ensured access to several computer stations with adequate study spaces for students and faculty members. Separate cubical structures are also provided for research scholars to have access to reference materials.
- Computer desktops to provide online and Internet services to the faculty, research scholars, and students.
- E-content (videos) developed by faculty under e-Pathashala and Adapted Sports accessible to public through websites.
- DELNET (Developing Library Networks)/WEL/ APS/IOP/MathSciNet/JSTOR/ Springer/ The Mathematical Intelligencer (Springer Nature)/ SRELS Journal of Information Management/Rungta International Journal of Computer Science and Information Technology/ The International Journal of Business Analytics & Intelligence/ International Journal of Distributed and Cloud Computing/ Journal of Network and Information Security/ South Asia Archive (SAA)/ EBSCO
- Students having laptop can browse in the lounge areas of the library

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The University and the department libraries have been proactive with a collection of rare books, special edition books, Manuscripts and CD/DVD collection to provide faculty and students an enriched experience. Besides, WEB based access to Nptel & Delnet is quite inevitable knowledge resource for library enrichment.

- All specialization areas in special education viz., Hearing Impairment, Sign Language, Intellectual Disability and Visual Impairment are covered.
- These books, (both national and international publication) are rare and of immense importance to pre-service and in-service teachers during the years of their training and preparation
- Such books increase the understanding of the learners in their chosen field of disability studies enhancing their thirst for learning by providing essential facts and information in an easy-to-understand format.

Details of rare books are given in the Annexure (Additional Information). However, a summary of the rare

books is given below.

Coimbatore Campus: 8 rare books in the field of Disability and Special Education

Belur Main Campus: 838 + 129 + 331 (including CD/DVD) = 1298

It may be mentioned that among the rare collections are books published as early as (Christian era) 1345 AD

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 23.06

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
45.89	31.11	10.15	15.17	12.96

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 12.65

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 133

File Description	Document
Any additional information	View Document

4.2.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 2 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document
Give links or upload document of e-content developed	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The University provides a range of IT facilities to help students and faculty with their studies. 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.

Effective digital communication leading to paperless administration, and further aided by devices such as information kiosk, is also one of the green initiatives of the university. The portal also caters to various needs of the university stakeholders. The infrastructure 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 are provided.
- Time Table Schedule – Timetable for the whole month/year is given in advance.
- Teaching Plan – Teaching plan along with the content to be covered in the class is provided.
- Teacher's Diary – The deviations in the teaching plan, if any, are reported.
- Digital content – The course materials are made available in the following formats - .docx, .pptx, .pdf, .mp4, .mp3.
- Student's Attendance – The attendance is marked for every class
- Sessional Marks – The 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 all the technology support, to students, faculty and administrative staff, on all the service touch points

Computer Facilities

The campus-wide stratified LAN interconnects and provides privileged access to internet in 271 computers of the University exclusively for the students to use in classrooms, computer labs, FabLabs, Language labs, etc. These systems are powered mostly by Linux and/or Microsoft Windows software.

4.3.2 Student - Computer ratio	
Response: 3.46	
File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)	
?1 GBPS	
500 MBPS - 1 GBPS	
50 MBPS-250 MBPS	
250 MBPS-500 MBPS	
Response: ?1 GBPS	
File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)	
Response: Yes	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years				
Response: 33.7				
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)				
2017-18	2016-17	2015-16	2014-15	2013-14
560.71	512.99	490.92	367.46	299.16

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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.

Response:

The University has a dedicated maintenance department responsible for carrying out the duties of all departments and is responsible for overseeing the maintenance of buildings, classrooms, laboratories, sports facilities, hostels, canteens, lawns etc.

- The Maintenance Department is headed by a qualified technical expert and has support staff such as plumbers, electricians, carpenters, mechanics, etc.
- The maintenance of equipment for water pumping plants, sewage, etc. are undertaken as per their preventive maintenance schedules, guidelines by the equipment supplier.
- 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.
- The campus maintenance is monitored through surveillance cameras. Proper inspection is done and verification of stock takes place at the end of every year.
- Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus to provide a congenial learning environment. Classrooms, staff rooms, conference halls and laboratories, etc. are cleaned and maintained regularly by non-teaching staff. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. The green cover of the campus is well maintained by a full-time gardener.
- 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. After the expiry of the warranty period, the user of the equipment reports verbally to the purchase committee in the event of any kind of fault. A member then diagnoses the fault and takes appropriate action which may be one or more of servicing the fault by hired technicians, replacing the defective part, or replacing the entire equipment.
- The custom-made chairs and other furniture in the classrooms are maintained by the supplier on call basis.

- Easily serviceable defects in the LCD projectors are solved inhouse by trained staff.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 11.14

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
112	78	66	56	60

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 18.6

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
129	134	130	115	96

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and Meditation
- 8. Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 73.36

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
580	621	472	472	312

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

Response:

The University provides admission to the foreign students in all the programmes as per the guidelines of the University Grants Commission, New Delhi, and it has International Student Cell (ISC) for catering to the needs of foreign students.

The composition of the International Student Cell:

Chairperson : Dean

Members : Three Senior faculty members and
One Student representative

Liaison Officer : One faculty member nominated by the Dean to act as Coordinator

The functions of ISC are as follows:

- Admission of all the foreign students is done through the International Students' Cell.
- Conducting orientation programme to make them acquainted with Indian way of life, culture, practices etc.
- Addressing their difficulties, if any, with regard to acclimatizing in the matter of food, climate, accommodation etc.
- Communications with the Foreigner's Regional Registration Office (FRRO) with required documents/information and ensuring the registration process to get permission.
- Providing necessary guidelines to the admission committee to admit the foreign students in the University.
- Facilitating the students to get scholarships from their Countries.
- Verifying the documents required for admission such as Visa, Passport, Medical Certificates and Mark Sheets etc.
- Scrutinizing the eligibility qualification and equivalence certificate for admission into the particular programmes and issuing the provisional admission letter which is necessary to get the visa and to complete other formalities.
- Providing guidance on immigration related issues.
- Monitoring the student's academic progress and intimating the Government officers concerned
- Ratifying the students' grievances and ensuring their welfare.
- Monitoring the process of fee payment.

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 48.63

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
139	99	87	97	76

File Description	Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 36.76

5.2.2.1 Number of outgoing students progressing to higher education

Response: 100

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 38.38

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
50	10	14	12	14

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
82	29	32	51	48

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 35

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	10	4	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Student Council

The University has a student council in main campus and off campus centres which comprises of 10 student representatives (including boys & girls). 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 conducted by the college. The common functions like student association meetings, students' expo, blood donation camps and annual day are organized by the students' council. The students' council plays a representative role by reporting the grievances of students to the head of the institution and suggests possible ways of solving them.

Associations:

Association meetings are conducted in all the departments involving subject experts and eminent personalities. Students are also provided with opportunities to deliver talks on the topics of their own interest. These meetings are conducted by the secretaries of the respective students' association. Faculty members facilitate the students to organize such meetings.

