

ANNUAL REPORT

OF

CENTRE FOR INTERNAL
QUALITY ASSURANCE

PROGRAMMES UNDER OPEN AND
DISTANCE LEARNING MODE

2020-21

**RAMAKRISHNA MISSION VIVEKANANDA
EDUCATIONAL AND RESEARCH INSTITUTE**
PO Belur Math, Dist Howrah 711202, West Bengal, India

1.1 Date of notification of the Centre

15 March 2021

1.2: Composition of the Centre

Following was the composition of RKMVERI (deemed University) during the academic year 2020-21:

Sl. No	Designation	Nomination as	Name
1	Vice-Chancellor	Chairperson	Swami Sarvottamananda
2	Controller of Examinations	Member	Swami Kaleshananda
3	Registrar	Member	Swami Kirtipradananda
4	Head of Departments	Member	Swami Japasiddhananda
5		Member	Abhijit Bandyopadhyay
6		Member	Ashish Gupta
7	Faculty members	Member	Pranab Kumar Nag
8		Member	Tapas Dasgupta
9		Member	Gautam Chatterjee
10		Member	Rupak Goswami
11	CIQA Director	Member	Swami Dhanagamyananda

1.3 Meetings

Following are the details of the CIQA meetings held during the academic year 2020-21:

CIQA Meeting	Date
Meeting-1	06/05/2021

1.4 Details of actions taken based on Objectives and Functions of CIQA

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

No. of programmes started

Sl. No.	Department	Programme	Durations	Qualification	No. of students admitted
1.	None of the two proposed programmes was started during the academic year 2020-21				

Note: As per “University Grants Commission (Open and Distance Learning) Regulations, 2017 ”, before launching an OL program the HEI must be ready with at least first two of the four quadrants, namely Quadrant-I e-Tutorial having Video and Audio Contents, animation, simulations, virtual labs and Quadrant-II having Portable Document Format or e-Books, of the first two semesters. But owing to the prevailing Covid-19 pandemic situation during whole of 2021 with repeated lockdowns and the campus remaining closed, the progress in terms of recording the video lectures for the courses of two semesters as stipulated by the UGC ODL and OL Regulations was practically nil, and as a result the first quadrants could not be made ready. Further, the IT resources in the University became overloaded as we moved from regular classes to online classes for the existing courses/programmes run by the University.

1.5 Quality Assurance

Mechanism implemented to ensure that the quality of ODL programmes matches with the quality of relevant programmes in conventional mode

In order to ensure first two quadrants are ready as per Quality norms specified in “University Grants Commission (Open and Distance Learning) Regulations, 2017 ”, the following initiatives were undertaken

- a. Setting up of *Subodh* Lab: Four high quality sound proof AC studios equipped with recording facility and online streaming facility was developed.
- b. Recording of Lectures (Video and Audio) started and it was planned that each recording would be verified by the program coordinator. Portable Document Format teaching material and e-Book creation also was initiated.

However with repeated lockdowns and the campus remaining closed, much progress in terms of recording the video lectures for the courses of two semesters could not be made.

1.6 Details of personal contact programmes implemented

NA

1.7 Duration, credits and eligibility of programmes offered

Sl. No.	Department	Programme	Durations	Qualification	No. of students admitted
1.	None of the two proposed programmes was started during the academic year 2020-21				

1.8 Details of in-semester and end semester assessments/examinations conducted with the actions taken to ensure sanctity of the examinations

NA

1.9 Total Students enrolled during Academic Session 2020-2021 (considering all programmes – all years of study), as applicable

Sl. No.	Department	Programme	Durations	Qualification	No. of students admitted
1.	None of the two proposed programmes was started during the academic year 2020-21				

1.10 Fee for the Academic Session 2020-21

The fee structure is available in <https://sanskrit.rkmvu.ac.in/adm-ma-sans-online/>

