# ANNUAL REPORT

OF

# CENTRE FOR INTERNAL QUALITY ASSURANCE

## PROGRAMMES UNDER OPEN AND DISTANCE LEARNING MODE

## 2022-23

**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 2022-23:

| 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 2022-23:

| CIQA Meeting | Date |
|--------------|------|
| Meeting-1 | 29/01/2023 |

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

| Sl. | Department | Programme | Duration | Qualification | No. of |
|-----|------------|-----------|----------|---------------|--------|

| 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 2022-23** | | | | |

**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. Due the Covid-19 pandemic situation during whole of 2021 and part of 2022, with repeated lockdowns and the campus remaining closed, the progress in terms of recording the video lectures for the courses of two semesters as stipulated by the UGC ODL and OL Regulations was practically nil, and as a result the first quadrants could not be made ready. Further, the IT resources in the University became overloaded as we moved from regular classes to online classes for the existing courses/programmes run by the University.

## 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.

After the lockdown ended, starting from early 2022, recording the video lectures for the courses of two semesters were started. However the required 2 semester material could not be made ready by July 2022

**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 2022-23** | | | | |

**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 2022-2023 (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 2022-23** | | | | |

**1.10 Fee for the Academic Session 2022-23**

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, 2022 academic session: (attach a copy of the UGC recognition letter) | NA |

| 2.2 | Number of programmes recognized from January, 2023 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 2022-23, 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 2022-23, 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 2022-23, 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 2022-23

**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 Dhyanagamyananada, 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
   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 2022-23

**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 2021-22

**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 2022-23

## 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 2023-23

## 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 2022-23

## 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 2022-23

## 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 2022-23

## 13. Innovation and Best Practices
   Give Best Practices of Institution

| Title: | Empowering the Differently abled with Selective Technical and Professional Skills |
|---|---|
| Context: | The rehabilitation of the differently abled starts from early childhood to vocational training and placement along with education pertaining to the degrees of disability. In this line the faculty provides equal opportunity to the differently abled through enrolment, education, training and facilitating employment towards independent living. In order to achieve the goal of Empowered Differently Abled, the faculty offers various levels of education programs, support services, vocational training, job placement and recruitment by the departments of Visual Impairment, Hearing Impairment and Intellectual Disability. This strong foundation supports independent life, |

| | |
|---|---|
| | information access, capacity building for social well-being as one of the means of creating inclusive society. The allocation of adapted curriculum, physical education, cultural and sports intensively nurture the differently abled in the acquisition of life skills in the long run. |
| **Objectives:** | <br>● To accommodate the differently abled in academics and profession both for their optimum development<br>● To provide in-depth training in vocational skills through barrier free environment<br>● To develop the technical skills for individual accountability<br>● To train and empower the parents of the differently abled in understanding and utilizing the available resources<br>● To promote community responsibility towards empowerment of the differently abled |
| **Practice:** | **Phase I**: In this phase, the faculty conducts formal assessment and enrol the differently abled in the academic programs i.e. Diploma, Bachelors, Masters and Doctorate. Employment opportunities are provided for differently abled in the faculty after the successful completion of the program and recruitment in various sectors like funded projects, administration and academics. Similarly, Children with Disabilities are provided with therapeutic services after the formal assessment by experts in the respective fields. These essential support services include Early Identification and Intervention, Speech Therapy, Physiotherapy, Occupational Therapy, Play Therapy, Behaviour Modification, Adapted Physical Education and Yoga that prepare them for functional living.<br><br>**Phase II**: The faculty trains the differently abled to utilize the existing barrier free environment i.e. accessible library and hostel based on UDL (Universal Design for Learning), sign boards, ramps, hand rails, disabled friendly toilets, lift, tactile information access etc. The multidisciplinary team focuses on Individualized Educational Plan wherein training and remedial teaching are facilitated for differently abled children involving parents. The team maintains transparency in execution of the strategies for holistic development in collaboration with internal faculties. Parents of differently abled children are trained in acceptance, health care management and coping mechanism |

through short term training programs. Vocational rehabilitation is facilitated by providing pre vocational and vocational skills. Preparation of human and material resources for information access is ensured by the differently abled. In the Braille Press, Braille Books for school subjects and magazine by differently abled for differently abled are supplied at national and international level. The Unit of Sign Language has published the first Indian Sign Language Dictionary both in book and digital format, Indian Technical Sign Language Dictionary (Book), Banking & Commerce Terminology (DVD). With all these efforts the faculty empowers the differently abled towards inclusion.