- In Coimbatore campus, Students Literary Association functions with an objective of organizing various competitions like debate, oratorical, recital etc. It will organize special lectures and functions celebrates notable public events. There is also an Intramural Committee that will organize and officiate various sports and games including sports for the persons with disabled.
- The Department of IRDM at 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 various student activities and extends support to organize extension activities of the Faculty. Apart from extension, the activities carried out by the students' group include educational exhibition, teacher's day celebration, Swachh Bharath, cultural programmes, rally and publication of e-magazine and wall magazine.

The representation of the students on academic & administrative bodies/committees of the institution is as follows

Library Advisory Committee

Students representing all branches are made members in this committee and opinion of the students on matters related to adequacy and availability of books, e-resources, new titles and other facilities are considered.

Sports Advisory Committee

Members of the committee, including student representatives, meet once a month and take up agenda items like existing facilities, forthcoming tournaments, scheduling of practice timings to various departments, coaching facilities, etc.

Besides this, there are several committees/Cells (Placement Cells, Gender sensitization cells, Anti-ragging cells, Anti-discrimination cells, Cultural committee, Sports Committee, Magazine Committee and Student's welfare committee) which have effective student representation.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 30

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
38	34	28	26	24

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

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 non financial means during the last five years

Response:

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.
- Alumni of the department contributing to its development by sharing their expertise in various ways like advocating for placement and internship, providing feedback on curriculum, delivering special lectures and motivating enrolled students.
 - Annual campus-wise alumni meet is conducted every year.
 - 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 to faculty.
 - Communication among the alumni is usually through group e-mail
 - The department of physics has launched a website of the Alumni Association, with details to become a member of the association, etc. <http://physics.rkmvu.ac.in/rkmveri-physics-alumni-association/> to engage the activities of alumni in future.
 - There is an Alumni Association for all the students of Ramakrishna Mission Vidyalaya, Coimbatore Campus (All Vidyalaya Alumni Association – AVAA) in which the departments at Coimbatore campus (FDMSE, GAPEY and FAR) are part of it. 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
 - The final year students of every programme are registered on the alumni website.

File Description	Document
Any additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 7

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	1	1	1

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of this University established to actualize in howsoever small a measure the educational vision of Swami Vivekananda is based on the principle of an effective collective leadership by a group of dedicated monks at the helm of affairs supported, reinforced and strengthened by two strong layers of devoted faculty and non-teaching staff members who are equally devoted to the ideology of Ramakrishna Mission as bequeathed by Swami Vivekananda.

The Governing Structure of the University has also been suitably designed for this purpose. 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 will strive achieve excellence.

Starting from the Chancellor who is the ex-officio General Secretary of Ramakrishna Mission, the Sponsoring Society of the University by virtue of which position he is the Chief Executive of the Sponsoring Society at the apex of the pyramid followed by the Vice Chancellor (appointed as per UGC Regulations) from among the qualified monks of Ramakrishna Order looking after the day to day administration, down to the various officers at the Head Office like Pro-Vice Chancellor, Registrar, Deputy Registrar, Assistant Registrar, Controller of Examinations, Finance Officer, etc., 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. Further, the various 'Off-Campus' Centres devoted to the different 'thrust areas' as niche areas are located in the various Centres of Ramakrishna Mission across the country under the administrative control of the respective Heads of the these Centres appointed by the Sponsoring Society from among the qualified monks of Ramakrishna Order. The accompanying Flowchart given separately in the Annexure gives a pictorial representation of the Governance Structure delineated above in words.

The perspective plan and the participation of teachers in decision-making are an integral part of the above vision and governing structure. This model empowers the Dean, Heads of Departments and the teachers not only to effectively participate in taking decisions, but satisfies their creative and innovative urges to actualize the emerging trends in that particular niche area of specialization of that Centre. As an example could be cited the Faculty of 'Disability Management and Special Education' in the Coimbatore Centre to which was added the emerging area of 'Adapted and inclusive Physical Education and Yoga' to keep pace with the developments in the area, so much so, UNESCO awarded a Chair in this area, unique of its kind in the whole of Asia.

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

As described in answer the Qualitative Metric 6.1.1, the architecture of this University established to actualize Swami Vivekananda's vision had chosen, from its very inception, certain 'thrust areas'. These 'thrust areas' were to be operationalized through several 'Off-Campus' Centres chosen from among the Centres of the Ramakrishna Mission, each one devoted to a particular 'thrust area' as the niche area in which the Centre had the potential to achieve excellence. The programmes and courses in these 'thrust areas' were subsumed into various 'Schools' operating in the 'Off-Campus' Centres as decentralized Units under the administrative control of the respective Heads of the 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, Controller of Examinations, etc., at the Head Office located in the main campus at Belur overseeing the academic part of the Schools running various programmes 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 of the Faculties, Heads of Departments and other faculty members overseeing the nitty-gritty 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, on the one hand, appoints the Heads of the various branch-Centres (that house the Faculty Centres of the University) who act as Administrative Heads of the Faculty on the one hand and on the other hand, 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 fabric of the University from its very inception.

The governing structure delineated above in metrics 6.1.1 and 6.1.2 is pictorially represented in the diagram given in 'Additional Information' herein.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Example of successful implementation of Perspective/Strategic Plan

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 developed a high degree of expertise, facilities and resources in these areas over the decades so that we could move quickly forward rather than reinventing the wheel.
4. Swami Vivekananda's emphasis on the cultivation of sciences, both 'natural and humanistic' as understood by Sir Jamshedji Tata who invested in the setting up of a science Institute at the behest of Swami Vivekananda.

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 (all of which are branch-Centres of Ramakrishna Mission headquartered at Belur Math) which have developed expertise in these areas, devoted to the various 'thrust areas' as niche areas through various Schools:

1. Belur Main Campus—School of Indian Heritage and School of Mathematical Sciences
2. Coimbatore Campus—School of Rehabilitation Science and Physical Education
3. Ranchi Campus—School of Agriculture and Rural Development
4. Narendrapur Campus—School of Agriculture and Rural Development and School of Environment and Disaster Management

Swami Vivekananda wanted the blend of the ancient moral and spiritual wisdom of the East—the humanistic sciences—with the modern scientific and technological knowledge of the West—the natural sciences. The perspective/strategic plan in this regard is the setting up of the two Schools of Indian Heritage and Mathematical Sciences side by side with two huge blocks on the Eastern and Western side as mirror images of each other so that even in terms of physical infrastructure there is a natural blend. This massive composite structure has been christened *Prajna Bhavan* to indicate this blend.

Another urgent need of the hour is being addressed by the University to inculcate in the young minds the idea of Religious Harmony and Peace in the light of Ramakrishna-Vivekananda Ideal. A multi-religious prayer book containing eight short prayers in the form of hymns and teachings from eight major world religions has been prepared for this purpose. (Ref: 'Additional Information')

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

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.

Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI), with its head office located in its Belur Math campus, is administered through the following tiers:

- The Chancellor, being the General Secretary of Ramakrishna Math and Ramakrishna Mission (ex-officio), is at the helm of affairs of the university as the President.
- The Vice Chancellor, is appointed according to University Grants Commission (UGC) guidelines who will usually be a qualified and competent monk of the Ramakrishna Order, will be in charge of the day-to-day administration of the University and all its academic programmes and activities.
- 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, will be in charge of the day-to-day administration of the respective centres.
- Deans are appointed to manage the academic activities of each Department. Heads of Departments, faculty members support the Deans in the smooth functioning of the academics.

Functions of various bodies

Various statutory bodies are formed at the University as per the UGC guidelines for the smooth conduction of academic and administrative activities.

Internal Quality Assurance Cell (IQAC)

The IQAC cell initiates, plans and supervises various administrative and academic activities that are necessary to enhance the quality of the education imparted in the Institution. It strives to maintain the quality standards in teaching, learning and evaluation.

Academic Council

The Academic Council, the highest academic body of the University, is responsible for ensuring the standards of academic programmes. Its members, with rich & diverse experience and background, are drawn from renowned educational institutions and well-known organisations and they advise the University in framing Regulations, Curriculum and Syllabi for its programmes.

Finance Committee

The Finance Committee monitors the utilization of funds and approves University's yearly budget. The

audited statement of accounts of the University comes under the scrutiny of this committee.

Planning and Monitoring Board

The Planning and Monitoring Board plans the academic courses, research programmes, interdisciplinary activities, interaction with collaborative agencies for training, extension and research, and monitors from time to time the implementation of the programmes and activities formulated by it.

Board of Studies (BoS)

BoS frames and revises the syllabi of the various courses whenever necessary and recommends the Academic Council for approval. All the academic related matters such as reforms in teaching learning process, evaluation, setting the panel of examiners are discussed.

Grievance Redressal Mechanism

Campus-wise Grievance Redressal Mechanism is in place, in order to address and mitigate the grievances of teachers and other stakeholders, if any

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

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

Response:

RKMVERI has various statutory bodies and committees functioning at all its campuses. The meetings of such bodies and committees are periodically held as mandated by UGC norms and regulations. The various bodies/ cells/ committees are:

1.Board of Management

2.Academic Council

3.Board of Studies

4.Finance Committee

5.Internal Quality Assurance Cell (IQAC)

6.Institutional Ethics Committee (IEC)

7.Planning and Monitoring Committee

8.Internal Compliance Committee

9.Purchase Committee

10.Research/ Doctoral Committee

11.Grievance Redressal Committee

12.Anti-Ragging Cell

13.Gender Sensitization Cell

14. Anti-Discrimination Cell

Examples of activities that are implemented in the Coimbatore Campus of the University based on the minutes of meetings of various bodies are given below:

- The following specialized laboratories and centers were established based on the recommendations of Internal Quality Assurance Cell:

- Assistive Technology (AT) Laboratory
 - Mobility Laboratory
 - Early Intervention Center
 - Vocational Training Center
 - Biotechnology Laboratory
 - Sports Science Laboratory
 - Adapted Physical Education Laboratory
 - ICT Laboratory
 - Plant Protection Laboratory
 - Seed Technology Laboratory
 - Soil Science Laboratory
- Initiatives undertaken based on the recommendations of Doctoral Committee
- Change of question pattern for Entrance test for the M.Phil/ Ph.D Program.
 - Offering Integrated M.Phil & Ph.D Program from 2013 onwards.
 - Introduced University scholarship for M.Phil/ Ph.D scholars.
- Initiatives undertaken based on the recommendations of Academic Council Meetings
- Attendance norms were formulated for all the three faculties of the University, Coimbatore Campus.
 - Common CGPA system with letter grades is adopted for all the three Faculties of the University, Coimbatore Campus, from the year 2016-2017.
- Initiatives undertaken based on the recommendations of Library Advisory Committee at the Coimbatore Campus:
- Creation of Braille library to support students with visual impairment.
 - Installation of screen reading software to help students with print disabilities.
 - Access to research scholars from other Colleges/ Universities

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Effective welfare measures for the teaching and non-teaching staff

In tune with the ideology of Ramakrishna Mission established to serve God in man (what Sri Ramakrishna called *shiva-jnanejiva-seva*), the institutions of Ramakrishna Mission form a network of like-minded people, monks at the helm of affairs with two tiers of dedicated faculty and sincerely devoted other staff, working harmoniously as a family for a common cause which is imparting life-building, character-making, intellectually stimulating and morally enriching education to generations of students with the conviction that the right type of education is the panacea for all evils and leads to nation building collectively through

character building individually.

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, a few yards away from the Belur main campus of the University; Ayurvedic clinic at Ramakrishna Mission Ashrama at Narendrapur (which houses a huge medicine plant garden)
2. Medical treatment: Indoor treatment at Ramakrishna Mission Sevapratishthan, (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 (school as well as higher education up to graduation and post-graduation)
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 Ashramas (Centres of Ramakrishna Math/Ramakrishna Mission) for the employees and their close relatives

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

1. A medical camp is run by the Ramakrishna Mission SevaPratishthan in the campus of the KVK at Arapanch twice a week. 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 as per norms of the government is also provided to the employees.
4. Group savings linked insurance (GSLI) benefit is also provided to the employees

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 15.22

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	16	10	8

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 23.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
33	28	20	21	17

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 45.44

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
56	48	33	27	26

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The University has well-formulated mechanism to review periodically the progress and quality of teaching and non-teaching staff (non-teaching staff- to be confirmed). This mechanism is implemented through the submission of Annual Self-Appraisal report reviewed by the Administrative Head of each Department.

The self appraisal system by the teaching staff is very transparent and includes the following aspects of academic, administrative and research activities.

- Research experience and training
- Research projects carried out
- Participation in seminars, conferences, symposia, workshop etc
- Paper presentation in seminars, conferences, symposia, workshop etc.
- Details of faculty members who were invited as resource person/ guest faculty
- Details of publications
- Teaching experience
- Teaching Assignment
- Participation in corporation life

The student evaluation of teachers also becomes a part of Performance Appraisal System of the Faculty. The students assess the performance of the teachers on certain variables such as use of ICT & different teaching strategies, communicative skills, General relationship with students, opportunities for learning experiences, classroom management and completion of syllabus on time by using four point rating scale. This evaluation is carried out by the students at the end of each semester

Factors contributing to satisfaction in terms of the teacher concerned, teaching methods adopted, communication skills, use of ICT in teaching and ability to complete the syllabi portions are graded by the students.

A transparent and well planned self appraisal mechanism is being followed for the non teaching staff. Reports from immediate authorities are also taken into account for the Annual Performance Appraisals. The following aspects are included in the self appraisal format:

- Task assignment and execution
- Following institution ethics
- Participation in self development programmes
- Participation in corporation life
- Effective communication

- Team work

The collected appraisals from teaching and non-teaching staff is evaluated by the Academic and Administrative Heads of respective departments for further quality improvement and sustenance

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

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

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 1290.61

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

2017-18	2016-17	2015-16	2014-15	2013-14
445.82	189.88	252.80	189.76	212.35

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The University mobilizes funds through the following internal and external sources:

Internal Sources:

- Fee collection from students
- Consultancy services & corporate training
- Sale of publications

External Sources:

- Donations from philanthropists and alumni
- Endowment funds for establishing Chairs from Government and Non-government bodies
- Grants for Research activities from Government and Non-government Bodies
- Ad-hoc, one-time grants from UGC
- Financial supports from collaborating agencies
- Grants from various Government and Non-government bodies for specific programmes/projects, like Yoga Fest, etc.

