



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**KUMAR BHASKAR VARMA SANSKRIT AND ANCIENT
STUDIES UNIVERSITY**

VILL NAMATI, P.O HATI NAMATI, NALBARI

781337

www.kbvsasun.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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individual.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institutional strength of the University lies in the fact that

- It is the only Sanskrit University in the Northeastern part of India
- It has democratic decision-making mechanism and participative management with credible managerial skill
- It has an effective curriculum for furtherance of knowledge that is a blend of both oriental and occidental sources. Further, there is an appropriate amalgamation of modern disciplines with Sanskrit based ancient Indian knowledge system
- It has a substantial and rigorous teaching-learning environment
- The University has geostrategic significance and locational advantage with strong connectivity with the neighbouring regions like West Bengal, Sikkim, as well as the nations like Bhutan, Bangladesh, Nepal and the countries of Southeast Asian region.
- The University is Eco-friendly and it has a pollution free atmosphere
- The University witnessed a good demand ratio against its intake capacity

Institutional Weakness

The Institutional weaknesses of the University include

- Absence of adequate infrastructure and physical facilities
- Inadequate number of administrative officers (No post of Deputy Registrar, Deputy Controller, Student Welfare Officer, Placement Officer etc) at the University
- Lack of internal resources and revenue generation avenues
- Industrial collaboration and business incubation are too limited.

Institutional Opportunity

The institutional opportunities include the scope to

- Emerge as a nodal institution popularizing Sanskrit in the Northeast India, a region where Sanskrit is comparatively less popular among its people
- Establish the University as a Centre of Excellence in Sanskrit and Ancient Studies
- Explore knowledge by engaging with meaningful and credible research in the field of oriental studies
- Undertake concerted effort for systematically collecting, preserving and analyzing vast hidden ancient resources like ancient manuscripts, rare books and Shastric texts etc. lying in this part of the country and make the University a true repository of these resources.
- Introduce more skill-based courses related to Sanskrit and ancient Indian knowledge system
- Improve collaborations with other institution from India and abroad with specific focus on those working in the field of Sanskrit and Ancient Studies for quality research and teaching

- Undertake scientific study of the vast diversity of still unexplored ethnic languages, dialects and culture of North East India
- Explore knowledge by linking different disciplines with oriental knowledge system
- Contribute knowledge through extensive studies and research as part of the Act East Policy of the government
- Help its students by inculcating the appropriate values and competitive edge, mostly hailing from socio-economically marginalized background

Institutional Challenge

The institutional challenges are

- Popularizing Sanskrit language, literature and Ancient Indian values in the Northeast region where Sanskrit has comparatively lesser familiarity and prevalence among the people.
- Developing infrastructure and physical facilities in an adequate manner
- Improving the University central library into a completely digital, rich and smart library with most advanced facilities
- Augmenting academic and administrative strength by filling up the vacant teaching and administrative positions and creating new ones
- Implementing CBCS effectively across all programmes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Kumar Bhaskar Varma Sanskrit and Ancient Studies University has accentuated on providing education with concerted thrust upon extracting the best of potentialities inherent in every individual. The University has emphasized on developing curricula for creating a discourse on the ancient Indian knowledge system. To that end, the University has highlighted the importance of developing curricula that aims at inculcating moral values as well as professional and pragmatic edge in the students. As such, corresponding to the macro vision of the University curricula, the micro-objectives have also been clearly delineated in the form of Programme Specific Outcomes (PSOs) and Course Outcomes (COs).

The courses have been designed to make the students familiar with the history and culture of the nation and the region as well as understand the socio-cultural, literary and political issues of contemporary relevance. The cross-cutting issues including Gender, Environment and Sustainability, Human values and professional ethics have been made part of the courses of both Sanskrit as well as non-Sanskrit programmes. A good number of courses (also certificate courses) have been introduced that are interdisciplinary in nature and are aimed at inculcating skills and entrepreneurial attitude in the students. The University has also introduced innovative and value-added courses as well as courses in emerging areas to facilitate the students an edge in their epistemological experience. The University has also resorted to an institutional process of collecting feedback through Internal Quality Assurance Cell (IQAC) on the Curriculum from different stakeholders of the University including the students.

Teaching-learning and Evaluation

The University has put sincere effort in creating a productive teaching learning environment. The respective departments identify the slow, average and advanced learners and take initiative to address their needs through an internal evaluation process which consists of sessional examinations, home assignments, group discussion and students' seminar. The University has institutionalized an effective mentoring system for dealing with curricular and stress related issues of the students. In terms of teaching learning aspect, the University has relied upon Experiential Learning, Participative Learning, Problem Solving Methodologies and use of hermeneutics for giving a better learning experience. Recruitment of faculties mostly having Ph.D has helped in implementing effective methodologies in teaching.

Further, the University has undertaken efforts to academically recharge and rejuvenate its faculty members by allowing them to participate in different kinds of training, workshops and orientation programmes. For enhancing students' knowledge and skill in Sanskrit, the University organizes *Sa?sk?tabh??nu??lanavarga /Sanskritaprasiksanasibiram*, workshops, seminars, symposium and interactive programmes from time to time.

The University has a semester specific centralized examination management system monitored by the office of the Controller of Examination. The University has a continuous evaluation system and for ensuring transparency the examination process was IT enabled in August 2019. The principle of confidentiality has been kept intact in matters of examination. The University joined the National Academic Depository (NAD) which is an initiative of the Ministry of Human Resources Development and University Grant Commission.

Research, Innovations and Extension

The University has been striving to create a productive environment for research and innovation. As part of its 'Research Promotion Policy', it seeks to revisit and study the ancient Indian knowledge system through research, consultancy and collaboration. The University also institutionalized a 'Research Council' that emphasizes upon intensifying research in the field of Indian philosophy, Ancient Indian Education and Shastric education as well as Interdisciplinary and Collaborative researches as per social requirement. Sanskrit as medium has been made mandatory for writing theses/dissertations for the schools of Sanskrit Studies. Further, the University is determined to ensure ethics in research and check the malpractices.

The University has adhered to a meticulous process of scrutiny for allowing guideship to its faculty members. The University started offering M.Phil programme across the departments of Sanskrit (Sahitya), Education and Political Science from the academic session 2019-20 and aims at offering Ph.D programme across all the departments from the academic session 2020-21. Admission into research programmes is through an open entrance test-KBV-RET. To ensure productive research environment, the University through IQAC has set parameters to augment publications of its faculty members.

The University has put efforts in establishing linkages with the neighbouring areas, including the nearby schools and undertaken extension activities. The students have been at the centre of most of these extension programmes, thereby inculcating in them an orientation towards social values and issues of contemporary relevance *inter alia* health and hygiene, women empowerment, human rights, mass literacy, environment and ecology and community development.

Infrastructure and Learning Resources

Ever since the University shifted to its permanent campus in 2015, it has witnessed visible growth in infrastructure and learning resources. The University offers 11 programmes (also 4 certificate courses) carried out in the physical classrooms with basic teaching-learning facilities along with 3 ICT enabled classrooms. The University has a psychological laboratory, a computer laboratory, a Conference hall and a Seminar hall. Further, the University has a *Yajnashala*, Yoga-cum-Meditation training centre, a girls' hostel, an ATM as well as basic facilities for sports and games. The University has installed CCTV Cameras at different locations within its premise for the purpose of safety and security.

The University has undertaken initiatives for making its library a true repository of Manuscripts, *Shastric* and Sanskrit Texts as well as rare books across vernacular languages. Further, the University library has a good number of books pertaining to Sanskrit as well as the non-Sanskrit disciplines and journals, periodicals and dailies in Sanskrit, English and Assamese Languages. The University Library is Integrated Library Management System (ILMS) enabled through the software SOUL (Software for University Libraries). Moreover, all the departments have their respective departmental libraries that cater to the needs of the students and faculty members.

The University administers its IT facilities through the Controller of Examinations as a Nodal Officer. The Nodal Officer manages, deploys and maintains range of activities such as online admission, examinations and other IT facility enabled academic and administrative processes. The University also facilitates National Academic Depository (NAD) portal.

Student Support and Progression

The socio-economic profiles of the students have been both a challenge and an opportunity for the University. The students mostly hail from economically deprived families across a number of ethnic groups, and the number of female students clearly outnumbers its male counterpart. The University and its faculty members have taken the onus on themselves to help these students both academically as well as psychologically in encouraging them to pursue higher studies, acquire knowledge and explore avenues for meaningful employment in later phase of their career.

As part of its student support system, the University undertakes different initiatives in the field of creative writing, *lalitkala*, cultural tourism and other cultural activities. Further, the University encourages its students to participate in academic as well as cultural programmes both inside and outside the University. Moreover, the 'Pre-Examination Training & Counselling Centre' has helped the students in their preparation for state and national level competitive examinations. The student progression record is indicative of a positive change of the University's effort.

The University also has a 'Grievance Redressal Cell for Examination and Academics', an 'Internal Committee against Sexual Harassment of Women at workplace' and a 'Committee for Anti-Ragging including Safety and Security to Girls' and Women in the University Campus' for redressal of grievances.

The presence of an active *Chatra Sansad* and the Alumni Association of the University has helped the University in creating a democratic environment and strengthening the University as an effective institute of academic and cultural activities.

Governance, Leadership and Management

The organizational structure, formation, power of the statutory bodies as well as the mode of appointment, role and functions of the administrative officers have been followed in the University as per provision of the University Act. The Hon'ble Governor of Assam is the Chancellor of the University and the Vice-Chancellor acts as the Principal Executive who is guided by the Executive Council in taking decisions. The office of the Registrar executes the decisions in consultation with the Vice-Chancellor on matters of administration. The Academic Council looks after the syllabus, changes in it, and research and extension matters of the University. Both Executive and Academic Council work under the University Court. The office of the Treasurer plays vital role in terms of giving important inputs in financial matters of the University and the office of the Controller of Examinations looks after the matters relating to examination.

Online processes for filling up of form for admission and examinations, declaration of result, bank transactions for payment and receipt have been initiated in the University, indicating the intent for institutional transparency. The University has adopted Sanskrit as a medium in the process of administration and issuance of official notification. On the financial front, the University practices a dual layer of external audit to maintain transparency and effective system of finance.

The University has witnessed active participation of its teachers in the decision making bodies including the Academic Council, Board of Studies, University Court and other non-statutory committees. Welfare measures have been undertaken for its employees including the Group Insurance Scheme, Provident Fund, National Pension Scheme, Employees' Group Gratuity Scheme and Group Leave Encashment Scheme.

Institutional Values and Best Practices

The University has shown conspicuous commitment towards the values of gender sensitivity and parity, ecological concern, conservation of energy and proper waste management. Corresponding to its geostrategic position in the Northeastern part of the country and its location in a rural ecology, the University has taken institutional initiatives for addressing the locational advantages/disadvantages and undertaken a variety of social and extension activities involving the people of local community and neighborhood.

The University has documented Code of Conduct for students, teachers and administrative officers including Vice-Chancellor and support staff for ensuring professional ethics and also to create an environment for inculcation of moral values and citizenship attributes in the students. The University believes in connecting ancient Indian values based on Sanskrit literature with modern values and creating a society based on pure and eternal knowledge.

With the core values in sight, the University has adopted the best practices of '*Subhasita*' (Circulation of Sanskrit Value-based sayings among all stakeholders) and '**Promotion of Sanskrit among the Youths**'. The underlying principle of '*Subhasita*' is to inspire the stakeholders and especially the young generation to regenerate Indian ethics and morality. The University ensures the practice of circulating the *Subhasitas* in various ways (through the mediums of University website, Whatsapp groups, display boards, sign board as well as extension activities) so that it reaches all the stakeholders. On the other hand, '**Promotion of Sanskrit among the Youths**' aims at contextualizing Sanskrit based knowledge system in modern education and to popularize it among the future generation.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	KUMAR BHASKAR VARMA SANSKRIT AND ANCIENT STUDIES UNIVERSITY
Address	Vill Namati, P.O Hati Namati, Nalbari
City	Nalbari
State	Assam
Pin	781337
Website	www.kbvsasun.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Dipak Kumar Sharma	03624-298311	9854626273	-	iqac.kbvsasun@gmail.com
IQAC / CIQA coordinator	Kamal Lochan Atreya	-	8099160530	-	kamallochanatreya@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	15-11-2011
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	08-05-2013	View Document
12B of UGC	13-01-2020	View Document

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

NAAC

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	Vill Namati, P.O Hati Namati, Nalbari	Rural	33	17921.87	M.A in Sanskrit (Sahitya), M.A in Sanskrit (Vedic Studies), M.A in Education, M.A in Political Science, M.A in Assamese, M.A in Philosophy, Integrated M.A in Sanskrit, M.Phil in Sanskrit (Sahitya), M.Phil in Political Science, M.Phil in Education		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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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)	: No
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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	9				18				36			
Recruited	0	0	0	0	3	2	0	5	9	13	0	22
Yet to Recruit	9				13				14			
On Contract	0	0	0	0	0	0	0	0	2	2	0	4

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				17
Recruited	14	2	0	16
Yet to Recruit				1
On Contract	8	0	0	8

Technical Staff				
	Male	Female	Others	Total
Sanctioned				0
Recruited	0	0	0	0
Yet to Recruit				0
On Contract	2	0	0	2

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.	0	0	0	3	2	0	6	10	0	21
M.Phil.	0	0	0	0	2	0	4	4	0	10
PG	0	0	0	3	2	0	9	13	0	27

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	2	2	0	4
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	2	2	0	4

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	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Nil	Nil	Nil

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
PG	Male	110	0	0	0	110
	Female	569	0	0	0	569
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	4	0	0	0	4
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	4	0	0	0	4
	Female	7	1	0	0	8
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	19	0	0	0	19
Female	66	0	0	0	66
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
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

Details of Programmes conducted on Indian Knowledge Systems

Sl.No	Programmes	No of Programmes
1	Number of Shastra Adhyapana Prashikshana Programmes conducted in last five years	2
2	Number of Shastra Vakyaartha Prashikshana Programmes conducted in last five years	0
3	Number of Sanskrit Drama Training Programmes conducted in last five years	0
4	Number of Manuscriptology Training Programmes conducted in last five years	3
5	Number of Sanskrit Drama Festivals held in last five years	0
6	Number of Sanskrit Poetry Writing Training Programmes held in last five years	0
7	Number of Sanskrit Sambhashana Shibirams held in last five years	4
8	Number of Teachers Training Programs	5
9	Number of Translations Training Programs	0

Extended Profile

1 Program

1.1

Number of Programmes offered year-wise for last five years

???????????????????? ???? ?????????????? ?????????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
09	07	07	07	7

2 Students

2.1

Number of students year-wise during the last five years

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2019-20	2018-19	2017-18	2016-17	2015-16
622	596	573	510	345

2.2

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

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2019-20	2018-19	2017-18	2016-17	2015-16
236	208	210	211	60

2.3

Number of students appeared in the University examination year-wise during the last five years

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2019-20	2018-19	2017-18	2016-17	2015-16
539	523	477	464	309

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed/ rare shastric texts adopted have relevance to the local/ national/ regional/ global developmental needs with learning objectives including programme outcomes, programme specific outcomes and course outcomes of all the programmes offered by the University. ?????? ??????????/ ?????????? ?????????? ?????????????????????, ?????????-????????????-????????????-????????- ?????????? ?????????? ????????????????????? ?????????????? ?????????? ?? ????????????????????????????? ??????????, ?????????????????????? ?????????????????????? ?????????? ?????????? ?????????? ??????????