2. Programme Recognition and Admission Details

S. No.	Provision	Details
2.1	Number of programmes recognized from July, 2020 academic	NA

	session: (attach a copy of the UGC recognition letter)	
2.2	Number of programmes recognized from January, 2021 academic session: (attach a copy of the UGC recognition letter)	2
2.3	Number of programmes started at certificate, Diploma, Post graduate diploma, undergraduate and post graduate level as per clause 1(v) of Regulation 8 of UGC(ODL) Regulations, 2017	NA
2.4	LSC wise enrollment details:	
	a) Name & Address of College/institute where LSC is established	NA
	b) Name of HEI to which College/institute is affiliated (where LSC is established)	NA
	c) Whether the College/institute is private or Govt (where LSC is established)	NA
	d) Name and Contact Details of Coordinator and Counselor	NA
	e) Qualification of Coordinator and Counselor	NA
	f) No. of Counsellors	NA
	g) Programmes offered	NA
	h) Total Enrolled student	NA

Note: Since none of the two proposed programmes were started during the academic year 2020-21, all of the above are NA

3. Results and Student Progression

	Provision	Details
a)	Programme name	Online MSc in Computer Science
b)	No. of students admitted	NA
c)	No. of students appeared in exams	NA
d)	No. of students progressed to next semester	NA

e)	Percentage of students passed	NA
f)	Percentage of students passed in first class	NA

Note: Since none of the two proposed programmes were started during the academic year 2020-21, all of the above are NA

	Provision	Details
a)	Programme name	Online MA in Sanskrit
b)	No. of students admitted	NA
c)	No. of students appeared in exams	NA
d)	No. of students progressed to next semester	NA
e)	Percentage of students passed	NA
f)	Percentage of students passed in first class	NA

Note: Since none of the two proposed programmes were started during the academic year 2020-21, all of the above are NA

4. Compliance status of Regulations 7 of UGC (ODL) Regulations, 2017 – Self-regulation through disclosures, declarations and reports

4.1 HEI shall mention the process followed for monitoring of Examination to ensure sanctity of examinations, including the following:

a) No. of examination centres inspected during conduct of exam

NA*

b) No. of cases of unfair means reported.

NA*

c) Disciplinary action taken.

NA*

*Since none of the two proposed programmes were started during the academic year 2020-21

5. Compliance status of Academic and Infrastructural Requirements – As per Annexure – VI of UGC (ODL) Regulations, 2017

As per clause II of Annexure – VI of UGC (ODL) Regulations, 2017, the following are available

II. Centre for Distance Education (CDE)/Dual Mode Higher Educational Institutions

A. Staffing Norms at Headquarters:

1. Director: (permanent, full time Professor) preferably having professional experience in distance education): Swami Dhyaganamyanaada, Associate Professor, Department of Computer Science
2. Academic staff strength : Two faculty members (full time-dedicated for Open and Distance Learning (ODL) courses) per discipline or specialisation or programme at Associate and Assistant Professor level.

Swami Vedarthananda, Assistant Professor, Department of Sanskrit and Philosophy and Br Tamal, Assistant Professor, Department of Computer Science

3. Administrative staff strength at Headquarters or Main Campus (upto 5,000 students):
Deputy Registrar: 1
Assistant Registrar: 1 (Br. Aditya)
Section Officer: 1
Assistants: 2
Computer operators : 1

B. Physical Infrastructure Total Built-up area for Open and Distance Learning activity:

Total built-up area for ODL activities available is 107000 sq ft (details of breakup available in OL application submitted)

6. Compliance status of ‘Quality Assurance Guidelines of Learning Material in Multiple Media, Curriculum and Pedagogy’ – As per Annexure - VII of UGC(ODL) Regulations, 2017

NA: Since none of the two proposed programmes were started during the academic year 2020-21

7. Compliance status of ‘Guidelines on preparation of Self-learning Material’ – As per Annexure - VIII of UGC(ODL) Regulations, 2017

NA: Since none of the two proposed programmes were started during the academic year 2020-21

8. Compliance status of ‘Guidelines on Programme Project Report’ – As per Annexure - IX of UGC(ODL) Regulations, 2017

NA: Since none of the two proposed programmes were started during the academic year 2020-21