Strategies for Mobilizing Resources:

- Enhancing consultancy and corporate training: Initiatives are undertaken to improve the consultancy services and corporate training at all departments.
- Increasing student strength: Efforts through various means of advertisement are taken to improve the student strength in self-finance wings.
- Leveraging research grants: Faculty members and research scholars are encouraged to apply for research projects from Government and Non-government agencies. The University ensures the dissemination of information to the faculty members about the various funding agencies which provide financial assistance for major and minor research projects and organizing seminars/conferences/workshops.
- Improving Alumni participation: Alumni relationships are being strengthened through alumni meetings and alumni associations. Measures are taken to improve their contribution in the developmental activities of the University.
- Expanding Institution-industry Collaboration: The network with the industries would help in mobilizing the resources.

Optimal Utilization of Resources

- The University ensures optimal utilization of resources through periodical monitoring, sharing of infrastructural facilities across departments, cross-checking with requirements of funds for each department, etc.
- Economy measures are carefully carried out through efficient recycling and remodeling as well as indigenous design and implementation.

Through these strategies the University plans to strengthen the mobilization of funds and maximum utilization of resources

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

Response:

Example 1:

Collaborative Initiatives

The following outcomes are the result of IQAC initiatives by various Departments of the University.

- Faculty of Disability Management and Special Education (FDMSE) in Coimbatore Campus collaborates with various non-government organizations to carry out research projects. Some examples are given below:
- FDMSE and C-DAC Hyderabad have jointly designed and developed android based mobile apps for the video content of Indian Sign Language (ISL) – General Dictionary, Physics Dictionary, Banking Dictionary of FDMSE, in 11 Indian languages such as Tamil, Kannada, Malayalam, Telugu, Marathi, Odiya, Punjabi, Bengali, Assami, Hindi and Gujarati. The apps were hosted in Digital India initiative portal for the general awareness on Indian Sign Language for the benefit of public, stakeholders whoever interact in daily life opportunities with persons having hearing impairments. This facilitates and promotes inclusion in communication among the society and the apps are one of their kind developed in the country. These mobile apps are available free of charge for anybody who has access to the portal to download and use.
- 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. This is the first and only magazine that has been ever published by considering the accessibility aspect of all type children with disabilities.
- The Faculty of General and Adapted Physical Education and Yoga (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. Such initiative open up an inclusive sports platform for athletes with paraplegia, cerebral palsy, visual impairment, amputee, hearing impairment, muscular dystrophy and intellectual disabilities.

Example 2:

- Upgrading the computational facility in the Faculty of IRDM, Narendrapur Campus, by establishing a laboratory with 25 computers (with internet access) and overhead LCD projector.
- Central Instrumental Laboratory set up in the Faculty of IRDM for advance research by all the faculty members.

State-of-the-art seminar hall set up at Belur campus, equipped with sophisticated CISCO SpeakerTrack video conferencing facility and lecture capture station

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Example 1: Feedback Mechanism

The University follows a strong and transparent Feedback Mechanism. Feedback is obtained periodically from all the stakeholders viz teachers, students, parents, alumni and employers to review the curriculum of various programmes. Specific inputs are taken from these stakeholders to strengthen the academic processes.

Teachers' Feedback on Curriculum

Feedback is an essential element of any system and teachers play a vital role in revamping the curriculum for effective teaching learning process. Through this feedback on curriculum, teachers are able to identify the gaps between what their students are currently learning and what they have learned before. Also, the curricular content is reframed and enriched by eliminating outdated content based on the student requirements and emerging trends.

Students' Feedback on Curriculum

Students feedback system is a critical element of internal quality assurance. Tutor ward meetings and highly structured questionnaires are used to obtain feedback from the students. By giving their views about their learning experiences, students can be more aware of the learning process and can enhance their learning competencies. It can be used as a base on which to evaluate teachers' performance in order to improve teaching outcomes. It can also be used to identify strengths and weaknesses of a program or an institution. Student feedback on curriculum is taken twice a year at the end of each semester.

Alumni Feedback on Curriculum

Alumni feedback is very helpful in structuring the curriculum. Constructive feedback is sought through Alumni meetings and analysis of questionnaire. This helps in updating curriculum and for continuous development of the program's educational objectives. Furthermore, such feedbacks are used as a link between issues of various stake holders and curriculum development.

Employers' Feedback on Curriculum

Structured feedback on curriculum obtained from the employers help in honing and equipping the students with necessary knowledge, skills and competencies required by the respective work places.

Parents' Feedback on Curriculum

Parents feedback is one among the crucial elements of curriculum development. The valid suggestions shared by the parents are considered for revising and updating the curriculum.

Example 2:

Deployment of Open Source Softwares as cost-cutting measures:**(i) Linux networking, (ii) Learning Management System (LMS) and (iii) Library Management System (LibMS)**

The University believes in deploying Open Source Softwares, whenever and wherever applicable and therefore practices such deployment in all its automation initiatives. The following three examples implemented in the Belur main campus are testimony to such belief and practice.

- The computer network in the Belur main campus is through expert deployment of cutting edge Linux technology, which is an Open Source Software.
- The course delivery is effectively managed by the Open Source Software, Moodle. To leverage the re-use and dissemination of teaching-learning materials. Moodle has been implemented successfully.
- The cataloging and circulation of library resources is efficiently managed by the state-of-the-art Open Source Software, Koha, which also enables integrating third party softwares like RFID.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 19.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	30	20	16	6

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Improving Infrastructure:

- The administrative and academic buildings of various Departments have been made barrier-free.
- Refurbishing the buildings and furniture
- Upgrading Seminar Halls
- Establishing ICT enabled classrooms
- Well planned and maintained garden inside the campus
- Deployment of Open Source Softwares as cost-cutting measures: (i) Linux networking, (ii) Learning Management System (LMS) and (iii) Library Management System (LibMS)

Establishment of Laboratories:

- Establishment of the following labs at various Campuses.
- Assistive Technology Lab
- High-speed Braille Printing unit
- Early Intervention Center
- Vocational Training Center
- Biotechnology Laboratory
- Sports Science Laboratory
- Adapted Physical Education Lab
- Information and Communications Technology Lab
- Plant Protection Laboratory
- Seed Technology Laboratory
- Soil Science Laboratory
- Design & Fabrication Laboratory
- Big Data Laboratories

- Computer Laboratories

Enriching academic and non-academic activities

- Integrated M.Phil./Ph.D. programme has been started as per UGC norms
- Research Fellowship is introduced to the meritorious scholars
- Attendance norms are developed and followed.
- Annual National Conference is regularly organised
- Regular use of ICT in curriculum transaction
- Standardization of low-cost organic production practices

Publication of Peer-reviewed National and International Journals/ Student Magazines

- Online journals such as Journal of Disability Management and Special Education (JODYS), International Journal of Adapted Physical Education & Yoga (IJAPEY) and Vivekananda International Journal for Agricultural Sciences (VIJAS) are launched.
- Four-monthly e-magazine (*Krishaka Devo Bhava*) and wall magazine (*Prabuddha Gramin Bharat*) of the students, by the students and for the students
- Two journals in Sanskrit, *prajnaloka* and *pratibhaloka*, published by the department of Sanskrit and Philosophy for research scholars and faculty as well as other students of Sanskrit respectively.