Response:

The University has developed an outcome based curriculum with inclusion of research project, field work, internship, etc. which caters to local issues in particular and regional, national and global issues in general. The syllabi for all programmes offered at the University delineate the programme specific outcomes and course outcomes.

The programmes **MASS**, **MASVS** and **IMS** cover important courses on Vedic literature, Indian and Western Philosophy and Classical Sanskrit literature such as **MASS103**, **IMS105**, **IMS205** and **MASS203** that help the students acquire comprehensive knowledge about the nature of the world and its reality and spirituality. The students learn about different types of families of languages and the history of Philology through the course **MASS102**. The courses **MASS202** and **MASS301** offer a picture of the social, economic and cultural status of ancient India. The course **MASS403** helps in acquainting students with Sanskrit Scholars of ancient and modern Assam and the history of Kamrupa.

The course **IMS304** introduces students to the pertinent issue of environment. The ethical texts incorporated in the courses **IMS102**, **IMS201** and **IMS202** inculcate human values in students. Again, dramas like **Abhijnanasakuntala(IMS403)** are integral part of world literature. Through the courses **IMS302**, **IMS505** and **IMS505**, the students are able to know the code of conduct, duties of the rulers, law, four pillars of state policy, etc. Besides, the courses on Guwakuchi copper-plate and **SriKrishnalilamritam(IMS603)**, Manuscriptology and selected manuscripts(**ASMA204**, **MASS202**) and **Kalikapurana(IMS405)** have local, regional and national significance.

The Vedic texts focused on Vedic hymns(**MASS101**), rare Sastric knowledge(**MASVS401**) Brahmanas (**MASVS302**), Aranyaka (**MASVS401**), Upanishads (**MASVS304**), Pratisakhyas (**MASVS203**), Dharmasutras (**MASVS303**), Srautasutras(**MASVS303**), Anukramanis(**MASVS202**), national integrity and universal brotherhood (**MASVS201**) have great relevance to the national and global developmental needs. Apart from these, archaic texts like rock inscriptions, copper plate inscriptions are also accommodated in the course of language subject, Asomiya (Assamese).

The courses **MAEDN103** and **MAEDN403** have global relevance while **MAEDN101**, **MAEDN104**, **MAEDN201** and **MAEDN203** and **MAEDN302** are relevant to national context. The course **MAEDN204** has relevance to local, regional and national development needs.

The courses **MAPSC103, MAPSC104, MAPSC201, MAPSC203, MAPSC303A, MAPSC303B, MAPSC304A, MAPSC304B, MAPSC401, MAPSC403A** and **MAPSC404B** have global relevance. **MAPSC101, MAPSC102, MAPSC202, MAPSC204, MAPSC302** and **MAPSC404A** have national relevance and **MAPSC402** has regional and local relevance.

The courses **ASMA101, ASMA102, ASMA201, ASMA202, ASMA204, ASMA301 ASMA302(Lg.), ASMA402(Lg.), ASMA402(Lt.)** highlights the knowledge of diversity and assimilation of Assamese Culture having local and regional relevance. The courses **ASMA302(Lt.), ASMA303(Lg.), ASMA303(Lt.)** and **ASMA403(Lt.)** have national significance. The courses **ASMA103, ASMA304(Lt.), ASMA404(Lg.),** and **ASMA404(Lt.)** address global issues.

The courses **PHLMA102, PHLMA201, PHLMA202, PHLMA303, PHLMA401, PHLMA402** and **PHLMA404** have issues of global relevance. The courses **PHLMA101, PHLMA103** and **PHLMA301** have national relevance.

Apart from these, **MPHLSS102** and **PGDGS203** have global relevance while **MPHLEDN102, PGDGS104, PGDGS201, PGDGS202** have national relevance. The courses **MPHLSS102, MPHILPSC102, PGDGS101, PGDGS102** and **PGDGS103** have national and regional relevance.

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

Response: 16.22

1.1.2.1 How many Programmes were revised out of total number of Programmes offered year-wise during the last five years ?????????????????? ?????????????? ??? ?????????????? ?????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	06	00

1.1.2.2 Number of all Programmes offered by the institution year-wise during the last five years
 ?????????????????? ?????????????? ??? ?????????????? ?????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
9	07	07	07	07

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of Programme syllabus revision in last 5 years (Data Template)	View Document

1.1.3 Average percentage of courses having focus on indepth-shastric learning/ creative writing/ employability/ entrepreneurship/ skill development/ Interdisciplinary/ Indigenous Knowledge base with modern application during the last five years ?????????????????? ??????????????????/ ??????????????????/ ??????????????????/ ??????????????????-?????????????/ ??????????????/ ??????????????????/ ?????????????????? ? ?????????????? ?????????????????? ?????????????????? ?????????? ?????????????? ??????????

Response: 26.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
48	35	35	35	35

1.1.3.2 Number of courses in all Programmes year-wise during the last five years ?????????????????? ?????????? ?????????????????? ?????????????????????????????????? ?????????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
153	136	136	136	136

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Details of courses having focus on employability/ entrepreneurship/ Indigenous knowledge (Data Template)	View Document
Any additional information	View Document

1.1.4 All Syllabi related to Sanskrit/Shashtra subjects are available through Sanskrit medium. ??????

1.2 Academic Flexibility

1.2.1 Whether the University has designed and offered any Innovative Courses/ Courses in emerging area/ Sanskrit based courses including scientific and technical literature leading to both traditional and modern degrees (e.g. Shastri, B.Sc. etc) with combination of yoga/ Ancient and Modern Mathematics/ Economics/ Management/ Law/ Computer Science/ Theoretical Ayurveda/ Krishi-parashara/ Vrikshayurveda etc. If yes give details. ?????????? ?????????? ?????????? ?????????????? ?????????? ?????????????????? ?????????????????? (????????????-????????????-????????????????????? ??????????/ ??????.??-????????? ?? ?????????????????? ?????????-?????????????????????/ ??????????????????????/ ??????????????????????/ ??????????????????????/ ?????????????????????????????????????? (????????????)/ ??????????????????????/ ?????????????????????????? ? ?????????? ?????????????? ?????????????????????????? ??? ??/ ??) ??

Response:

The University has offered three Innovative Courses i.e., Understanding Gita: Its Context and Philosophy (PGDGS104), Practices of Gandhian Philosophy (PGDGS203) and Certificate Course in *Karmak??a Prashikshanam* (CCKP). PGDGS104 intends to hermeneutically engage the students with the Gita and introduce it as a meta-text containing metaphysical queries and responses and details of mundane life. PGDGS203 accentuates upon a few prominent cases from different corners of the world to understand the impact of Gandhian ideas as the root of a philosophy cultivated within peace, morality, non-violence and humanitarian goals. CCKP Course seeks to develop practical skill with scientific orientation for performing ceremonial acts and sacrificial rites.

Five courses are being offered on emerging area i.e., Gandhi and Rural Development(PGDGS103), Human Rights(MAPSC304B), Politics in South Asia(MAPSC403A), Management of Education and Quality Development(MAEDN202) and Study of Tibetan-Barman Language of Assam(ASMA402Lg). PGDGS103 accentuates on the relevance of Gandhi's idea and practice of rural development. MAPSC304B seeks to develop new insights among students on the diverse perspectives that have emerged to offer evolution of human rights, understanding of basic concepts of human rights, role of UNO in human rights, international laws and protocols related to human rights, challenges to vulnerable groups like women, children and refugees. Besides including the political history of the area since colonial time, MAPSC403A tends to engage the students with the evolution of the South Asian region as a conceptual category as well as its resilience as a conceptual tool in the study of changing world order. Further, it tries to study the challenges in political cooperation and economic integration of South Asia. ASMA402Lg deals with the knowledge of common phonological features of Tibeto-Barman Language. The students will be able to learn how Tibeto-Barman Language has its influence in Assamese language, which has imparted a distinctive identity to Assamese language from other Indo-Aryan origin languages.

There are five Sanskrit based courses (IMS304, IMS602, CCYS01, CCYS02, CCYS0P) vis-à-vis scientific and technical literature. The three courses CCYS01, CCYS02, CCYS0P under Yogic Science deal with the aim and objectives of yoga, branches of yoga, Asana, Pranayama, Meditation, Fundamentals of Human Anatomy, Physiology, Yoga therapy and Loosening Exercises. The Course on Environmental Studies(IMS304) and Course on Scientific Literature(IMS602) are introduced in the Five-Year Integrated MA in Sanskrit. The Course on Scientific Literature(IMS602) deals with the *V?k??yurveda*, *V?stuvidy?*, *Carakasa?hit?* and *L?l?vat?* (the best-known of all works on Indian arithmetic and algebra). The Basic

Courses offered under the programme MAEDN such as Philosophical Foundation of Education (MAEDN101), Current Affairs of Education in India (MAEDN201), Teacher Education in Emerging Society (MAEDN302), Environmental and Population Education (MAEDN403), Students internship (MAEDN204 Part B) deal with Environment and Sustainability, human values and professional ethics.

The programme ASMA comprises Courses like Assamese Poetry (ASMA101), Assamese Drama (ASMA201), Assamese short Story (ASMA401), Feminist Criticism (ASMA203) that address issues related to gender and human values.

The Department of Philosophy offers courses on Philosophy of Culture (PHLMA103), Philosophy of Science (PHLMA203), Cotemporary Indian Philosophy (PHLMA301), Philosophy of Religion (PHLMA304A), Philosophy of Value (PHLMA401), Applied Ethics (PHLMA403) under the programme PHMLA which reflect issues related to Human Values, Environment and Professional ethics.

File Description	Document
The list of courses where the above topics are included	View Document

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

Response: 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
04	00	00	00	00

File Description	Document
List of value added courses (Data Template) combined with 1.3.3	View Document

Response:

Sanskrit the language of ancient India is the repertoire of Indian wisdom, art, literature and sciences. Sanskrit is an essential part of liberal education that helps to mould the character of pupils and influence their life. To propagate Sanskrit knowledge embedded in Sanskrit lore and to provide its relevance to the modern times, Sanskrit based contents are incorporated in modern subjects such as *Shiksha* (Education), *Darshana* (Philosophy), *Asomiya* (Assamese) and Gandhian Studies.

The Department of *Shiksha* (Education) offers Sanskrit based contents in the Course MAEDN101 such as Educational Philosophy of Upanishads, salient feature of Nyaya, Sankhya, Yoga, Mimansa, Vedanta and Vaisheshika philosophy and their educational implications. The knowledge and understanding of these concepts help students to develop a strong sense of ethical and moral aptness and explore spirituality.

The Department of *Darshana* (Philosophy) offers Sanskrit based contents such as Indian Epistemology (PHLMA101), Philosophy of Culture (PHLMA103), Indian Metaphysics (PHLMA201), Buddhism (PHLMA304B) and Pancasilas and Brahmaviharas in the Course PHLMA401. These contents help to inculcate social responsibility among students to become responsible citizen of Nation.

The Department of Assamese offers Sanskrit based contents such as Dhvani, Bakrokti, Auchitya, Rasa, Guna, Riti in the Course ASMA103, History of Sanskrit Sahitya (ASMA302/Lt.), Sanskrit Pali Pakrit text, Comparative grammatical study of Sanskrit Pali Pakrit and Assamese language in the Course ASMA303/Lg. and Sanskrit Literature (ASMA403/Lt.) These contents help the students to know about the special features of Sanskrit Puranas and original source of our cultural heritage and to explore the traditional Sanskrit text historically and comparatively.

The Department of Political Science offers the Course Understanding the Gita: Its Context and Philosophy (PGDGS104) under the programme Post Graduate Diploma in Gandhian Studies.

Besides, the programmes MASS and MPHLSS have 2 full courses on modern Sanskrit literature viz. MASS403 (Adhunika Sanskrita Sahityam) and MPHLSS102 (Sanskritalankara-Shastram Sanskritsahityascha). Apart from these, the revised syllabi of MASS and IMS comprise 5 units on modern Sanskrit literature in the courses MASS201, IMS303, IMS503 and IMS603.

File Description	Document
List of units and sub-units of the modern subjects ?????-???????????????????? ?????	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 ??????????????????,
 ?????????????????????? ?? ?????????????????????? ?????????????????????? ??????????????????????
 ?????????????????? - ?. ?????????????????? ?. ?????????????????? ?. ?????????????????????? ?. ?????????????????????? ?.
 ??????????????????

of students. It is equally important to engage all the stakeholders in the feedback process to make it effective. Specially, feedback gives a chance to the students to reflect upon their aspiration as well as their direct input on the effectiveness of the curriculum. Also through the feedback the faculties, employers and employees can have their say on the design and structure of the curriculum.

The University follows a systematic process in collecting and analysing the feedbacks regarding the curricula of different programmes. The IQAC developed a feedback mechanism and framework for its analysis. Feedback forms are circulated to all stakeholders i.e. Students, Parents, Alumni, Faculties, Employers and Employees. The collected responses were handed over to the respective departments for analysis. The respective Boards of Studies discussed the responses of the feedback given by the different stakeholders and prepared an analysis report. At the same time, some actions have also been taken to cover the syllabus and resolve the doubts and problems of the students regarding the curricula, i.e. remedial classes for covering the syllabus, providing personal counseling to the students, etc. Further, the feedback reports prepared by the departments in particular and by IQAC in general were placed in the meeting of Academic Council. The departments are committed to ensure that the suggestions and recommendations provided by the Academic Council are suitably incorporated/implemented in their respective academic strategies in near future.

File Description	Document
Upload the Minutes of the Academic Council/ Executive Council etc. ?????????????????? ?????????? ??????????	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: 0.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	00	00

File Description	Document
List of students (other states and countries) ?????????? (????????? ??????????/ ??????????????????)	View Document
Institutional data as per Data Template(????????????????????)	View Document
Copy of the domicile certificate/passport from respective countries) ?????????????????? /????????????? (?????????????????)	View Document

**2.1.2 Demand Ratio (Average of last five years) ?????????????? ?????????? (????????? ??????????
 ?????????? ??????????????)**

Response: 250.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
929	990	1023	822	568

2.1.2.2 Number of seats available year-wise during the last five years. ??????? ?????????????? ??????????????
 ?????????????? ?????????????? ???????????