9. Compliance status of ‘Guidelines on Learner Support Centre’ – As per Annexure - X of UGC(ODL) Regulations, 2017

NA: Since none of the two proposed programmes were started during the academic year 2020-21

10. Compliance status of ‘Grievance Redressal Mechanism’ – As per Annexure - XI of UGC (ODL) Regulations, 2017

NA: Since none of the two proposed programmes were started during the academic year 2020-21

11. Compliance status of ‘Evaluation and Certification’ – As per Regulations 13 of UGC (ODL) Regulations, 2017

NA: Since none of the two proposed programmes were started during the academic year 2020-21

12. Compliance status of ‘Admissions and Fees’ – As per Regulations 12 of UGC (ODL) Regulations, 2017

NA: Since none of the two proposed programmes were started during the academic year 2020-21

13. Innovation and Best Practices

a) Innovation introduced during academic year

Title:	Teaching, Research and Extension through Alternate Techniques (TREAT) the COVID-19
Objective:	Ensure continuous engagement of every students and faculty in the teaching-learning process during lockdown

<p>Context:</p>	<p>Due to the spread of COVID-19, institutions closed down their physical campuses and began to move students to remote learning</p>
<p>Practice:</p>	<p>i) Full-fledged online teaching using virtual platform, social sites, recorded lectures etc.</p> <p>ii) Research through (especially Social Research) ‘Native Researcher’ Model</p> <p>iii) Developed Mobile App (Vivek Jaivik Krishi) - Consultancy support to farmers and rural entrepreneurs</p> <p>iv) Multi-mode Evaluation and Assessment of students</p>
<p>Evidence of Success:</p>	<p>i) Participation of each and every student in the virtual session due to the adoption of multiple strategies to reach the unreached.</p> <p>ii) First time, Faculty centre successfully conducted online examinations of the final year students using online software.</p> <p>iii) Online system created new opportunity for the slow learners to clarify doubts in 1-on-1 discussions without inhibitions</p> <p>iv) Faculty centre successfully continued data collection of three research projects during the lockdown period by following the ‘native researcher’ model.</p> <p>v) A team of researcher from the faculty centre also conducted a study on preparedness of the rural Jharkhand to fight pandemic using the same strategy</p>

b) Give Best Practices of Institution

Title:	Establishing and Managing an ICT-based Network for Students, In-service Teachers of Schools at all levels and Colleges
Objectives of the Practice:	<p>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:</p> <ul style="list-style-type: none"> ● 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.
Context:	<p>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.</p>
Practice:	<p>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.</p>

	<p>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.</p> <p>What exactly happens in an online class of ‘Vivekdisha’ ICT Network ?</p> <p>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.</p> <p>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.</p>
<p>Evidence of Success:</p>	<p>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.</p> <ul style="list-style-type: none"> ● 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:	<ol style="list-style-type: none"> 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

14. Plan of Institution for next year

- The institution is planning to expand the domain of Research prioritizing the socially-relevant issues through Reflective Research
- Special programmes will be organised for post-graduate and research students on 'improving the quality of research reporting'.
- Teachers will be encouraged with due recognition by instituting specific awards so as to increase research publications.
- Faculty Development Programmes, incubation centres for start-ups, skill-based programmes will be initiated by the departments that offer programmes related to rural and tribal development.
- Steps will be initiated to replace existing physical governance by digital e-governance mode.
- Special initiatives will be undertaken to transact the existing curriculum of various programmes of all departments through blended mode.
- More MoUs with industries, organizations and institutions will be signed for the benefit of the students so as to equip them with latest trends and innovations.
- Attempts will be made to organise International Conferences on specific socially-relevant themes related to the specialisation of each department
- Upgrading the Management Information System based on the need and requirement with latest technological inputs.
- Steps will be taken to update curriculum of all programmes as per the recommendations of National Education Policy-2021
- Green initiatives including shifting of institutional dependence on solar energy, more systems for rainwater harvesting, plantation drive and recycling /disposal of the trash efficiently, will be further augmented
- More opportunities will be explored for optimal utilisation of Alumni support to the effective functioning of the University.

- Special health awareness programmes will be initiated to face the challenges emerge due to health hazards.