Digitalization of Administrative Activities or (ICT and Automation)

- Library automation
- Online admission
- Online publication of results
- Reduced liquid cash transactions
- SMS based information dissemination system to staff, students and parents

Library Augmentation

- Addition of 5000 books including texts and references.
- Installation of Library Management System software.
- Installation of Screen Reading Softwares for students with visual impairment and print disabilities.
- Provision of special cabin for the students with disabilities for easy accessibility.
- Creation of Braille library to support students with visual impairment.
- Installation of screen reading software to help students with print disabilities.
- Provision of access to research scholars from other Colleges/ Universities.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 15

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	2	2	2

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

The University organizes special programmes for gender sensitization. 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. Women Grievances cell is capable of dealing the cases (if any) very confidently with its team of functional head of the cell and a few women faculty members. The cell also conducts different activities to encourage women to fight against any kind of injustice shown towards them.

1. Safety and Security

Safety and security measures put into operation by the University to address gender sensitive issues are mentioned below:

- All employees, students and stakeholders are always treated with utmost respect and dignity.
- Separate staff rooms with basic amenities are provided for women and girl students.
- Surveillance cameras are installed at various locations for safety purposes and to prevent unforeseen incidents.

- 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.

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 30.77

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 93516

7.1.3.2 Total annual power requirement (in KWH)

Response: 303950

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 53

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 109980.3

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 207510

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:**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.

- The University promotes an effective system of segregation, collection, storage and eco-friendly disposal of waste.
- Students are sensitized and encouraged regarding e-waste management and environment-friendly practices

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Urbanization and industrial development have resulted in the exploitation of groundwater and surface water resources. In order to avoid the deterioration in water quality and for sustainable management of rain water, the University has initiated water harvesting system in its Coimbatore campus, where scarcity of water is rather acute, with the aim of increasing the groundwater levels by collecting, storing and reusing rain water.

The rain water is collected from rooftops of buildings from existing down-takes and surface runoff harvesting. Then it is channelled to recharge wells at different locations of the campus and diverted to bore wells to recharge deep aquifers, which is then become useful for various purposes.

An environmentally responsible attitude is instilled amongst students by creating awareness on rain water harvesting

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Since inception, the institution is committed and has been trying to maintain the greenest environment on its naturally eco-friendly campuses. Plantations, lawns, flower gardens have been specially developed and are maintained ever green in all seasons of the year. At the Ranchi and Belur campuses of the University, the gardens are fully organic.

Eco-friendly Transport Means

- **Students and Staff using bicycles**
- The use bicycles is encouraged among the staff and students in all its campuses and more than 90%

of students either use bicycles or walk.

- Among faculty members only 50% use motored vehicles.

- **Public Transport**

- All the campuses of the University are located along the national highways and nearer to bus/railway stations which helps the faculty members and day scholar students to use public transportation (buses and/or trains) for commuting.

- **Pedestrian friendly roads**

- The roads inside the campuses as well the approach roads are provided with wide sidewalks. Further, line of trees along these sidewalks provide shade.
- At every crossing, clear road marks have been painted and suitably painted bumpers/speed breakers have been provided to ensure safe pedestrian crossing.
- Student volunteers and security personnel regulate the traffic during rush hours.

Plastic free campus

- Initiatives are taken to ensure plastic free campus and also the students are sensitized to create pollution free, eco-friendly campus.

Paperless office

- The institution aspires to march towards paperless administration and ensures that communications are done through e-mails and SMSes to reduce the use of paper as much as possible.
- The documentation work relating to administration, teaching-learning and assessment are done electronically as much as possible, in tune with the same aspiration articulated above for paperless office.

Green landscaping with trees and plants

- All University campuses have well maintained, beautiful landscapes which includes trees, plants, lawns and flower gardens through all seasons of the year.
- The University has launched 'One Student One Tree' campaign on the recommendation of UGC. Under this program each student is required to plant a sapling during his/her stay in the institution.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.63

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

2017-18	2016-17	2015-16	2014-15	2013-14
11.45179	32.49624	1.56377	0.99519	2.24605

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 104

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	17	23	26	20

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 82

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	17	22	15

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 66

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	15	11	13	13

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The University observes national festivals as well as birth and death anniversaries of great Indian personalities.

- **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 mini marathon is 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 to commemorate the birth anniversary of Bhagawan Sri Ramakrishna Paramahansa. This grand festival attracts more than one lakh of people from the neighbouring villages, spectrum comprising teachers, students, alumni, parents, devotees, admirers, well-wishers, common folk as well as the educated elite of the society, all of whom enthusiastically participate in this day-long festival with deep fervour. Thus, this unique festival which is an annual feature at the Coimbatore campus is most educative, entertaining and enlightening. Similar festivals held at Belur and Narendrapur campuses as an annual feature on the occasion of Sri Ramakrishna's birth anniversary, also attract more than lakh of pilgrims and devotees.

For more information, see link: <http://www.srkv.org/guru-puja-2019/>

- **National Youth Day:** National Youth Day is observed on 12th January, the birthday of Swami Vivekananda. Students and staff members of various departments 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 with much enthusiasm by all the students and faculty members.
- **Saraswati Puja:** It is a public socio-cultural event organized by Ramakrishna Mission Vivekananda Educational And Research Institute, 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 prasada (lunch). Art Exhibition on specific themes, such as Swami Vivekananda, Sister Nivedita etc., is organized every year during the Saraswati Puja, for the public.

- **Teachers' Day:** Students celebrate teachers' day to mark the birth anniversary of Sarvapalli Dr. Radhakrishnan.
- **Vidyarata-vrata Ceremony:** This is also a unique feature of institution, inherited as legacy of all Ramakrishna Mission Educational Institution. In this ceremony the newly admitted students, within weeks of their admission, take vows of studentship as administered by their Acharyas, who are usually senior monks of Ramakrishna Mission. The parents of the new students are also invited. The older students also participate and welcome the freshers as their brothers and sisters, which ceremony is called *Bhratri-Varan*. This elevating tradition of Ramakrishna Mission Institutions is a fitting anti-dote to the ugly menace of ragging that is unfortunately becoming ubiquitous in higher education institutions in our country.