2019-20	2018-19	2017-18	2016-17	2015-16
403	350	340	320	310

File Description	Document
Institutional data as per Data Template(????????????????????)	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years ?????? ?????? ??????, ?????????????????, ????????????????? (????????????????, ?????????????????, ???-????????????, ?????????????, ??????) ?????????????? ?????????????????, ?????????????? ?????????????????? ?????????????? ?????????????? ??????????????

Response: 35.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
60	66	65	44	28

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

2019-20	2018-19	2017-18	2016-17	2015-16
169	148	143	135	132

File Description	Document
Institutional data as per Data Template(????????????????????)	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

Traditional Sanskrit in 2019. The university has also introduced Certificate courses in *Karmakanda Prasikshanam* and *Sasvaravedapatha*.

Besides undertaking the above responsibilities, the University has taken initiatives to introduce the Department of Traditional Sanskrit under the School of Sanskrit Studies initially with *Shastri* and *Acharya* Courses. The *Shastri* course will be considered equivalent to Bachelors degree.

2.4 Teacher Profile and Quality

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

Response: 49.47

File Description	Document
Institutional data as per Data Template(????????????????????)	View Document

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

Response: 81:1

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years ??????????????????,
 ??????????????? (?????.??) ??????????????? ???

2019-20	2018-19	2017-18	2016-17	2015-16
25	23	14	09	09

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years (Data Template) ????? ?????? ??????? ??????????????????? ??? ???	View Document

2.4.3 Average teaching experience of full time teachers in number of years
 ???

Response: 6:1

2.4.3.1 Total experience of full-time teachers ?????????????????????? ??????????????????????
 ??????????????????????

Response: 198

File Description	Document
List of Teachers including their PAN, designation, dept and experience details (Data Template) ???????????-????-????-????????? ??????????? ???????????	View Document

2.4.4 Average 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: 2:1

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 ?????????????????? ?????-?????-
 ?????????????????????, ?????-??
 ???

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	01	00

File Description	Document
Institutional data: as per Data Template ?????????????????????? ??? (????????????????????)	View Document
e-copies of award letters (scanned or soft copy) ?????????????????????? ?????????? ??????????????????????	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years
 ?????????????????? ???
 ???

Response: 1.4

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

Assistant Professor of the department of Assamese has a PG Certificate in Creative Writings.

Another very promising area of study is Sanskrit Manuscriptology. Dr. Pranabjyoti Deka, Dr. Bornali Borthakur and Dr. Maitryee Goswami, faculty of Sanskrit Vedic Studies Department and Dr. Champak Kalita, faculty of Department of Sanskrit (Sahitya) has worked on this specific field. Sanskrit Philology is another new field in which Dr. Ratul Bujar Baruah, Associate Professor, Department of Sanskrit Sahitya has proficiency.

Vastushastra is another important area in which Dr. Pavan Kumar Pandey, Assistant Professor of Sanskrit (Vedic Studies) department is competent to teach. Yogic Science is another new area in which Mr. Utpal Dutta, Guest Faculty of Yogic Science and Dr. Alaka Das of the university is competent for teaching and practice in the field of Yogic Science.

As an emerging area of Philosophy the field of Applied Ethics and Bio-ethics are significant. Dr. Bikash Bhargab Sarma, Associate Professor, and Dr. Tapan Talukdar, Assistant Professor of Philosophy department have their proficiency in these fields. Dr. Chabilal Upadhaya, Faculty, Department of Sanskrit (Sahitya) is competent to teach Functional Sanskrit which is another new area. Dr. Archana Devi, Faculty, Assamese department has language training in Nepali language.

Gandhian Studies is another very important new and emerging area. Dr. Madan Chandra Boro, Associate Professor, Department of Political Science has in-depth works in this area. Dr. Nandita Khakhary Assistant Professor of the Department has PG Diploma in Human Rights, which is another emerging and relevant area. Dr. Pankaj Kumar Sarma, Assistant Professor, of Political Science department has specialization in South Asia and Human Rights while Mr. Ankur Jyoti Bhuyan and Mr. Hirokjeet Roy, Assistant Professor of Political Science department has in-depth studies in the area of South Asia.

Dr. Champak Kalita, Faculty, Department of Sanskrit (Sahitya) is competent to teach Yoga Darshana. Dr. Kalita has also expertise in the field of Philosophy of Education. Dr. Krishna Kalita, Assistant Professor of Department of Education has worked in the field of Pedagogy and Cognitive Science, which is an emerging field.

2.4.8 Specify the names of Shastra-Chudamani/ Emeritus/ Adjunct Faculty/ Fellows/ Visiting Professors/ Post Doctoral Fellows on the rolls of the University. ?????????????? ?? ??????????? ?????????????????????, ?????????????????????, ???????????????????, ???????????????????, ?????????????????????, ?????????????????????, ????????????????????? ??????? ? ?????? ???????????

Response:

The provisions for Shastra-Chudamani/ Emiritus/Adjunct Faculty/Fellows/Visiting Professors/Post Doctoral Fellows etc are not initiated in the university as of now.

2.4.9 Specify the systems adopted to recharge academically and rejuvenate teachers (e.g. learning with traditional Gurus, providing research grants, study leave, nomination to national/ international conferences/ seminars, in-service training, organizing national/ international conferences, vakyartha-Sadhas, Shastrtha-Sabha, Shastra-Pareeksha, Shastra-spardha/ Samskrita-Kavi-Samavaya

(Sanskrit Poets' Meet) etc.) ?????????? ?????????????? ?????????????????? ?????????????? ?????????????? ?????????- ???- ?????????????????????? ?????? ??????????, ?????????????????????????????????????, ?????????????????????????????????????, ?????????????/ ?????????????????????????????????????? ?????????????????/ ?????????????????????????????????????, ?????????????/ ?????????????????????????????????????? ?????????, ?????????????????????, ?????????????????????, ?????????????????????, ?????????????????????, ?????????????????-????????? ??????????????

Response:

Kumar Bhaskar Varma Sanskrit and Ancient Studies University has resorted to various means for recharging and rejuvenating the teachers academically. Teachers are nominated to participate in different academic activities. Dr. Kamal Lochan Atreya, Assistant Professor of the department of Sanskrit Sahitya, Dr. Pankaj Kumar Sharma, Assistant Professor of the department of Political Science and Hirokjeet Roy of the department of Political Science, were nominated to participate in one day workshop on NAAC awareness programme sponsored by NAAC and organized by Gauhati University, Assam.

Dr. Pranabjyoti Deka, Assistant Professor of the department of Sanskrit (Vedic Studies), was nominated to participate in two-day Workshop on Evaluation Reforms Programme organized by the University Grants Commission in November, 2019 at Assam Don Bosco University, Guwahati, Assam.

Dr. Kamal Lochan Atreya, Assistant Professor of the department of Sanskrit (Sahitya) and Dr. Pankaj Kumar Sharma of the department of Political Science, were nominated to participate in two day workshop on Assessment and Accreditation for Sanskrit Universities held in December, 2019 at NAAC headquarter, Bengaluru.

Moreover, the University collaborated with IIT, Guwahati to organize one week Faculty development Programme on 'Use of ICT tools for classroom Teaching' from 25th February to 2nd March, 2019. The University always encourages each faculty member to participate in Seminars, Conferences, FDPs Orientation Programmes by granting leaves. According to Clause 2.a.ix of the Research Promotion Policy of the University, faculties are given the approval of 20 days academic leave for research activities. According to Clause II.a.x of the Policy, faculties can also avail Sabbatical leave of two years to undergo special training/ further education/ enhancement of skill and knowledge programme. The Clauses 2.b.iv and 2.b.v of the Policy state the provision of seed-money for in-depth Shastric Training/interdisciplinary training to the teachers of the University and for the internal projects. Moreover, since its inception, the University has continuously been organizing various international and national seminars and conferences in collaboration with other reputed organizations.

2.4.10 Specify the names of faculty imparting indepth shastra knowledge/ Avadhana/ shastrartha to the students and encouraging them to take various shastra exams conducted by different organisations in addition to regular teaching. ?????????????????????????????????????? ?????????????? ????
 ?????????????????? ?????????????? ?????????????????????????????????????? ?????????????? ? ??? ? ??????????
 ?????????????????????? ?????????????????? ?????????????????????????? ?????????????? ?????????????????? ?????? ?????????? ??????????????

Response:

of results year-wise during the last five years. ??????????????, ?????????????? ?????????????? ?
 ?????????????? ???

2019-20	2018-19	2017-18	2016-17	2015-16
11	19	15	12	12

File Description	Document
List of Programmes and date of last semester and date of declaration of results (Data Template) ??????????????, ???, ??? (????????????????????)	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: 0.04

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	00	00

File Description	Document
Institutional data as per Data Template(????????????????????????????????)	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks ???
 ???

Response: 44.68

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

2019-20	2018-19	2017-18	2016-17	2015-16
07	28	07	03	03

2.5.3.2 Number of revaluation applications year-wise during the last five years. ???????????????
 ?????????????????? ?????????????? ?????????? ?????????? ????????

2019-20	2018-19	2017-18	2016-17	2015-16
15	45	19	17	05

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:

The examinations of the University are conducted through a centralized examination management system. The University has been following a transparent, confidential and effective examination system. Moreover, the examination system was upgraded in August 2019 with integration of IT which includes online notification of examination, issuance of online application forms for examination, online mark sheet to the students. There has not been any incidence of breach of security or leak of examination paper in the University so far. The location of the office of the Controller of Examination in the University further ensures privacy and security. Following reforms have been introduced in the examination procedure—

- The University ensures that the results of end-semester examinations are declared within a **maximum period of 16 days (if not impeded by any unavoidable circumstance)** from the last date of the examination. Declaration of results within a stipulated time has helped the out-going students in immediately exploring future course of action.
- **Grading System** has been introduced since 2017-18. The final grades are computed using a *cumulative grading formula* based on the credits earned in each course, and the total scores of internal and external assessments. The ratio of internal assessment and final examination is 20:80. The results are declared in Grade system.

It has reduced unhealthy competition among students, reduced societal and parental pressure on them, encouraged a healthy teaching-learning environment and also brought the evaluation standard of the University at par with the national level evaluation standard.

- The University follows **Continuous Internal Assessment** of students through home assignments,

Sankalpavachanani (oath-taking by the freshers), which also reflects the core values and objectives of the University.

Apart from these, the newly enrolled students are provided with orientation at the departmental level regarding the learning objectives, programme outcomes, programme specific outcomes, course outcomes and the course structure, syllabus and the evaluation system of the University.

**2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution ?????? ?????????? ??????????????????????,
??, ?????????????????????? ?????????????????? ? ?????????????? ???????
???????**

Response:

The attainment of programme outcomes, programme specific outcomes and course outcomes are evaluated through the examination system of the University. The system comprises Summative and Formative assessment to evaluate the academic performance, knowledge attainment, academic learning and individual growth of the students.

Under Summative assessment, end-semester examination is conducted every six months. It comprises 80% of the total evaluation of a student. Apart from attaining the final level of learning outcome, summative assessment guides students for subsequent academic activities and courses and also for career choice.

Formative assessment consists of sessional examinations, group discussions, seminar presentations, home assignments, field study and attendance. It has been indicated as Internal Assessment. It comprises 20% of the total evaluation. This methodology helps in identifying the strength, weaknesses and target areas that require further work and eradicate the shortcomings in the teaching-learning and evaluation process. It also helps in evaluating the attainment of programme outcomes, programme specific outcomes and course outcomes. Formative assessment also works as diagnostic assessment which helps in recognizing difficult and struggled areas of students. On the basis of formative assessment, the problems of the students are immediately addressed through regular classes as well as remedial and tutorial classes.

Every department conducts field study and excursion programmes to engage the students in gaining practical experiences and applied knowledge. The outcomes of these activities are assessed through their participation and the submitted reports. Moreover, the students actively participate in group discussions and seminar presentations through which they get the opportunity for self-assessment. The MAEDN programme includes a practical course, for which also both internal and external evaluation is conducted.

Students are also encouraged to engage in various co-curricular activities like preparing of hand-written magazine and wall-magazine, sports events, cultural activities, literary and fine arts events, social service, etc. for their holistic development. The level of attainment of the outcomes is also evaluated by monitoring their leadership quality, socio-political awareness, participation in team work and communication and other skills.

The University has introduced a three-member committee to monitor and evaluate the attainment level of the programme outcomes, programme specific outcomes and course outcomes in December 2019.

Sanskrit week celebrations

Varsity Festival

E-magazine

University Annual magazine

Wall magazines

The students also take part in *?loka* recitation competitions, essay competition, extempore speech competitions, on the spot short-story writing, on the spot poem writing, on the spot article writing competitions etc. in the Varsity Festival and Sanskrit week celebrations.

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process. ??????-???????
????????????????? ?????????? ?????????????????? ??????????????

Response: 3.53

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 Research Committee to monitor and address issues related to research and the same is uploaded on the institutional website. (Yes /No) ?????????? ?????????????? ?????????????? ?????????????????????? ?????? ??????? ?????????????????? ?????????????? ?????????????, ?????????????????? ?????????????? ?????????????????????? ?????????????? ?????????????? ?????????????? ?????????????? (?? /?)

Response: Yes

File Description	Document
Minutes of the the Research Committee/ Academic Council/ Governing Council/ Syndicate/ Board of Management related to research promotion policy adoption	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money for in-depth Shastric training/ inter-disciplinary training to its teachers for research during the last five years ?????????????????? ?????? ?????????????????? ?????????????????? ?? ?? ?????????????? ???????

Response: 0

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) ??????? ?????????????????? ?????????????????? ?????????????? ?????????? ?????????????????? (??????)?