**Phase III**: The differently abled receive training for continuous education and placement in SRKV Polytechnic and ITI Colleges and other educational institutes. The faculty facilitates placement opportunities in private sectors and self-employment for the differently abled i.e. Vidyalaya Note Book Section, Catering Unit, Industries, Departmental and Provisional Stores. The differently abled are trained with the following technical skills: Access to computer technology and online resources, digital library, utilizing disabled friendly software i.e. JAWS (Job Access With Speech), NVDA (Non Visual Desktop Access), Indian Sign Language App, TTS (Text To Speech), STT (Speech To Text) etc. and soft skills such as communication skills, inter-personal skills, team work, problem solving, time management etc. Follow-ups are ensured by the faculty members to safeguard their quality performance and individual accountability in the work place.

The faculty proposes developing Portfolio Assessments of the differently abled who are trained and have been placed in diverse job sectors.

**Phase IV**: Parents of the differently abled are made aware of the disability and its dimensions through workshops and hands on exposures. They are given sensitization and orientation at various levels from early identification and intervention, guidance and counselling, educational programs, availability of support services, schemes and provisions, utilization of assistive devices in terms of aids and appliances. Research scholars in the faculty contribute technically by developing audio visual material and manual for parents and the differently abled children. The faculty renders services during disaster management by distributing medicines, food, clothes to the differently abled and their families.

| | |
|---|---|
| | Phase V: In order to empower the differently abled population and the community, several programs are conducted by the faculty. In connection with the community, awareness and outreach programs are organized on regular basis by the departments of Visual Impairment, Hearing Impairment and Intellectual Disability. These programs focus on sensitization of the community towards inclusion. Field experiences are given to the teacher trainees through home based programs and CBR (Community Based Rehabilitation) activities. The faculty collaborates with the local governing bodies such as Panchayats, Municipality, Corporation, State and Central Government agencies for creating awareness and rehabilitation at large level. Resource Mobilization is carried over i.e. distribution of assistive devices through ADIP (Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances), Scholarships, Educational loans. The faculty prepares and provides resource material to empower the community for understanding disability and its management with the support of assistive technology. |
| **Evidence of Success:** | The faculty recruits the differently abled in multiple roles such as assistant in office (Hearing Impairment) and library (Mild Intellectual Disability), special educator (Locomotor Disability) in Special Education Unit. Individuals with suitable job profile are placed as proof readers (Visual Impairment) in the Braille Press, master trainer (Deaf) in Sign Language Unit which results in total inclusion, supports in independent living and sets successful role models among the differently abled. The faculty has launched open access android app for Indian Sign Languages (covering 11 languages) as a part of Digital India. Faculty promotes family support & cooperation through guidance and counselling for individual and groups that leads to understand, respect and value of the differently abled and their dignified lives. This multi-layered plan brings the ideology into practice involving Trans-disciplinary team (Researchers, Special Educators, student teachers, therapists, parents and differently abled children). |

## 14. Plan of Institution for next year

- More MoUs with industries, organizations and institutions will be signed for the benefit of the students so as to equip them with the latest trends and innovations.
- Apply funding for improving computational infrastructure in the Computer Science dept.
- Implementation of an in-house full-fledged automated examination module in the Information system of RKMVERI

- Setting up of a new prayer hall for students in the Science hostels at Belur campus.
- The institution is planning to expand the domain of Research prioritizing the socially-relevant issues though Reflective Research