For more details, see link: <http://rkmvu.ac.in/freshers-welcoming-ceremony-at-belur-main-campus-23-aug-2018/>

The other events include Netaji's Birthday, International Yoga Day, International Women's Day, International Day of Persons with Disabilities etc.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Transparency in financial functions:

- All the financial transactions are done through online and prompt issue of receipts is ensured.
- Finance committee ensures the smooth and transparent functioning of financial transactions.
- Internal and external auditors are appointed to conduct the audits regularly.
- Internal audit is conducted in each quarter every year and external audit is conducted annually at the close of each financial year.

Transparency in academic functions:

- Details regarding admission process, examinations and evaluation procedures are put up in the notices boards and websites.
- Programme syllabi, academic calendars and regulations are shared with students and staff at the beginning of the academic session.
- Student handbook is uploaded in the website.
- Students are given orientation on programme outcomes, course structure and evaluation system at the beginning of their academic programme.
- Internal assessment procedure is open to the students for ready clarifications.
- In addition, tutor ward meetings are conducted at the end of each semester to obtain students' feedbacks and appropriate measures are taken to address their needs.
- Mentors attached to groups of students as mentees continuously monitor the academic, personal,

psychological and other needs of the students, thus acting as their 'friend, philosopher and guide'.

Transparency in administrative and auxiliary functions:

- The University follows transparent admission process adhering to the norms of University and statutory bodies.
- All circulars related to students, teaching and non-teaching staff are circulated, read in assemblies and put up in the notice boards.
- Administrative activities are undertaken through team work and responsibilities are distributed among the staff members under the guidance of the Assistant Administrative Head and the Dean in the case of Departments in 'Off campus', while at the main campus such guidance is provided by the Vice Chancellor/ Pro-Vice Chancellor.
- The organogram of the Institution is displayed in the University website for better understanding of the overall administrative structure of the University, particularly in view of various MHRD/UGC-approved 'off-campus' centers.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice: 1

Establishing and Managing an ICT-based Network for Students, In-service Teachers of Schools at all levels and Colleges

Objectives of the Practice:

The Information and Communication Technology (ICT)-based Network of Ramakrishna Mission Vivekananda Educational and Research Institute, Belur, Howrah, West Bengal, India, called VIVEKDISHA, is established to cater to the needs of Students, Teachers of Schools and Colleges at the State, National, and International levels with the following objectives:

- Providing online and off-line Education to the Students from 6th Std upto +2 level including undergraduate programmes in Mathematics, Physics, Chemistry, Life Sciences, Social Science, Communicative English, Value-Education particularly in remote and rural areas so as to 'Reach the Unreached'
- Developing interactive website with online examination facilities
- Uploading video lessons/books in all subjects recorded/prepared using the expertise of eminent academicians of respective subjects
- Training in-service teachers through online workshops/interactive sessions
- Conducting online Spiritual Heritage programmes to the Public Audience in India and abroad
- Creating Book Banks at different Centres having online facilities.

The Context

The integration of new technologies into the curriculum is essential for providing opportunities for students to effectively learn and thoroughly understand. The act of integrating ICT into teaching and learning is a complex process leading to encountering a number of problems. Different categories have been used by educators to classify the problems in use of ICT in Education into extrinsic and intrinsic. Extrinsic problems refer to Access, Time, Support, Resources and Training mostly pertaining to institutions rather than individuals. Intrinsic problems refer to Attitude, Beliefs, Practices and Resistance pertaining to teachers, administrators and individuals. We may also encounter the obstacles in the use of ICT pertaining to material and non-material conditions. The material conditions may be the insufficient number of computers and copies of software etc.,. The non-material obstacles include teachers' insufficient ICT knowledge and skills, the difficulty of integrating the use of ICT in instruction, and insufficient teacher time.

The Practice

ICT-based learning offers greater diversity of learning in theoretical and practical fronts. Also it allows the learners to make full use of their own multiple cognitive abilities and skills. In the ICT-based teaching-learning process, teachers and students alike are enthused because teaching becomes more dynamic, expanding their vision and making use of available high quality study materials. Moreover, teachers are motivated to teach more creatively and to introduce innovative pedagogical strategies in the classroom with vigor and enthusiasm.

At present, we have 21 VIVEKDISHA centres in West Bengal for Online and offline education, teachers training and other activities. The University has the provision to connect twenty five centres for videoconferencing through Internet Broadband facility anywhere at anytime on the globe. The centre at University, Belur Math is the Expert Centre, while the other centres in West Bengal and other areas are participating centres. The distribution of the Vivekdisha Centres in West Bengal is wide enough to cover a greater part of the State of West Bengal—from Jalpaiguri, in the north of the state, to the Sundarban region in the south, and to the district of Bardhaman in the west. All the Vivekdisha Centres are located in the branch centres of Ramakrishna Mission or in places where ex-students/devotees of Ramakrishna Mission run centres with dedication to the Ramakrishna-Vivekananda ideology

What exactly happens in an online class of 'Vivekdhisha' ICT Network ?

A teacher teaches using a digital notepad or multimedia presentation prepared by using computer software. This is transmitted simultaneously to all the centres logged in to the University Expert Centre. In these centres the students are able to see and hear the teacher, the multimedia presentation, the notepad as well as students at other centres who are also participating in the online class. At the same time, the teacher at the University Expert centre or anywhere on the globe can listen to all the participating centres. It is a virtual class room whose boundaries are not defined! It makes a vibrant interactive virtual classroom environment for the teacher and students at various geographically isolated centres.

The biggest challenge is the need for *constant renewal* of content, which means expanding ICT-based curricular requirements to accommodate widespread applications that have emerged over the last few years. As technology develops and the environment becomes more user-friendly, there is greater demand for practical experience in the use of software, the strengthening of network communication and skills in preparing documentation.

Evidence of Success

Subjects like Physics, Chemistry, Mathematics, Biology, Value Education and Communicative English for students of Classes Six to twelve are taught mostly through multimedia presentations i.e. through texts, pictures, animations, real visual clips, video recordings from laboratory.

- The students of standards VI to XII are benefitted as classes held through interactive mode in Bangla or in English. In case of higher classes the medium of instruction is English.
- ICT tools like PC, laptop, LCD monitor, camera, digital notepad, projectors, audio system, many software etc. are used to make the teaching-learning process not only more effective, but more joyful and fruitful as well.
- Interactions and discussions enable learners to strengthen their understanding of various concepts.