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Minutes of the relevant bodies of the University (???????????????????? ????????????????? ????????????????)	View Document
List of teachers receiving grant and details of grant received (Data Template) (???????????????????? ?? ??????? ??????????????? ?????????????? ????? (????????????????????))	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (???????????????????? ????????????????? ???????????????? ?????????? ??????????????? ???????????????????? ??????? ??????????????? ??????????????)	View Document
Any additional information (????????????? ??????)	View Document

3.1.3 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and any other research fellowships in the University enrolled during the last five years. ?????????????????? ?????????????????? ?????????????????? ??????????????????(JRF) ?????????????????????????????? (SRF) ?????????????????????????????? (PDF) ?????????????????????????????? ?????????? ? ?????????????????? ??????????-

Response: 0

3.1.3.1 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 ?????????????????? ?????????????????? ?????????????????? ??????????????????(JRF) ?????????????????????????????? (SRF) ?????????????????????????????? (PDF) ?????????????????????????????? ?????????? ? ?????????????????? ??????????-

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
List of research fellows and their fellowship details (Data Template) (????????????????? ????, ????????????????????????????? (????????????????????))	View Document

3.1.4 University has the following facilities 1. Central Instrumentation Centre/ Language Laboratory ComputerLab/ ICT Lab 2. Museum 3. Studios/ Recording Studio for Audio-Video/ e-P.G.Pathashala Facilities 4. Research/ Statistical Databases 5. Manuscript Resource Centre (MRC) 6. Manuscript Conservation Centre(MCC) 7. Yoga Training Centre 8. Yoga Therapy Centre with modern

equipments 9. Observatory/ Yajnasala 10. Psychology Laboratory
 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Response: C. Four of the facilities exist

File Description	Document
Upload the list of facilities provided by the university and their year of establishment (Data Template)	View Document
Paste link of videos and geotagged photographs	View Document

3.1.5 Percentage of departments with UGC-SAP, CAS, funding from DST/ ICSSR/ ICPR, Shastra-chudamani Scheme, Ashtadashi Scheme and other similar recognitions by government agency
 (SAP)

Response: 33.33

3.1.5.1 Number of departments with UGC-SAP, CAS, funding from DST/ ICSSR/ ICPR, Shastra-chudamani Scheme, Ashtadashi Scheme and other similar recognitions by government agency

Response: 02

3.1.5.2 Number of departments offering academic programme

Response: 6

Response:

Since its inception, the University has been putting efforts to promote research culture among the students and faculties by providing financial assistance from its internal resources, with the help of which the academic departments are conducting field surveys and community research programmes. The Research Promotion Policy of the University also encourages in this regard.

Every year, the 3rd Semester students of Integrated MA in Sanskrit (IMS) programme conduct research-based field study related to Environmental Studies. The University bears the expenditure of the field study out of its internal resources.

Other Upload Files	
1	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco-system for innovations including Incubation centre/ Research Labs/ Manuscript repositories/ subject based networks/ teaching learning centers (TLC)/ MOOCS studio/ NRC and other initiatives for creation and transfer of knowledge ?????????????????? ???
 ?????????????? ??????? ??? ???? ?????? ?????????? ?????????? ?????????????????? ?
 ?????????????????????????????????????/ ?????????????????????/ ????????????????????????????????? ?
 ????? ?????? ??????????????

Response:

As an institute of higher learning, set up in rural background, the University is trying its best to promote innovative creation and transfer of knowledge through digital platform.

- The University has a Manuscript Repository located inside the library premise for creation and transfer of knowledge related to ancient manuscripts. The repository section has boxes for displaying manuscripts.
- The University library has subscribed the SOUL 2.0 version in the year 2019 to promote digitalization of library service. Further, INFLIBNET (Information and Library Network) system has also been activated and being run by the university library since 2019.
- The University is practicing its innovation through its own YouTube channel addressing the higher education needs of the students, more particularly during the Pandemic COVID-19.
- The faculty members of the University are in practice of developing various educational multi-media contents or e-contents and its dissemination through the YouTube channel which are found to be beneficial for the students. The objective of the initiative is to serve the greater interest of the community along with its own students and to make the university a treasure house of knowledge.

Regular teaching-learning process has also been continued by the faculties through virtual platforms like Zoom, Google meet, Google classroom, etc. even during the pandemic. To promote the innovative ecosystem, Webinars, Faculty Development Programmes and workshops on various relevant themes are also organized by the university during the period, though it is not in a position to adopt innovative modes

of imparting knowledge like MOOC or SWAYAM platform.

3.3.2 Number of awards won by institution/teachers for innovation during the last five years

???????? ?????? ??????? ??????? ?????????? ??????????? ?????????????? ??????????????/ ?????????????? ??????????

Response: 1

3.3.2.1 Total number of awards for innovation won by institution/teachers year-wise during the last five years ??????? ?????? ??????? ???????/ ?????????? ?????????????? ?????????????? ??????????????/ ?????????????? ?????????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
00	01	00	00	00

File Description	Document
List of innovation and award details (Data Template)(?????????????????, ?????????????????? (????????????????????))	View Document
e- copies of award letters (????????????????? ?????????????????????)	View Document

3.3.3 Number of mentoring provided to other newly established Institutes during the last five years

????????????????????? ??????????? ??????????? ?????? ?????????????? ??????????? ??????????? ?????????????? ?????????????????????? -

Response: 8

3.3.3.1 Total number of mentoring provided to other newly established Institutes year-wise during the last five years. ?????????????????? ??????????? ??????????? ?????? ?????????????? ??????????? ??????????? ?????????????? ?????????????????????? -

2019-20	2018-19	2017-18	2016-17	2015-16
07	01	00	00	00

2019-20	2018-19	2017-18	2016-17	2015-16
17	32	34	32	18

File Description	Document
List books and chapters in edited volumes / books published (Data Template) (?????????? ???????????????????????????????????? (????????????????????????))	View Document

3.4.7 Does the university publish any research journal(s) If yes, indicate the year of starting the research journal, composition of the editorial board, editorial policies and state whether it is listed in any international database. Provide the ISSN No. ??? ?????????????????? ????????????? ?????????? ? ?????????, ?????? ?????????????????? ??????????????????, ?????????? ??????????????????, ??????????????????, ??? ? ?????? ?????? ?????????? ?? ?????????? ??? ?????????????????? ???. ????. ????. ??? ?????????? ???????

Response:

The University, with its emphasis on research and publication has always accentuated upon the need for publishing research journals. To that end, the University believes it as a responsibility to publish research journals for creating a knowledge base as well as giving ample opportunities to the faculty members and the research scholars. With that objective in sight, the University has, so far published two research journals, the descriptions of which are given below.

- As part of its research and publication strategy, the Department of Sanskrit Sahitya, Kumar Bhaskar Varma Sanskrit and Ancient Studies University published the first volume of its research journal “*Snithika*” in October, 2020. It is a multilingual, multidisciplinary, peer-reviewed international annual research journal bearing the ISSN number 2454-2881. The editorial committee includes Dr Ratul Bujar Baruah as the Chief Editor, while Dr. Kamal Lochan Atreya and Dr. Debabrata Barai serve as the editors. Besides, the editorial committee also has Dr. Nurima Yeasmin, Dr. Pomi Talukdar, Dr. Chabilal Upadhyaya and Dr. Champak Kalita as members.

The University in its journey for knowledge generation and promotion of research spirit among the stakeholders, published a research journal entitled “*URJOSH*” in 2018. Now it is under process of procuring RNI to access ISSN. However, the University is preparing to publish its second volume along with its effort to have the ISSN. The editorial board and editorial policies are clearly stated in the journal. Dr. Mallika Kalita is the editor of the journal and the members of the editorial board are- Dr. Kamal Lochan Atreya, Dr. Nabanita Sarmah, Dr. Pranabjyoti Deka, Dr. Pankaj Kumar Sarmah, Dr. Tapan Talukdar and Dr. Rumi Kakati

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual (Yes /No) ?????????????????? ????? ?????????????? ?????????????? ????? ?????????????????? ?????????????????? ?????????????????? (??? / ??)

Response: Yes

File Description	Document
Upload soft copy of the Consultancy Policy (????????????????? ?????????????????? ?????????????)	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy(?????????????/ ?????????? ?????????? ??)	View Document
Institutional data as per Data Template(????????????????????????????)	View Document
Any additional information (????????????? ??????)	View Document
Paste URL of the consultancy policy document (???)	View Document

3.5.2 Revenue generated from consultancy during the last five years (INR in Lakhs) ?????????????????????? ?????????? ?????????????????????? ?????????? ?????? (?????????)

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
List of consultants and revenue generated by them (Data Template)(????????????? ??? ????????????????????? ?????? (?????????????????????))	View Document
Audited statements of accounts indicating the revenue generated through consultancy (????????????????????? ?????????????????????? ?????????????????????)	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighborhood community in terms of impact and sensitising students to social issues and holistic development during the last five years ?????????????????????? ?????????? ?????????????????????? ??????????????????????, ?????? ?????????????????? ? ?????????????????????? ?????????????????????? -

Response:

Since its inception, the University has reflected upon the ancient Indian cultural heritage and values through different extension activities. The University is serving the society through popularizing Sanskrit, advocating mass literacy, enhancing environmental awareness and protection, cherishing social cohesion and participation, promoting women participation and empowerment as well as holistic development of the stake-holders. Some of these activities are

- **Conducting Literacy Awareness Rallies and Women Literacy programmes.**
- Observing **Matribhasa Divas** with **Awareness Rally** in the neighbourhood.
- Health awareness programmes and **free Health Camps** for the students as well as community people.
- **Flood Relief Camps** held in the neighboring villages during the flood situation
- Regular involvement of students and teachers in **Sanskrit teaching at neighbouring schools** where there are no particular Sanskrit teachers.
- **Cleanliness drives** and **Tree plantation drives** inside and outside the campus undertaken with the participation of the locals.
- **Legal awareness Camp** for students and local people and **Awareness programme on Legal Protection of Women**
- **Awareness programmes on Women's Health** and **Hygiene and Menstrual Health and Sanitation** with participation of community people.
- **Socio-Economic and Educational Survey** and **Survey on Health and Sanitation** in neighbouring villages.
- Organizing **Lectures and Competitions** (e.g. debate, extempore speech, quiz, poster-making, etc.) on **Gandhi Darshan** under celebration of Gandhi's 150th Birth Anniversary.
- Participation of students in chanting **Vedic mantras** at different religious ceremonies across the State.
- **Celebration of festivals** including Bihu, Saraswati Puja and Viswakarma Puja, Independence Day,

‘Ethics and Literature’, Ethics and Spirituality’. The papers included in the book advocate the promotion of different perspectives of Indian society for addressing pertinent issues of society, education and culture.

3. A book ‘Reflections on Vedic Wisdom’ ISBN 978-81-8315-344-7 was published by New Bharatiya Book Corporation, New Delhi (2018). Altogether 33 research papers have been incorporated in the book. The papers deal with various important aspects of Vedic Wisdom connected with literature and culture, *Jyotisha* and *Ayurveda*, pure and applied sciences. The lofty ideals contained in the Vedic literature are relevant from the point of nobility of thought and sanctity of spirit. The book presents a glimpse of Indian Literature, art and architecture, philosophy and religion, social science etc. The book will be beneficial to know about the ancient Vedic Wisdom in a very lucid way.

- The classrooms have also been used as examination Halls for various competitive examinations including Assam Combined Entrance Examination-2019.

4.1.2 The institution has adequate facilities for 1. Seminar/ Conference Hall with infrastructural facilities 2. Auditorium for cultural activities 3. Laboratory for Functional Sanskrit 4. Yajnasala 5. Observatory 6. Language Laboratory 7. Psychology Laboratory 8. Meditation Centre 9. Sports, games (indoor, outdoor, gymnasium, etc) 10. Artifacts Museum Ancient Arts/ Objects' Museum 11. Heritage Museum 12. Manuscript Resource Centre (MRC) 13. Manuscript Conservation Centre(MCC) 14. Recording Studio/ e-P.G.Pathshala Facilities 15. Yoga Training and or Therapy Centre with modern equipments 16. Liasion with Bharat Vani Portal 17. Sanskrit-Science/ Agama Exhibition Facilities

Response:

With its commitment to extract the potentialities inherent in every individual, the University has provided with basic facilities for its students, faculty and staff members to take part in various academic, sports and cultural activities. The University has provided with following facilities—

- The ICT enabled VC’s Conference Hall is used for administrative meetings; moreover it is used for various administrative and academic activities including Seminars, Discussions, and Symposiums from time to time. Further, the ICT classroom cum Seminar Hall (First Floor) with an elevated platform and Dias is used for academic, co-curricular, cultural and other activities in the University.
- The University has a *Yajnasala* for both curricular and functional knowledge.
- There is a Psychological Laboratory in the University with basic required facilities.
- There is a Yoga cum Meditation Centre in the University with an appointed Yoga instructor and with basic facilities.
- There is a Manuscript Repository within the library premise.
- The University has basic facilities for sports and games including playground and necessary equipments.

Facilities for Games and Sports

The University has the following facilities for games and sports related activities—

- A Football ground with a length of 100-110 metres (North-South) and width of 64-75 metres (East-West) and adequate equipments for playing football

shelves. For the study of the Vedas, some CD's are being kept in the University Library.

The University Library is partially automated with **Integrated Library Management System (ILMS)**. The name of the **ILMS software is SOUL (Software for University Libraries)**. The version of the ILMS software automated in the University Library is **SOUL 2.0**. The year of automation is **2019**.

File Description	Document
Any additional information ?????????? ??????	View Document

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

Response:

With its commitment to make the University a true repository of knowledge production and dissemination, the Kumar Bhaskar Varma Sanskrit and Ancient Studies University Library has been putting efforts to collect and preserve rare books, *Shastric* texts as well as Manuscripts, besides storing books that are commonly available and used as reference texts for different courses. As such, the University has, in its disposal, more than 150 rare books (A full list of details of rare books is uploaded as additional information). Some of these include—

- *Nirnayadi Sangrah* authored by Sri Sri Mahadeb Bhattacharyya, published in 1814 by Kasichandra Bhattacharyya, Benaras
- *Smriti Sandarbha* (5th part) authored by Sriman Maharsi, published in 1855 by Clive Row, Gurumandal Prakashan, Kolkata
- *Virmitrodaya* Sanskrit Series authored by Mahamahopadhyaya Srimitramisra, published in 1867 by Chowkhamba Sanskrit Book Depot, Benaras
- *Praichittabibeka* authored by Jogadanda Goswami, published in 1878 by BPM Press, Kolkata
- *Gayatriyakhya* authored by Taranath Tarkavasaspati Bhattacharyya, published in 1894 by Jibanandabidyasagar Bhattacharyya
- *Chaturvinsatimata Sangraha* authored by Pandit Bhattoji Dikshita, published in 1907 by Chowkhamba Sanskrit book Depot, Benaras
- *Chaturvargachintamani* edited by Pandit Pramatha Natha Tarkabhusana, published in 1909 by Asiatic Society of Bengal, Kolkata
- *Harlata* (Aniruddha Bhatta) authored by Pandit Kamalkrishna Smriti Tirtha, published in 1909 by Asiatic Society, Kolkata
- *Smriti Kaustaubha* authored by Sriman Nripa Bahadur, published in 1909 by Pandurangjawaji, Bombay
- *Karmapradipa* authored by Mahamahopadhyaya Chandrakanta Parkalankar, published in 1909 by Asiatic Society of Bengal, Kolkata
- *Smriti Chandrika (Sraddhakanda)* authored by Devana Bhatta, published in 1918 by Government Branch Press, Mysore
- *Smriti Chandrika* authored by Devana Bhatta, published in 1921 by University of Mysore, Mysore

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

Response: 2.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.77	0.66	1.81	5.03	5.08

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

4.2.5 Availability of remote access to e-resources of the library (Yes /No) ??????????????? ?????????????????? ?????? ?? ? (??????/???????)

Response: No

File Description	Document
Details of remote access to e-resources of the library (Data Template) ??????????????? ?????????????????? ?????? ?????????? ?????????? (?????????????????)	View Document

4.2.6 Percentage per day usage of library by teachers and students (preceeding academic year data) ?????????? ?????????? ?????????? ?????????????????????? ?????????? (????????????????????? ??????????)

Response: 6.13

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

Response: 40

File Description	Document
Details of library usage by teachers and students • ????????? ?????????? ?????????? ????????????????????? ??????????	View Document
Provide a link of the data uploaded in the institutions website ?????????? ?????????? ????????????????? ?????????? ?????????? ??????????????	View Document

4.2.7 E-content is developed by teachers : 1. For e-PG-Pathashala 2. For CEC (Under Graduate) 3. For SWAYAM 4. For other MOOCs platform 5. For NPTEL/ NMEICT/ any other Government initiative 6. For institutional LMS 7. E-books Uploved on Website ?????????? ??????????
 ?????????????????????????????? 1. ?-?????-????????????? ???? 2. ???????-????????????-???????????? ????
 (?????????????) 3. ‘?????’ - ???? 4. ‘?????’ - ???? 5. ???-??-??-? ???/ ??? ???-?-?-??-??/
 ?????????? ?????????????????????????????? ???? 6. ?????????????????? ?????????????????????????????????? ???? 7.
 ?????????????????? ?????????????????? ?????????????????????? ???? (????????????? ??????)

Response: D. Any 2 of the above (? . ??? ???? ?????????????? ?????? ???)

File Description	Document
Details of e-content developed by teachers for e-PG-Pathashala, CEC (UG) (Data Template) ???-??-??-? ???/??? ???-?-?-??-?? ?????????? ??? ????????? ?????????????? ?????????????????????????? ????????? (?????????????????????)	View Document
Any additional information ?????????? ??????	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, Email and Internet Facilities are given to Faculty and Students with Institutional ID’s ?????? ??????????????-?????????-
 ?????????????????????? ?????????????????????????????????? ?????????????? ?????????? ?????? ??????????????
 ?????????????? ?????????????????????? ?????????????? ?????????????????????? ??????????????????????????????????,
 ?????????????????????????????? ? ?????? ?????? wi – fi ?????? ??
 ?????????????????? ?????????? ?????????? ??????????

Response:

The University administers its IT facilities through the Controller of Examinations as the Nodal Officer. The Nodal Officer manages, deploys and maintains range of activities such as online admission, examinations and other IT facility enabled academic and administrative processes. Many parts of the

campus of the institution (including Faculty rooms, classrooms, library, administrative buildings etc.) are enabled with fully functional Wi-Fi facilities. Computers with internet facilities are available to the students, faculties and administrative officers and staff in the departments, administrative offices and the library along with scanning, printing and photocopy facilities. Each department has a departmental computer, printing facility and Wi-Fi connection that helps in operating various functions like—maintenance of records, admissions, examinations, departmental notice and information related to students.

The following IT components are currently available in the University:

- The University has availed the facilities of National Academic Depository (NAD) portal which is a National System set-up by Ministry of Human Resources Development and University Grants Commission for digitizing and lodging certificates, diplomas, degrees and mark-sheets awarded by the University.
- The University facilitates the students for digital access of their results, awards and certificates directly via NAD account. The students can access, view and download their certificates, degrees, awards at any time.
- The computer laboratory in the University has total 15 computers along with one more computer in the Central Library for students with adequate Wi-Fi facilities.
- UPS powerline installations in the Computer laboratory and faculty rooms with internet connectivity are available.
- The University campus is under CCTV surveillance. There are total 10 CCTV cameras in operation which have been installed at different locations of the University campus.
- Computing server is also available in the University campus.

4.3.2 Student - Computer ratio (preceding academic year data) ?????-????????????????????
(???????????????????? ??????????)

Response: 38.88

4.3.2.1 Total number of computers in the campus for academic purpose ??????????????????
??

Response: 16

4.3.3 Available bandwidth of internet connection in the Institution (Leased line) ???????????
??- (????????????????????)

Response: E. <50 MBPS (? .<50 ??????????)

4.3.4 Media centre, Recording facility, Lecture Capturing System (LCS), Facilities for e-content development, and uploading the corpus (database) of sanskrit texts on the website
?? (????-??-??),
??

Response:

The University and its various academic Departments have been contributing towards digital learning system by developing online contents in the form of academic classes and discussions which are from time to time uploaded to online platforms such as YouTube Channel, Google Classrooms, Facebook and also shared via Email, Google drive, Whatsapp and other digital platforms. Programmes such as seminars, conferences, webinars, e-symposiums, invited lectures by distinguished academicians, administrators and other dignitaries are recorded and uploaded on University YouTube Channel for the students and larger audiences.

The University has an official YouTube Channel through which the recorded videos pertaining to academic activities are uploaded for imparting and disseminating knowledge.

- KBVS&AS UNIVERSITY Official YouTube Channel Link:

<https://www.youtube.com/channel/UC5vi9HYmOfaIEOiPxQUZ2Bg>

Further, the faculty members of the University also resort to different ICT and online platforms such as Google classroom, Google meet, Zoom, Gmail, Whatsapp and others for facilitating students with learning opportunities through online platform.

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility, LCS ????????????????????, ?????????????????, ????????????????????? (??-??-??) ??????-???????????????????? (????????????????)	View Document
Links of photographs ?????????????? ????????	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: 18.62

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) ?????????????????? ???????
 ??? ?????????????????? ?????????????????????????????????? ? ??????????? ???? ?????????????? (??????
 ??????????)

2019-20	2018-19	2017-18	2016-17	2015-16
156.1	176.8	82.44	23.78	20.79

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities (Data Templates) • ?????-???????????????????? ???????????? ?????????? ?????????, ??? ?????????	View Document
Audited statements of accounts • ????????????????????	View Document

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

????????????-????????????-????????????-????????????-????????????-???????????? ??????-????????-
??
??

Response:

Since its beginning, the University has managed and maintained its physical, academic and support facilities through the limited available workforce. Though in its early phase, the University has believed in decentralization and participative management with active participation of different stakeholders. As such, the University has formed number of non-statutory committees for maintenance of the physical, academic and support facilities.

Maintenance of Physical facilities

As the University is a new one, many of the physical infrastructures are under construction and the completed ones are taken care of with diligence by the specific committees appointed by the University. The construction activities are monitored by a ‘**Construction Committee**’ with the Vice-Chancellor being its Chairman and the Registrar being its Member Secretary. Besides, the ‘**Purchasing cum Monitoring Committee**’ is another important committee which is responsible for monitoring all purchases related to construction. There is a ‘**Classroom Maintenance Committee**’ aimed at dealing with the maintenance of the classrooms across the buildings in the University. The management and maintenance of the university playgrounds is carried out by the ‘**Sports Committee**’. The **Psychological Laboratory** of the University is maintained by an in-charge from the Department of Education.

Maintenance of Academic facilities

The University has a **Research Council** that monitors the research activities and ethical concerns involved in research of different departments. **The Board of Studies** of each of the department is concerned with the design, revision or changes in the syllabus. ‘**The Library Committee**’ was formed for the management and all-round development of the University Library. On the other hand, departmental libraries are taken care of by the departmental library in-charge and the students. The **Examination Committee** of the University is formed for conducting and monitoring of examinations and for allied matters.

Maintenance of Support facilities

The University formed the '**Website Updation Committee**' to monitor and scrutinize various issues related to the Website of the University. The University has a '**Committee for Health, Hygiene and Sanitation**' concerned with ensuring good health, condition of hygiene and regular sanitation at the University. The University devised a '**Canteen Advisory Committee**' that looks after the activities of the proprietor and discusses all issues relating to the Canteen. The students and faculty members of the University has been availing the communication service of an **Assam State Transport Corporation** bus from Nalbari Town to the University, which is taken care by the Registrar himself.

With its commitment to provide an enabling and democratic space in the University for the students, the University formed the **Committee for Anti Ragging including Safety and Security to Girls and Women in the University Campus**. Further, the University has an **Internal Committee against Sexual Harassment of Women at Workplace** to ensure a secure and safe working environment for the University. For redressing the grievances related to examinations and academic matters, the University institutionalized the **Grievance Redressal Cell for Examination and Academics**.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships/ freeships provided by the Government/ UGC/ Rashtriya Samskrit Sansthan/ any other body during the last five years.

????????????????/ ??.?.? ??????/ ???/ ????????????????????? ????????????????????? ????????????????????? ????????????????????? ????????????????????? ????????????????????? ????????????????????? ?????????????????????

Response: 36.23

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

2019-20	2018-19	2017-18	2016-17	2015-16
380	328	226	58	49

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Details 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: 0

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 ?????????????????? ?????????????????? ?????????????????? ??????????????????-?? ?????????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

As part of its student support system, the University undertakes different initiatives in the field of **creative writing, fine arts as well as cultural tourism**. The students have been kept at the centre of all such activities to give them platform for their creative mind to grow and prosper.

To help students acquire and polish their creative writing skills, the Department of Assamese created a forum '*Sahitya Chora*' in 2019. It aims at creating a productive training environment for creative writing of different genres reflecting contemporary literary trends as well as socio-cultural realities. The students of the University are given opportunities to harness their literary skills by participating in different categories of literary competitions including on-the-spot short story writing, poem writing, article writing as part of its **Varsity festival** as well as **Foundation day** observations.

Apart from the creative writing competitions, the University also organizes various programmes in the segment **Fine Arts** which includes *Alpona (Rangoli)*, *Mehendi*, salad-making, drawing and cartooning competitions.

By undertaking departmental cultural visits to important historic-cultural places and heritage sites, efforts are being made to develop a sense of cultural belongingness and positive perception in the minds of the students. The Department of Sanskrit (Sahitya) paid a cultural and educational visit to **Bouddha Vihar, Agiathuri, Assam** (10th February, 2020). The Department of Sanskrit (Vedic Studies) went on a field trip to **Madan Kamdeva temple** (27th January, 2020). The 3rd semester students of IMS undertook a field visit to Rani Reserve forest, Kamrup, Assam (4th November, 2019) as part of environmental and cultural studies.

The Department of Political Science undertook a field study on "**Democratic Deficit**" at Sonapur, Kamrup, Assam (11th April, 2017). The department made a visit to Sikkim from 28th September to 4th October, 2017. In 2018, the Department visited Haflong (7th- 11th April) to study on "**Peace Tools and Conflict Nuances in Dima-Hasao**". A field study was done on "**Assam-Nagaland Border Disputes**" by visiting Nagaland (23rd to 28th April, 2019). The Department visited Ukiam, to study on **cultural pluralism** in that area (25th January, 2020). The Department of Education conducted a field survey at Namati village on '**Status of health and sanitation of Namati Area**' (16th of March 2018). Again the department carried out a study on '**Flora and Fauna of Nalbari District with special reference to river pagladia**' (15th March, 2019). The department also went on a field trip to Ukiam (07th February, 2020). The Department of Philosophy undertook field visit to the National Wildlife Sanctuary, Manas (6th February, 2020). The Department of Assamese conducted a field study at Namati and Moiradanga village on 29th November, 2018. In 2019, another field study was carried out on 23rd March, at South Kamrup area. On 14th February, 2020, the department paid visit to Manas National Park. On 18th February, 2020, a field study programme was carried out by M.A Second Semester students of the department at the Assam State Museum.

File Description	Document
Any additional information (?????????? ??????)	View Document

5.2 Student Progression

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

????????????????? ?????????????????? ?????????????????? ?????????????? ???????????

Response: 4.19

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	08	11	01	01

File Description	Document
Upload any additional information (?????????? ??????)	View Document
Self attested list of students placed (????????????????? ?????????? ????? ?????????????? ????)	View Document
Details of student placement during the last five years (????????????????? ?????????????????? ?????????? ??????????)	View Document

**5.2.2 Percentage of student progression to higher education (previous graduating batch) (preceeding academic year data) ?????????????????? ?????? ?????????????????? ??????????? ??????????? (??????????
 ?????????????????? ???????????) (????????????????????????????????? ???????????)?**

Response: 10.59

5.2.2.1 Number of outgoing students progressing to higher education ?????????????????? ??????
 ?????????????????? ??????????? ??????????

Response: 25

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/ TOEFL/ Civil Services/ State government examinations)

mentioning that the University has been selected as one of the five universities in the state, by the Department of Act East Policy, Government of Assam for establishment of a **Centre for South East Asian Studies**. Under the initiatives of the Centre, various programmes have been initiated since the time of its inception. The Committee for the **Centre for South East Asian Studies**, in its meeting held on 15/09/2020 adopted a resolution for initiating steps to undertake student exchange programme with Thammasat University, Bangkok and University of Yangon, Myanmar.

As a part of its activities, a two-day international webinar has been organized by the Centre on 27th and 28th July, 2020. This two-day International Webinar offered extensive deliberation of interest to academia and government and included several distinguished speakers from different universities and also representatives from the Government of Assam. A series of elaborate discussion and critical deliberation took place on different aspects of India’s engagement with South East Asia under the Act East Policy and it was attended by 562 participants—academicians, scholars and students from different institutions, universities across the world.

The Two-Day International Webinar ended with a resolution to carry forward the exercise of academic discussion and deliberation at broader level in the coming days. The Centre in its meeting held on 15/09/2020, adopted various resolutions. One of the important resolutions taken in the meeting is to conduct one major research project with a view to explore the cultural and civilizational linkages between India and South East Asia. The process of sending proposal to the Government of Assam has already been done by the centre. The centre also adopted another important resolution in terms of conducting International and National level Conferences every year in focus with the various dimensions of the Act East Policy of Government of India.

5.3 Student Participation and Activities

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

Response: 6

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

2019-20	2018-19	2017-18	2016-17	2015-16
02	02	02	00	00

Keeping its immense significance in view, an e-magazine namely ‘e-BHASKAR’ has been published by the University since the academic session 2019-20, where students can publish their academic and literary work. The e-magazine is bi-annual and its first volume was published in July 2020.