Special Features of Vivekdisha Online Programmes:

1. ICT-based, Multimedia-based, multiple videoconference-based Online classes going for **6 days/week**
2. Spreading quality education in urban as well as rural areas through Internet-based broadband connectivity– thus minimizing digital divide
3. Online classes provide opportunities for Interactions, Concept building, Connecting the real world with the subjects taught, Creative and joyful learning
4. Conducted in Bangla and in English
5. Online students' strength – more than 13000
6. Dissemination of Digitally prepared study materials

Problems Encountered and Resources Required

Problems in running existing centres:

- Sometimes broadband connectivity is unstable
- Less number of IT-trained people in Expert centre and in remote centres
- High maintenance cost of computers, projectors and high capacity power back-ups (UPS)

Problems in starting new centres:

- Provision for broadband connectivity in the remote localities
- Provision for regular maintenance of infrastructure
- Need for trainers in IT at remote centre
- Adequate funding

Resources Required

- Provision for stable and effective broadband connectivity, at least 1 mbps, at the remote centre
- Creating a dedicated secured room for Online classes at the centre
- Availability of adequate number of IT-trained persons at the remote centre
- Provision for recurring finance at the expert centre as well as remote centres

Best practice 2:

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 Integrated Rural, Tribal Development and Management (IRTDM) 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 IRTDM 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 'Integrated Rural & Tribal Development and Management (IRTDM)' which runs a 5-year integrated (B.Sc.+M.Sc.) course in IRTDM, 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 IRTDM. 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 IRTDM, 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 IRTDM 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 IRTDM 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

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Unique Services rendered by the Department of Disability Management & Special Education and Adapted Physical Education Sports & Yoga for the Disabled

- Ramakrishna Mission Vivekananda Educational and Research Institute, Coimbatore Campus, is the **only institution in India** that has comprehensive on-campus facilities for providing Education, Training, Rehabilitation, Adapted sports & yoga for persons with disabilities in various categories such as Visual Impairment, Hearing Impairment and Intellectual Disability.
- State-wide statistics on existing teacher-pupil ratio indicate (refer Sarva Shiksha Abhiyan (SSA) website) that there is an imperative need to train more teachers in special education so as to achieve the goal of 'Education for All' and provide educational opportunities to all children with disability in inclusive setting. Keeping this in view, based on the Rights of Persons with Disability Act (2016), the institution geared up with several initiatives such as Educating, Rehabilitating, and Training children and Persons with Disabilities by providing inclusive educational opportunities in the areas like Human Resource Development, Research and Extension, Extending on-campus Support Services, Community-oriented Outreach programmes, Material Development and Dissemination

Human Resource Development:

- Conducting pre-service and in-service training programs (both NCTE & RCI recognized) at all levels viz. short-term, diploma, undergraduate and postgraduate levels for preparing personnel and professionals for special education, physical education and Adapted Sports and Games for persons with disabilities and Yoga, catering to the needs of persons with various disabilities.
- Organizing certified bridge courses/crash courses on Orientation and Mobility, Braille literacy, Sign language and Total Communication, Sensory integration and Behavioral adaptation for special educators dealing with various types of disability.

- Organizing awareness programmes for all the stakeholders to facilitate effective implementation of inclusive education and service programmes for persons with disabilities and Assistive Technology that includes Accessibility to Information and Communication Technology with practical hands-on training for effectively implementing inclusive education, universal design of learning practices in the classrooms, homes and workplaces.

Research and development:

- Undertaking minor & major research projects, conducting M.Phil. and Ph.D., programmes and field studies on Special Education, Rehabilitation, Adapted Sports and Games and Yoga for the disabled so as to utilize its outcomes for strengthening special education and rehabilitation services
- Preparing context-based models and developing tailor-made programmes not only for educating all children with disabilities but for the benefit of special education personnels of various states of our country and abroad.
- Creating awareness on user-centric design and development in Assistive Technology tools development, evaluating products with the users for industry startups.
- Guiding technical institutions in developing technology solutions with problem statements and assistance required from persons with disabilities for their rehabilitation, education, welfare and livelihoods.
- Working with international social organizations like Leonard Cheshire, UK, in curriculum development for streamlining their vocational training into certificate course. The course is intended to provide effective theory and practical curriculum-based training to persons with disabilities in preparing for their equal vocational opportunities.

Extending on-campus Support Services:

- Provision is made for differently-abled to make use of on-campus support services such as: Early Identification, Early intervention, Guidance and Counselling, Remedial teaching, Vocational Training, Physiotherapy, Occupational and Speech Therapy, Audiology and Speech Pathology training, and other referral services.

Community-oriented Outreach Programmes:

• Awareness Programmes for the Disabled

In order to create awareness among remote rural community about causes, prevention, early identification and intervention, special education, rehabilitation, health and hygiene Identification and intervention, the departments regularly conduct various extension, outreach and community awareness programmes for parents and social workers.

• Vocational Training for the Disabled

Organizing adapted vocational training for young adults with special needs on various streams with pre-

vocational skills training on handicrafts, tailoring and gardening. Use of Assistive technology for the disabled to be self-dependent.

- **Unified Extension Program for the Disabled for developing functional Skills**

Organizing a massive comprehensive inclusive extension programme to more than 500 students every year in which a special training is given to differently-abled children in integrated setting to improve their functional skills through synchronized and rhythmic physical activities and multisensory therapy.

Material Development and Dissemination:

- Text books/Learning Materials/Research Journals are printed in Braille in all Indian Languages using the latest Sophisticated Computerized Braille System (capable of printing 1000 pages per hour) and geometric, graphic representations in text books / learning materials are converted into tactile graphics
- Published the first Sign Language dictionary bilingually (electronic version) in India. Developed sign language exclusively for Engineering, Banking, and Physics terminologies. Also, developed an App for sign language dictionary in 11 Indian languages in collaboration with Centre for Development of Advanced Computing (CDAC), Hyderabad. The department attempts to prepare such dictionaries for terminologies in Mathematics, Chemistry, and Zoology.
- Preparing assistive devices and adopting them for children with special needs to effectively learn subjects like Mathematics, Science, Social Science, etc.
- The faculties endeavor to keep Special Education and Sports fraternity abreast with the latest information, new practices and any other development in the field of Special Education, Disability Management, and Adapted Physical education through publishing periodical e-journals.

Consultancy:

- Faculty members provide customized training on various disabilities, academic and therapeutic approaches for rehabilitation centres/clinics setup and run by Ramakrishna Mission in other parts of the country.
- Providing consultancy services to various States of our country and other countries to promote Special Education, Rehabilitation and Adapted Physical Education Services.
- Collaboration with International agencies for publishing quarterly journals in Braille for the children with special needs.

International Recognition for the Services of the Disabled

UNESCO Chair:

UNESCO has created UNESCO Chair at the University in the area of **“INCLUSIVE ADAPTED**

PHYSICAL EDUCATION AND YOGA”, which is a unique area of work and first of its kind in the whole of Asia with the following objectives:

- Carry out research in inclusive physical education in collaboration with partners and disseminate research results widely;
- Design an orientation programme in inclusive adapted physical education and provide training to Staff members working in schools and colleges of Tamil Nadu;
- Organize seminars and conferences to facilitate networking and sharing of knowledge and good practices; and,
- Strengthen links and cooperation with local and international institutions and in the field of inclusive adapted physical education.

NAAC

5. CONCLUSION

Additional Information :

The 'thrust areas' chosen by the University in its humble attempt to actualize Swami Vivekananda's educational vision are aimed at

1. Creating new knowledge particularly in emerging fields and in areas that directly impact the life of the common man in order to enhance his quality of life
2. Harmoniously blending the best elements of the East and the West.