Apart from the University annual magazine and bi-annual e-magazine, the respective departments of the University have their own departmental wall-magazines. There are seven wall magazines for six departments in the University where the students can manifest their creative bent of mind. The names of the wall-magazines are—‘Semusi’ (published by the students of MASS) and ‘Vidyodadhi’ (published by the students of IMS) for the Department of Sanskrit (Sahitya), ‘Shrutisudha’ published by the students of the Department of Sanskrit (Vedic Studies), ‘Pratidhwani’ published by the students of the Department of Political Science, ‘Vidyabha’ published by the students of the Department of Education, ‘Bornil’ published by the students of the Department of Assamese and ‘Abhigyanam’ published by the students of the Department of Philosophy. The publication of annual Wall Magazines by each of the departments might be considered as an effective platform for the students to explore their inner quality in terms of creative writings and literary excellence. With a view to encourage the students in the field of Arts and literature, inter-departmental Wall-magazine competition has been organized every year as part of the Varsity Festival.

The Departments of Political Science, Assamese and Education also have departmental hand-written magazine where students can publish their literary and academic work. The hand-written magazines are ‘Cross-roads’ (Department of Political Science), ‘Bornobortika’ (Department of Assamese) and ‘Vidyadyuti’ (Department of Education). The University always encourages the students for creative and credible writings which would help them in cultivating, honing and furthering their creative capacity and literary orientation. The University magazine, university e-magazine, wall magazine and hand-written magazines published annually is one of the important best practices in the University.

File Description	Document
Data Provide the list of Published Materials (????????????????/???????? ? ??? ?????)	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:

Kumar Bhaskar Varma Sanskrit and Ancient Studies University Alumni Association in short “KBVS&ASU Alumni Association” was formed on 3rd May, 2019 and the process of its registration is underway. According to the by-law, the Alumni Association shall function under and according to the provisions of “The Assam Society Registration Act 1860”. The objectives of the Association are—

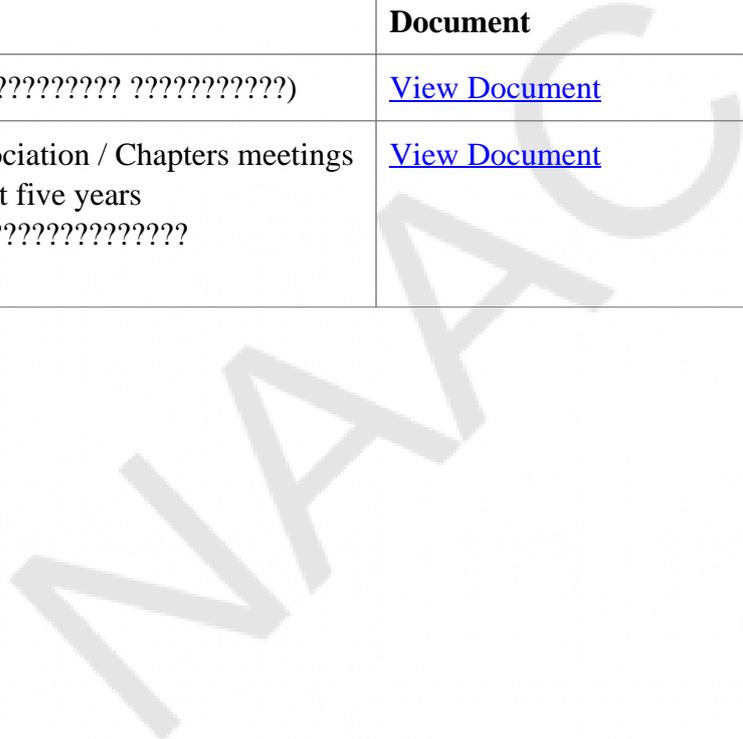
- To maintain contacts of the Alumni with the alma-mater.

Response: 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	02	00	00	00

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



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

Response:

For ensuring quality of human resources and an effective working environment, the University has an effective System of Performance Appraisal for both teaching and non-teaching staff. The Registrar of the University regularly takes feedback on performance of teaching and non-teaching staff. The University follows the UGC guidelines for Performance Appraisal of teaching staff and it is scrutinized by the IQAC of the University.

Teaching Staff:

The University follows UGC guidelines with regard to performance appraisal of the teaching staff. Reference may be made to the Clause 3.2 of the Kumar Bhaskar Varma Sanskrit and Ancient Studies University Regulations on Direct Recruitment and CAS Promotion, 2020, which clearly states that the individual teacher shall submit to the University an Annual Self-appraisal report in the prescribed proforma. The report should be submitted at the end of every academic year within the stipulated time. The teacher will provide documentary evidence for the claims made in the annual self-appraisal report, which is to be verified by the Head of the Department/ Teacher-in-charge etc. The submission should be through the Head of Departments. The CAS and open posts are fulfilled as per the UGC guidelines with requisite API scores and supporting documents thorough scrutiny conducted by IQAC and interview by a selection panel. In case the Head of the Department himself/herself is a candidate, his/her application should be forwarded by a Senior Professor or any person authorized by the Vice-Chancellor/Registrar.

On the other hand, the Registrar of the University, from time to time takes feedback on the teaching staff from the students for assessing the performance of the individual teachers.

The self-appraisal of teaching staff focuses on the following aspects:

- Educational Qualification of faculties
- Courses taught at the University
- Number of research scholars guided for M. Phil & Ph.D.
- Completion Certificates of Orientation and Refresher Courses
- Number of Workshops / Conferences attended
- Presentation of papers in National and International conferences/seminars
- Publication of books (with ISBN) and research articles in reputed journals (with ISSN)
- Research Projects undertaken and completed

- Extension activities
- Membership of professional bodies
- Student satisfaction report

Non-Teaching Staff:

The University has taken interest on Performance appraisal of its non-teaching staff for ensuring an effective working environment and smooth administration of the University. Keeping that in mind, feedback is undertaken as and when promotion is considered. Efforts are also made to improve their skill, capability, efficiency and performance by incentivizing the non-teaching members to attend training and professional development programmes from time to time.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly ?????? ?????????? ?????? ?????? ? ?????????????????????? ???????

Response:

The Kumar Bhaskar Varma Sanskrit and Ancient Studies University Act, 2011 clearly states the provision pertaining to the Accounts and Audit of the University. As per the Act, for every financial year, the account shall be audited by a firm of Chartered Accountants subject to overall audit scrutiny by the Accountant General.

External Audit by Chartered Accountants

As per Clause 33 (1) of the Kumar Bhaskar Varma Sanskrit and Ancient Studies University Act, 2011, the University has undertaken the sincere initiative for External Audit of its annual account. For the first layer of External Audit, an established firm of Chartered Accountants is selected based on a process which is transparent and fair, from among the interested ones. The audited report entails the overall financial details of a particular financial year.

The following areas are covered under External Audit:

- Budget and Actual Performance
- Thorough Revenue and Expenditure Audit
- Money deposits and interest receipts

- Fixed Assets and Purchases
- Statutory Compliance on TDS & NPS

External Audit by Statutory Body

As per the Clause 33 (1) of the Kumar Bhaskar Varma Sanskrit and Ancient Studies University Act, 2011, the audited statement of the accounts of last completed financial year is placed for the consideration of the Court together with the Audit report.

External Audit by Accountant General, North East Circle

As per the Clause 33 (1) of the Kumar Bhaskar Varma Sanskrit and Ancient Studies University Act, 2011, after its due approval at the institutional level, audited report and the statement of the accounts of the University is further scrutinized at the level of Accountant General of the North East Circle.

Internal Audit

As per the Clause 33 (3) of the Kumar Bhaskar Varma Sanskrit and Ancient Studies University Act, 2011, the Finance Committee of the University may conduct internal audit. Presently the University practices the dual layer of external audit only to maintain transparency and effective system of finance at the University.

Mechanism for settling Audit objection

The objections related to non-receipt of records and vouchers are identified and shown at the next Audit if they could not be provided during the current Audit period. If the objections are found to be of technical nature and relating to existing Rules and Regulations, these are shown at the time of the next Audit.

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

????????????????????????????, ????????????, ??????????? ?????????? ?????????? ?????????? ??
(?? ??????????? ? ????????????) (?????? ???????????)

Response: 2.42

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.23	0.14	0.21	1.84	00

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years (Data Template)	View Document

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

???????????????????? ?????????????????????, ????????????????????? ?????????? ??????????

Response:

The University is a State University established under ‘the Kumar Bhaskar Varma Sanskrit and Ancient Studies University Act, 2011’, of Government of Assam. Accordingly, the University has mostly banked upon the Government of Assam and its grants as the prime source of revenue. Besides governmental financial assistance with regard to the infrastructural growth, the Salary and allowances related expenditures of the University have been met from the Government grants.

The University resorts to the following ways for mobilization of funds

- The financial assistance received from the government of Assam under different headings
- The fees collected from the students in the process of admission, registration, examination and certificate distribution
- Grants from various government and autonomous bodies like Rashtriya Sanskrit Sansthan (RSS), Indian Council of Philosophical Research (ICPR), Indian Council of Social Science Research (ICSSR) and others for organizing seminars, conferences and symposium etc.
- Revenue earned by organizing workshop, faculty development programmes and other training programmes etc.
- Donations and sponsorship received (in cash or kind) from individual philanthropers and other organizations.
- Interests earned on the University’s deposited amount from Banks

Resource Utilization

The limited resources notwithstanding, the University has been keen on taking measures for proper utilization of its resources.

- With the objective of better utilization of revenue, the University deposits revenue under the category of ‘fixed deposit’ in nationalized banks for earning interest.
- All financial transactions of the University are digital in nature for ensuring transparency. As such the University has been categorical in reducing cash transaction. Payments made in favour of the University have to be deposited through payment gateways such as RTGS/NEFT/Online transfer and also through Account Payee cheques under specific circumstances.
- Expenditures are pre-budgeted and screened by committees formed for specific purposes with eventual approval of the Vice-Chancellor.

(????????????????????)

Response:

The University has done visible incremental improvements in the infrastructural as well as academic aspects in the last five years. The important incremental improvements made in the last five years include

- The University shifted to its permanent campus in the year 2015. Since then, the University has completed the construction of its G+2 Administrative Building (in 2018), the University main entrance gate (2019), the first girls' hostel of the University (2020), the University *Yagyashala* (in 2020) and the ATM (in 2020).
- The construction of the new G+2 Academic block (started in 2018) and the University Auditorium (started in 2019) is under process.
- The University has been consistently organizing national level seminars, conferences, symposiums, workshops and Faculty Development Programmes, including the three-day All India Sanskrit Conference held from 14th-16th February, 2018 with sponsorship from the Government of Assam.
- Besides the existing post-Graduate programmes (M.A in Sanskrit (Sahitya), Integrated MA in Sanskrit and M.A. in Education), the University also introduced four new Post-Graduate (MA) Programmes in philosophy, Assamese, Political Science and Sanskrit (Vedic Studies) in the year 2015.
- The Post-Graduate Diploma in Gandhian Studies (PGDGS) programme was introduced in the year 2019, with Department of Political Science being the nodal Department.
- The University introduced M.Phil programme in the departments of Sanskrit (Sahitya), Education and Political Science in the year 2019.
- The University introduced Certificate Courses on Yogic Science and Computer Application in the year 2019 and Certificate Courses on *Karmakanda Prasikshana* and *Sasvarvedapatha* in the year 2020.
- As per the UGC guideline, the Selection Committee of the University has recruited administrative officials as well as the faculty members for different departments against sanctioned posts.

Further, in the wake of institutionalization of the IQAC (on 27/09/2019), the University has undertaken effective measures for quality assurance strategies and processes-

- The IQAC has played a prominent role in initiating relevant **revision of syllabus** of the different academic programmes.
- IQAC took initiative to form the non-statutory committee for evaluating and monitoring the Programme Outcomes, Programme Specific Outcomes and Course Outcomes of different programmes.
- The IQAC also initiated measures to incorporate **Code of Ethics to Check Malpractices in Research** in its Research Promotion Policy.
- IQAC has initiated the process of collecting and evaluating the **Annual Performance Assessment Report of** faculty members.
- It initiated the process of updating the university website regularly and has made strategies to make the publications of faculty members to be more visible
- For figuring out the learning outcomes of the students, IQAC has resorted to a **feedback system**

under which it collects and analyses responses on Curriculum from Students, Alumni, Parents, Teachers, Employers and Employees.

- The IQAC has taken sincere initiatives in organizing Webinars, web-symposiums, online workshops as well as online Faculty Development Programmes (FDPs) during the Covid-19 Pandemic period as part of its strategy to ensure continuous productive learning and academic engagement even during the lockdown.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion Programmes organized by the institution during the last five years. ?????????????? ??????? ?????????????????? ?????????? ?????????????????? ?????????????????? ??????????

Response: 7

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

2019-20	2018-19	2017-18	2016-17	2015-16
02	01	01	02	01

File Description	Document
Report of the event ?????????????? ??????????????	View Document
List of gender equity promotion Programmes organized by the institution (Data Template) ??????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? (?????????????????????)	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2. Counselling 3. Common Room ??????? ?????????????????????????????? ??????? ?????????????????????????????? ?????????????????????? 1. ?????????????????? ?????????? ? 2. ??????????? 3. ??????????????????

Response:

The University is sensitive to gender issues. It has taken sincere initiatives for providing safety, security, counselling and other basic facilities for the same.

- University has security measures to ensure safety for the staff as well as students. For this, the University has appointed home guards allotted by the District Commandant, Home Guards, Nalbari. Moreover, the University also provides with night duty service.
- There is an 'Internal Committee against Sexual Harassment of Women at Workplace'. The Committee has formulated its own guidelines for smooth operation. The guidelines are—the person against whom the allegations of sexual harassment has been made by the aggrieved woman complainant, Committee shall meet as and when any instance of violation of the policy is referred to the committee and in any case, once in a year; and the Committee shall prepare an annual report and submit it pertaining to the number of cases filed.
- There is a provision for Common Room for Girls with basic facilities like washrooms, well-

File Description	Document
Upload any additional information ?????????? ??????	View Document
Number of Specific initiatives to address locational advantages and disadvantages (Data Template) ?????????? ?????????? ?????????????? ? ??? ????? ?????????????? ?????????? ?????????? (?????????????????)	View Document

7.1.10 Number of initiatives taken to engage with and contribute to local community during the last five years (Not mentioned elsewhere) ?????????????? ?????????????? ?????????????????????, ????????? ?????? ? ?????????????????? ?????????? ??????? (???????? ??????????????????)

Response: 7

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

2019-20	2018-19	2017-18	2016-17	2015-16
02	02	01	01	01

File Description	Document
Upload the report of the event ?????????????? ??????????????	View Document
Details of initiatives taken to engage with local community during the last five years (Data Template) ?????????????? ?????????????????? ?????????????????????? ?????????? ? ?????????? ?????????? ?????????? (?????????????????)	View Document

7.1.11 Existence code of Conduct Handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff (Yes/No) ??????-?????-????????-????????????????????? ?????????????????????? ??-????????????????????, ?????????????? ??????????????, ?????????????????????? ? ?????????????? ?????????-????????????????????? ?????????? ?????????? (?????/??????)

Response: Yes

- Since the inception of the University, Independence Day is being observed annually commemorating the nation's independence. The day is observed by flag hoisting and singing the National Anthem.
- The students of all the departments celebrate Teachers' Day every year on 5 September to pay tribute to Dr. Sarvepalli Radhakrishnan on his birth anniversary. The students organize various programmes where the teachers and the administrative officers are invited.
- In 2016, a programme was organized to celebrate Good Governance Day on the occasion of Birth anniversary of former Prime Minister and Bharat Ratna Sri Atal Bihari Vajpayee to create awareness among the people about accountability of government and governance.
- Every year, on the *tithi* of *Shravani Purnima*, the University celebrates Sanskrit Divasa. A distinguished person in the field of Sanskrit is felicitated by the University on this day for his/her contribution towards Sanskrit language and literature. In this connection, a week-long programme is also organized as Sanskrit-Week. Various competitions like extempore speech, spot essay writing, *sloka* recitation, etc. are held.
- On 13th February 2020, a Swacch Bharat Abhiyan (cleanliness and plantation drive) was organized on the occasion of the birth anniversary of Sarojini Naidu where the Deputy Commissioner of Nalbari district delivered a speech on the importance of cleanliness. In this cleanliness and plantation drive, the students and community people participated and contributed.
- 'From Quit India movement to Independence' programme was organized by the Department of Political science in 2017.
- The death anniversary of Rupkonwar Jyoti Prasad Aggarwala was observed on 17th January 2017.
- 150th Birth Anniversary of Mahatma Gandhi was observed from 3 October 2018-2 October 2019. Extension activities were organized in five nearby high schools which included lecture programmes on '*Gandhi Darshan*' and Inter-school Speech, Quiz, Debate, Poster-making and Essay-writing competitions. In-campus programmes included speech of students of the University on '*Mahatma Gandhi*' and procession with placards marking Gandhi's 150th Birth Anniversary.
- Constitution Day was celebrated on 26 November 2019 to mark the day of adopting the draft of Constitution of India.
- The death anniversary of Bharat Ratna awardee Dr. Bhupen Hazarika was observed by the Student Council of the University on 5th November 2018.

7.1.18 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions ?????? ?????????? ???????-?????????-????????????????? ?????? ? ?????????????????? ?????????????????? ??????????????????

Response:

The University emphasizes on transparency in academic, financial, administrative and auxiliary functions.

- **Admission process:** Advertisements regarding admission are published in the newspaper as well as uploaded in the University website. Admission process of the university is based on merit.
- **Examination System:** An Examination Committee consisting of faculty members and office assistants is constituted for smooth conduct of examination and for maintaining ethical standards.
- **Right to Information Cell:** The Right to Information Cell of Kumar Bhaskar Varma Sanskrit and Ancient Studies University was constituted on 25th June 2018 with the Registrar as the first appellate authority and the Treasurer of the University as the Public Information Officer. The Cell

system through generations. The underlying principle of 'Subhasita' is to inspire the stakeholders and specially the young generation to revisit Indian ethics and morality.

The Context

The value degradation in the present day context is apparent across different aspects of life. In the pursuit of physical pleasure, morality and ethics seem to have taken a backseat. At this backdrop, creating an environment of moral values and ethical orientation emerges as the need of the hour. The Indian tradition has always upheld truth, morality and ethics as the highest values. This is reflected across the *Vedic*, *Upanishadic* and post-*Vedic* literature as well as the *Epic* tradition. 'Subhasita' is a way to bring these back into our lives and make them a part of our collective consciousness in the present day context. This also encourages the youth to remain rooted and to be proud of their Indian identity and its culture and heritage.

The Practice

The University not only circulates the *Subhasitas* but also believes in them. To that end, the University ensures the practice of circulating them in various ways so that it reaches all the stakeholders. The Assamese translations of the *Subhasitas* are also circulated for easy understanding of all the stakeholders and common people. The educational institutions in our country also have the responsibility of promoting Indian culture, ethics, values and knowledge system. Circulation and practice of *Subhasitas* is a fine way of integrating rich Indian culture and heritage in education as well as daily life.

As of now, the following ways have been adopted by the university to circulate *Subhasitas*—

- **University Website:** The University website is a suitable platform to provide information related to the University to all the stakeholders. So, the University website is being used for wide circulation of *Subhasitas* where these are regularly uploaded. Two staff members are entrusted with the responsibility of uploading the *Subhasitas* regularly.
- **Whatsapp groups:** Whatsapp groups are a popular way of communicating in groups. Therefore, the University also makes use of this platform to circulate *Subhasitas* among the staff, students and alumni. It is a privilege that Hon'ble Vice- Chancellor posts the *Subhasitas* along with their Assamese translations every morning in the Whatsapp group of the staff members. These are then forwarded by the faculty members to the respective Whatsapp groups of students and alumni.
- **Display-Boards:** *Subhasitas* are also displayed on the Display-board placed in the reception area of the administrative building. A white board is used for the purpose where different *Subhasitas* are written everyday with their Assamese translations. A staff member has been entrusted with the responsibility of writing the *Subhasitas* on the White Board.
- **Sign Boards:** The *Subhasitas* are displayed in the Sign Boards at the main gate of the University, the entrance of the administrative cum academic building, the library entrance, other academic blocks, girls' hostel, and different parts of the university premise as well as in the nearby areas of the University campus.
- **University Newsletter:** The *Subhasitas* are also circulated through the bi-annual University Newsletter "*Vartabeethika*"
- **Subhasita in Extension Activities:** The *Subhasitas* are also often shared in the extension activities undertaken by the University so that the participants could also be made aware of these great sayings.

Evidence of Success

- Since the introduction of 'Subhasita' as a practice, the University has never witnessed any case of unrest by the students or the staff members. A sense of responsibility is evident among all the stakeholders of the University.
- There is an environment of positivity, peace and co-operation among the students, teachers and other employees of the University.
- The University community is relatively free from the growing menace of mental depression prevailing in the present society.
- The *Subhasitas* play a vital role in encouraging the University fraternity in extending helping hand to the needy section of the society in situations of calamities like flood, pandemic, etc.
- *Subhasita* as a practice also has its bearing in terms of giving motivation to undertake extension activities and outreach programmes by the University from time to time.

Problems encountered and Resources required to implement the practice

The encouraging feature of the innovative practice of 'Subhasita' is that it does not require any sophisticated infrastructure. A few display boards, sign boards, some electronic platforms and the service of a few dedicated staff members are sufficient. Of course the source of *Subhasitas* consists of wide range of literatures including Vedas, Upanishads, Niti-Shastras, Darshana-Shastras and other ancient literatures in Sanskrit. These literatures serve as a source for circulation of the *Subhasitas*. The Vice-Chancellor of the University has taken this onus on himself to explore the *Subhasitas* from different sources and get them circulated among the stakeholders of the University.

BEST PRACTICE II

Title of the Best Practice: Promotion of Sanskrit among the Youths

Objectives of the Practice

- To create awareness about the importance and relevance of ancient Indian values and knowledge system in present day.
- To familiarize and propagate Sanskrit literature and language among the youths.
- To carry on the Sanskrit based ancient Indian legacy to the next generation.
- To enable the youths to integrate ancient Indian values in their day-to-day life.
- To cultivate social, moral and emotional values amongst the youths through Sanskrit based learning.

Underlying principles

The underlying principle of this practice is to revisit the Sanskrit based knowledge system and to integrate it with the modern education system and to popularize it among the youths.

The Context

Sanskrit literature is an ocean of knowledge and wisdom which is enriched with the *Vedas*, *Upanishads*,

Shastras and *Kavyas*. It promotes holistic development of individuals. It is the Divine Mother language of the world and the origin of many other Indian languages. As such Sanskrit can unite the people of different regions in the country as they can easily relate to this language. It has been regarded as a scientific language because of its absolute perfection by its own nature and formation. It has been claimed as the most suitable language to develop computer programming and for machine learning and artificial intelligence. In spite of its rich heritage, many people, particularly youths are not aware of its importance and relevance in present day. Keeping all these in view, the University conducts various activities to promote Sanskrit language and literature among the youths.

The Practice

Keeping in line with the vision and mission of the University, several activities are conducted for promoting Sanskrit among youths.

- **Activities in other educational institutions:**

1. *Dasadivasiya-Prayogika-sanskrita-sikshana-karyakrama* in Pub-Batahghila Vidyamandir Ucchamadhyamika Vidyalaya, Dhantola (13 February 2020)
2. Extension Programme on Sanskrit Studies in Asom Valley Academy Junior College, Nalbari (28 November 2019)
3. *Panchadasadivasiya-Prayogika-sanskrita-siksana-karyakrama* in Uttar Nalbari Vidyapeeth High School (09 May 2019)
4. Sanskrit teaching programme in Borbari High School (03rd -13th March 2020)
5. Faculty members of the University also deliver academic lectures in colleges on topics related to Sanskrit literature and language.

- **Workshop for Sanskrit teachers of Tols and Provincialized Schools:** An Online Workshop was conducted for the Sanskrit teachers of *Tols* and provincialized schools of Assam (6-10 August 2020).

- **Residential Spoken Sanskrit Camps for Students:**

1. Collaborated with Nalbari Sanskrit College to organize three ten-day *Avasika-Sanskrita-Prasikshan-Sibiram* (21-31 December 2015, 25 December 2016 to 3 January 2017 & 21-30 December 2017)
2. A Ten-day *Sanskrita-Bhashanushilana-Varga* (20-29 June 2019)

- **Spoken Sanskrit Programme for Staff Members:** Organized a ten-day *Sanskrita-Bhasanushilan-Varga* for teachers and other employees of the University (20-29 June 2019).
- **Sanskrit Week Celebration:** The University celebrates Sanskrit *Divasa* every year with a week-long programme. Various competitions (extempore speech, *Sloka* recitation, essay writing competition) are organized for the students.
- **Vani-pravesha:** A three-month Certificate course on *Vani-pravesha* (Communicative Sanskrit) is being provided for second semester students of Post-Graduation in disciplines other than School of Sanskrit Studies since 2014.
- **Dikshopadehsa and Sankalpa bachanani:** As part of its annual “**DIKSHARAMBHA**” programme, the new students are formally enrolled in the University with *Dikshopadehsa* by an invited distinguished educationist followed by a collective *Sankalpa bachanani* (oath taking) in Sanskrit by the freshers.
- **Activities by Faculty Members of University:** Faculty members of the University deliver popular

lectures on topics like '?????? ?????? ?????????????? ?????????? ???????', '?????????????,??-????????? ??? ?????????? ??????????', *Significance of Sanskrit*, etc. and served as *Mukhya-Prasikshaka* and *Prasikshaka* in Spoken Sanskrit Programmes organized in different institutions.

- **National and International Seminar, Conferences, Workshops:** University organized Talk programme on *Samskritalankaravaibhavam* (31 March 2016), National Seminar on 'Vedas: The Source of Oriental Knowledge System' (9-11 February 2017), All India Sanskrit Conference on 'Sanskrit: Inexhaustible Source of Knowledge' (15-17 February, 2018), Workshop on Manuscriptology (30 April 2019), Symposium on 'Gandhiji in Sanskrit Literature' (20 September 2019), Special Talk on 'Manuscripts: Understanding the Cultural Heritage of Assam' (24 January 2020), Symposium on 'Contribution of North-East India to Sanskrit Literature' (12 March 2020), International Webinar on 'Relevance of Ancient Indian Scriptures in the Present Global Context' (23 June 2020), Lecture Series on *Arvachinsanskritsahityam* (10-13 July 2020), Workshop on *Sasvaravedapatha* (14-20 July 2020), Symposium on 'Sanskrit in National Education Policy 2019' (20 August, 2020) etc.

Evidence of Success

- Increasing enthusiasm to learn and study Sanskrit as a subject as well as literature has been observed among the youths.
- A gradual change in attitude is visible among the youths towards Sanskrit in the neighbouring areas of the University.
- Being motivated by the lectures of the faculty members as invited guests, a number of students from the targeted colleges have got enrolled in the IMS (Integrated MA in Sanskrit) programme in the University.
- It is encouraging to observe that the students from non-Sanskrit disciplines, after completion of *Vanipravesha* course, are seen trying to communicate in Sanskrit.
- The growing participation of students from non-Sanskrit disciplines in various Sanskrit based programmes and workshops, is a matter of satisfaction for the University.

Problems encountered and Resources required to implement the practice

- Apprehension towards Sanskrit language among common people doubting its practical utility.
- Lack of Sanskrit-based learning in schools as well as undergraduate level of the students of disciplines other than the School of Sanskrit Studies.
- The challenges notwithstanding, the University has banked upon its human resources in the form of faculty members and students of the School of Sanskrit Studies who serve to the best of their capacity for materializing this practice. Moreover, the faculty members of the other schools and the students of the University have also been part of this practice for promotion of Sanskrit learning. Further, the authority of the University has been at the forefront in undertaking initiatives pertaining to promotion of Sanskrit.

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:

Kumar Bhaskar Varma Sanskrit and Ancient Studies University is the only Sanskrit university in North-east India situated at Namati village of Nalbari, Assam. Nalbari has been a place of Sanskrit learning since ancient times and therefore the place is known as the 'Navadweep of Assam'. Kumar Bhaskar Varma was the greatest monarch of the famous Varma dynasty of the ancient kingdom of Kamrup. The ancient kingdom of Kamrup included present Nalbari. The King had keen interest in Sanskrit learning who patronized Sanskrit learning among the masses. Being the only Sanskrit university in Assam, the University is able to uphold its own unique characteristics and stand as an institution with its distinctiveness. The most distinctive feature of the University is its efforts towards connecting ancient Indian knowledge system to modern knowledge system which is reflected in its various endeavours. These are highlighted in the following points—

- **Traditional Sanskrit in School Education (Tols):** The University focuses on both modern and traditional Sanskrit learning. To prepare the students for graduation and higher studies in Sanskrit, the University has taken the responsibility of traditional Sanskrit in school education, i.e. *Tols*. In the year 2017, the Directorate of Higher Education, Assam entrusted the responsibility of Academics including Superintendence, control, syllabus, conduct of examination, registration in respect of Sanskrit and Pali education institutions to Kumar Bhaskar Varma Sanskrit and Ancient Studies University which was earlier under the Assam Sanskrit Board. As per this direction of the Govt. of Assam, the University prescribed the syllabus and textbooks of Sanskrit and *Pali Pravesika/Madhyama/Sastri* programmes; is conducting examinations for these courses; awarding certificates and marksheets; inspecting *Tols* for recognition. Further, the University also determines the eligibility criteria for teaching and non-teaching staff of *Tols*.