In furtherance of the objective (a) above, the University has made rapid strides in

1. Unique and innovative areas like Integrated Rural & Tribal Development and Management, Sports Science, Adapted Physical Education and Yoga, Disability Management and Special Education; creating a 'Centre of Excellence in Organic Farming' with the assistance of ICAR, Government of India; Development of some model villages on 'Sustainable Farming with low cost technologies' and on 'Integrated Rural Development', urgently needed in present day India.

In an attempt to achieve the object (b) above, the University has accomplished

1. The juxtaposition of the School of Indian Heritage and the School of Mathematical Sciences, so that a natural blending of the Eastern spiritual wisdom with the Western scientific knowledge is achieved.

Immediate future plans in tune with the objectives of the University are the following:

1. Starting of a 'School of Biological Sciences', and bring under its ambit the two unique research Departments, 'Vivekananda Institute of Tropical Mycology (VINSTROM)' and 'Vivekananda Institute of Algal Technology (VIAT)', at Ramakrishna Mission Vivekananda College, Autonomous College in Chennai,
2. Strengthening research in the Departments of 'Sports Science and Yoga' at Belur main campus and 'General & Adapted Physical Education and Yoga' at Coimbatore campus; emphasis on Special Olympics and Paralympics as it is a 'gap area' and an urgent need of our country,
3. Sky Watching Centre to conduct outreach programmes for students at all levels in order to expose them to the wonders of the world of celestial bodies to enlarge their vision of the Cosmos; this Centre could eventually develop into a full-fledged Positional Astronomy Centre,
4. Massive Open Online Courses (MOOC) to be started with the approval of MHRD/UGC.

Concluding Remarks :

As stated at the Introduction, this University that is a humble first step towards actualizing Swami Vivekananda's educational vision through the imparting of life-transforming, character-building education so that the University may be able to send out of its portals men and women possessing not only scientific knowledge, technical skills and work efficiency, but also endowed with higher virtues and imbued with human values like purity, truthfulness and selflessness. The University believes that impeccable character-energy is infinitely more effective and powerful in bringing about individual and collective wellbeing than mere

intellectual prowess and work efficiency. This then, is the main focus, or to put it in the modern idiom, the USP of the University. For this, the various values education programmes to inculcate moral and social values and create eco-consciousness among the students are integrated into and mainstreamed into the curricula rather than remaining stand-alone. All other educational activities mentioned in the Executive Summary and Criteria-wise Summary are just by-products flowing from the above main focus.

Finally, in the present general scenario of commercialization, profit-making and career-building at the expense of character-building woefully plaguing higher education, this University established, administered and run under the aegis of Ramakrishna Mission in the hallowed name of Swami Vivekananda stands out as a refreshing exception—as an example of a higher education institution devoted to selfless educational service as its motive and uncompromising quality assurance as its method. One unique feature of the University for which it is sure to attain to great heights of excellence is the contribution made by a large number of monks of Ramakrishna Mission highly qualified in various modern disciplines who, inspired by the ideology of selfless service, are offering their dedicated free service round the clock. Besides catering to the underprivileged sections and rural/tribal masses, the University is also striving to achieve excellence in fundamental science education and research thus trying to fulfil a contemporary national need as also to emphasize the fundamentals of the Indian cultural and spiritual heritage embodying universal, non-sectarian and higher human values which need to be urgently incorporated in the present day education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>358</td> <td>296</td> <td>302</td> <td>335</td> <td>220</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>240</td> <td>178</td> <td>209</td> <td>287</td> <td>145</td> </tr> </tbody> </table> <p>Remark : As per extended level 4.2.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	358	296	302	335	220	2017-18	2016-17	2015-16	2014-15	2013-14	240	178	209	287	145
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358	296	302	335	220																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
240	178	209	287	145																	
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls</p> <p>Answer before DVV Verification : 7</p> <p>Answer after DVV Verification: 7</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>17</td> <td>10</td> <td>9</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>8</td> <td>4</td> <td>2</td> <td>3</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	23	17	10	9	7	2017-18	2016-17	2015-16	2014-15	2013-14	4	8	4	2	3
2017-18	2016-17	2015-16	2014-15	2013-14																	
23	17	10	9	7																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	8	4	2	3																	
2.5.3	<p>Average percentage of applications for revaluation leading to change in marks during the last five years</p> <p>2.5.3.1. Number of applications for revaluation leading to change in marks year-wise during the</p>																				

last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	2	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	00	00	0

Remark : No supporting documents provided by HEI

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	3	3	0	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	00	0	0	0

Remark : No supporting documents provided by HEI

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
88.43	95.93	13.88	20.78	65.88

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13.97	95.93	13.88	20.78	65.88

Remark : We made the changes by not considered Faculty grant for Dept. of Computer Science and Grant for deploying Amazon Web Services for 2017-18.

3.2.2 Grants for research projects sponsored by the government sources during the last five years

3.2.2.1. Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
615.17	310.95	350.65	49.36	366.48

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
501.53	310.95	350.65	49.36	366.48

Remark : As per e-copies of grants award letter for 2017-18 provided by HEI.

3.3.4 Number of start-ups incubated on campus during the last five years

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : No supporting documents provided by HEI

3.5.2 Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
131.89	54.48	24.11	40.99	21.07

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

131.89	54.48	24.11	33.35	28.57
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Remark : As per e-copies of audited statement provided for 2013-14 and 2014-15 provided by HEI.

3.5.3 Revenue generated from corporate training by the institution during the last five years

3.5.3.1. Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
29.55921	3.03855	0.90208	1.15050	20.11950

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
32.57	0	0.90208	1.15050	20.11950

Remark : As per audited statement in revenue generate from corporate training for 2016-17 and 2017-18 provided by HEI.

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	9	8	5	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
16	9	8	5	10

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 260

Answer after DVV Verification: 133

4.2.7 E-content is developed by teachers :

1. For e-PG-Pathshala

2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Answer before DVV Verification : Any 5 of the above

Answer After DVV Verification: Any 2 of the above

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
24	14	8	3	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
21	10	4	0	0

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
25	23	20	17	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	16	10	8

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
56	49	33	27	26

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
56	48	33	27	26

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : Any 4 of the above

Answer After DVV Verification: Any 2 of the above

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	5	3	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	2	2	2

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18	17	23	26	20

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
18	17	23	26	20

Remark : As per reports and list of initiatives provided by HEL.

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
24	18	24	28	21

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	17	22	15

Remark : We made the changes by not considering Rural Development Work Experience, Advanced Course on International Understanding for Human Unity, Course on Some Fundamental Concepts of Indian Philosophy, Preliminary Course in Communicative Sanskrit, Intermediate Course in Communicative Sanskrit, Advanced Course in Communicative Sanskrit, Advanced Course on International Understanding for Human Unity, Course on Some Fundamental Concepts of Indian Philosophy, Sanskrit Preliminary Workshop, Sanskrit Advanced Workshop.

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	18	14	13	15

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	15	11	13	13

2.Extended Profile Deviations

ID	Extended Questions
1.3	Total number of classrooms and seminar halls Answer before DVV Verification : 125 Answer after DVV Verification : 126

NAAC