Apart from the above responsibilities, the University has taken initiatives to introduce the Department of Traditional Sanskrit under the School of Sanskrit Studies initially with *Shastri* and *Acharya* programmes. The *Shastri* programme will be considered equivalent to Bachelors degree. The recruitment of faculty members for this Department is already under process.

- **Research based on Ancient Indian Knowledge System:** With the objective of linking ancient Indian knowledge system with modern education, the University has introduced M.Phil and Ph.D programmes in which the disciplines including those of the School of Humanities focus on conducting researches touching upon issues related to ancient Indian knowledge system. The Regulation for Research Programme as approved by the Executive Council of the University dated 14th February 2020 states in its fourth point that all research activities leading to M.Phil./Ph.D degree of the University, irrespective of department(s), shall be focused on Sanskrit based ancient Indian knowledge system.
- **Professional Course based on Indian Knowledge System:** Under the School of Sanskrit Studies, the University has introduced Certificate Course on Communicative Sanskrit '*Vani-pravesha*' for the students of disciplines other than School of Sanskrit Studies. Moreover Certificate Course on Yogic Science, Certificate course on *Sasvaravedapatha* and Certificate course on *KarmakandaPrashikshanam* have also been introduced. Apart from this, One year PG Diploma in Teaching of Sanskrit, One year PG Diploma in Sanskrit, Certificate Course on Manuscript Studies

and Certificate Course on Proficiency in Ayurvedic Texts are already approved by the Executive Council of the University and will be introduced shortly.

- **Yajnashtala:** One major distinctive feature of the University is the *Yajnashtala* located in the University premise. The *Yajnashtala* has been set up as part of the learning process pertaining to traditional Sanskrit, *Sasvaravedapatha* and *Karmakanda*. The University aims at familiarizing the students with the practice of *Yajna* and its significance.
- **Promotion of Sanskrit:** With the intention of connecting ancient Indian values based on Sanskrit literature with modern values, the University undertakes various activities for promotion of Sanskrit. It organized Workshops on Functional Sanskrit in nearby schools, Extension Programme on Sanskrit Studies, residential Sanskrit training camps for functional Sanskrit learning for college and university students, online workshop for the Sanskrit teachers of *Tols* and provincialized schools of Assam and Sanskrit language training programme for the teachers and other staff members of the University. The three-month Certificate programme on Communicative Sanskrit (*Vani-pravesha*) for the students of Post-Graduation from disciplines other than the School of Sanskrit Studies also helps in promotion of Sanskrit. The faculty members of the University deliver academic lectures in colleges on topics based on Spoken Sanskrit, Sanskrit Literature, Sanskrit Grammar, etc. various themes based on ancient Indian texts. Some of the faculty members also served as trainers in different Spoken Sanskrit Programmes organized by other institutions. Some faculty members served as Mukhya-Prasikshaka and guest teachers in different Sanskrit Training Programme. The University also hosted the National Seminar on 'Vedas: The Source of Oriental Knowledge System' in 2017 and All India Sanskrit Conference on 'Sanskrit: Inexhaustible Source of Knowledge' (2018). Annual Week-long programme on the occasion of Sanskrit Divasa celebration (since 2014), academic talk on '*Samskritalankaravaibhavam*' (2016), workshop on 'Manuscriptology' (30 April 2019), Symposium on 'Gandhiji in Sanskrit Literature' (20 September 2019), a Special Talk under Tattvabodha Series on the theme 'Manuscripts: Understanding the Cultural Heritage of Assam' (24 January 2020), Symposium on 'Contribution of North-East India to Sanskrit Literature' (12 March 2020), International Webinar on 'Relevance of Ancient Indian Scriptures in the Present Global Context' (23 June 2020), Lecture Series on the theme '*Arvachinsanskritsahityam*' (10-13 July 2020), Workshop on '*Sasvaravedapatha*' (14-20 July 2020), Symposium on 'Sanskrit in National Education Policy 2019' (20 August, 2020) etc. have been organized by the University.

The University accentuates on its efforts towards connecting the ancient Indian knowledge system with modern education. This vision and priority of the University is reflected through the various activities and programmes undertaken by the University which is aimed at promoting and popularizing the Sanskrit based ancient Indian Knowledge system and making it a part of the modern education system.

5. CONCLUSION

Additional Information :

- Kumar Bhaskar Varma Sanskrit and Ancient Studies University is a member of the **Council of Boards of School Education in India (COBSE)** and is thereby empowered to give school leaving certificates.
- The University has been holding the “**DIKSHARAMBHA**” (**Initiation Ceremony**) for the newly enrolled students since 2014 (UGC has recently directed all the HEIs to organize *Diksharambha* Programme). As part of the programme new students are formally enrolled with *Dikshopadehsa* by an invited distinguished educationist followed by a collective *Sankalpavachanani* (oath-taking) by the fresher.
- The University has a mandatory qualifying Course on *Vanipravesah* (**Communicative Sanskrit** for M.A. 2nd Semester students belonging to disciplines other than Sanskrit), introduced in the academic session 2013-14, which is a unique venture of the University.
- Since the beginning, the University has always declared the end-semester examination results within a maximum of 19 days (in average) from the last day of examination.
- The University has recorded a clearly dominant ratio of female students against its male counterpart.
- The University has been selected by the department of Act East Policy, Government of Assam for establishment of a **Centre for South East Asian Studies**.
- To mark the occasion of *Sanskrit Divas*, the University observes *Sanskrit Week* every year. The University also started the initiative of felicitating a distinguished Sanskrit Scholar on the occasion of Sanskrit Day celebration from the academic session 2016-17.
- With its commitment to popularize Sanskrit in the society and to enthuse the youth towards Sanskrit speaking, the University has undertaken initiative in organizing *Avasik Sanskrit Prashikshan Siviras* since the academic year 2015-16 for its students as well as students of the neighbouring educational institutions.
- Since its inception, the University and its leadership have undertaken initiatives for community involvement through various extension and social welfare activities. As such, besides involving the local community people in the socio-cultural extension activities, the University has also held flood relief camp for flood affected neighbouring villages, contributed towards local temple and offered free health camp services to local community people.

Concluding Remarks :

The Kumar Bhaskar Varma Sanskrit and Ancient Studies University has been putting sincere effort in popularizing Sanskrit in the society and attracting the youths towards Sanskrit learning. The University is committed to extract the potentialities inherent in the students and direct it for their growth as well as betterment of the society. Being an institution located in a rural area, the University has been catering to the needs of socio-economically marginalized students mostly coming from vernacular backgrounds. The University’s academic culture has been nurtured in a student-centric teaching-learning process.

The University came into existence in 2011 and it has witnessed visible infrastructural and academic growth within a short span of time. The leadership of the University is active and committed and the governance of the University is reflective of decentralization and participative management. As such, the University has created an administrative and academic set-up with involvement of multiple stakeholders.

The University has, by and large, accomplished the goals set in its five-year perspective plan (2016-21). On a similar note, the University will adopt future strategic plans and roadmaps for the larger interest of the University as well as the society. Through all its endeavours, the University is committed to keep its vision and mission at the forefront and keep contributing to the process of development of the individuals as well as the society.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.2	<p>Percentage of programe where syllabus revision was carried out during the last five years</p> <p>??</p> <p>1.1.2.1. How many Programmes were revised out of total number of Programmes offered year-wise during the last five years ???</p> <p>????????????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>00</td> <td>00</td> <td>01</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>06</td> <td>00</td> </tr> </tbody> </table> <p>1.1.2.2. Number of all Programmes offered by the institution year-wise during the last five years ???</p> <p>????????????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>07</td> <td>07</td> <td>07</td> <td>07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>07</td> <td>07</td> <td>07</td> <td>07</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialog box and the data provided by the HEI with the Metric during clarification. As per the outcome of Metric 1.1 the HEI has 09 programmes.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	06	00	00	01	00	2019-20	2018-19	2017-18	2016-17	2015-16	00	00	00	06	00	2019-20	2018-19	2017-18	2016-17	2015-16	11	07	07	07	07	2019-20	2018-19	2017-18	2016-17	2015-16	9	07	07	07	07
2019-20	2018-19	2017-18	2016-17	2015-16																																					
06	00	00	01	00																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
00	00	00	06	00																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
11	07	07	07	07																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
9	07	07	07	07																																					
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2.</p> <p>1.3.2 ???</p> <p>????????????????</p> <p>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 ???</p> <p>??</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16																																			
2019-20	2018-19	2017-18	2016-17	2015-16																																					

111	00	00	00	00
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
30	00	00	00	00

Remark : As per the HEI statement in the response dialog box and the data provided by the HEI with the Metric during clarification.

2.1.2 Demand Ratio (Average of last five years)

???????????? ??????? (????????? ?????????? ?????????? ??????????)

2.1.2.1. Number of eligible applications received for admissions to all the Programmes year-wise during the last five years ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ??????????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
930	990	1023	822	568

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
929	990	1023	822	568

2.1.2.2. Number of seats available year-wise during the last five years. ??????? ?????????????? ?????????????? ?????????????? ??????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
403	350	340	320	310

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
403	350	340	320	310

2.1.3 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years

????????? ??????? ?????????, ?????????????????????????????, ????????????????????????? (????????????????????, ?????????????????????, ???-????????????????, ?????????????????, ??????????) ?????????????????? ?????????????????????, ????????????????????? ????????????????????? ?????????? ?????????????? ??????????????

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

five years ?????? ?????? ?????? ?????????? ?????????????????????? ??????????????????????
 ?????????? ??????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
136	146	150	72	75

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
60	66	65	44	28

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
177	155	150	142	139

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
169	148	143	135	132

Remark : As per the HEI statement in the response dialog box and the data provided by the HEI with the Metric during clarification.

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

????? ?????? ????????, ?????????????????? (?????.??) ?????????????????? ??????????????????????
 ?????????????? ??????????????

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years
 ??????????????????, ?????????????????? (?????.??) ?????????????????? ??????????????????????
 ??????????????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
25	20	12	09	04

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
25	23	14	09	09

Remark : As per the HEI statement in the response dialog box and the data provided by the HEI

with the Metric during clarification.

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government recognised bodies during the last five years

???????????????? ????-????-????????????????, ?????-????????????????
 ????????? ???? ????? ????????????????? ?????????

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 ?????????????????-????-????-????-????-????, ?????-????-????-????-????-???? ????????? ?????????
 ????????????????? ?????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	02	01

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
01	00	00	01	00

2.6.3 Average pass percentage of students

????????????????????????????????????

2.6.3.1. Total number of final year students who passed the university examinations
 ???

Answer before DVV Verification : 161

Answer after DVV Verification: 161

2.6.3.2. Total number of final year students who appeared for the examinations
 ???

Answer before DVV Verification : 237

Answer after DVV Verification: 235

Remark : As per the HEI statement in the response dialog box and the data provided by the HEI with the Metric during clarification.

3.1.4 University has the following facilities

1. Central Instrumentation Centre/ Language Laboratory ComputerLab/ ICT Lab
2. Museum
3. Studios/ Recording Studio for Audio-Video/ e-P.G.Pathashala Facilities
4. Research/ Statistical Databases

3.3.3.1. Total number of mentoring provided to other newly established Institutes year-wise during the last five years. ?????????????? ?????????? ?????????? ?????? ?????????????? ??????????

?????????? ?????????????? ?????????????????? ?????????????????? –

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
09	01	00	00	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
07	01	00	00	00

Remark : As per the HEI statement in the response dialog box and the data provided by the HEI with the Metric during clarification.

3.4.5 Number of research papers per teacher in the Journals notified on UGC website/ recognised peer reviewed journals/ reputed journals published by Sanskrit/ General Universities/ Departments/ Research Institutes and notified journals by the Rashtriya Samskrit Sansthan in its website and Conference Proceedings.

????????????????? ?????????????????????????????????????? ?????????? ?????????????? ??????????????,
 ?????????????????????????????????? ?????????????? ?????????????? ??????????????????
 ?????????????????????????????????????? ?????????????? ?????????????? ?????????????????? ??????????????????????????????????
 ?? ?????????????? ?????????????? ?????????????????????????????? ??????????

3.4.5.1. Number of research papers in the Journals notified on UGC website year-wise during the last five years ?????????????????? ?? ?????????????? ??????????????
 ?????????????????? ?????????????????????????????????? ??????????????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	3	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	3	01	01

Remark : As per the HEI statement in the response dialog box and the data provided by the HEI with the Metric during clarification.

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and Programmes such as Spoken Sanskrit Camps/ Shibiras /Yoga camps/ etc. during the last five years.

????????????????????? ?????????????????????????????? ?????????????????????????????? ?? ??????????????

8. ?????????????? ?????? ?????????????????? ?????????????????? ??????????

9. ?????????? ??????????????????

10. ??????????/?????????????????????????????????

11. ??????????????????????????????????

12. ??????????????????????????????

Answer before DVV Verification : A. Any 4 of the above (? .???? ?????????????????? ????)
 ?????????? ??????????)

Answer After DVV Verification: A. Any 4 of the above (? .???? ?????????????????? ????)
 ?????????? ??????????)

4.2.7 E-content is developed by teachers :

1. For e-PG-Pathashala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/ NMEICT/ any other Government initiative
6. For institutional LMS
7. E-books Uploded on Website

????????????? ?????????????? ??????????????????????????????-

1. ?-????-????????????? ????
2. ?????????-????????????-????????????? ???? (?????????????)
3. ‘?????’ - ????
4. ‘?????’ - ????
5. ???-??-??-? ???/ ??? ???-?-?-??-??/ ?????????? ?????????????????????????? ????
6. ?????????????????? ?????????????????????????????????????? ????
7. ?????????????????? ?????????????????? ?????????????????? ???? (????????????? ??????)

Answer before DVV Verification : D. Any 2 of the above (?. ????)
 Answer After DVV Verification: D. Any 2 of the above (?. ????)
 Remark : As per the HEI statement in the response dialog box and the data provided by the HEI with the Metric during clarification.

4.3.3 Available bandwidth of internet connection in the Institution (Leased line)
 Answer before DVV Verification : D. 50 MBPS - 250 MBPS
 Answer After DVV Verification: E. <50 MBPS

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

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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
156.1	176.8	81.58	23.78	21.30

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
156.1	176.8	82.44	23.78	20.79

Remark : As per the HEI statement in the response dialog box and the data provided by the HEI with the Metric during clarification.

5.1.1 Average percentage of students benefited by scholarships/ freships provided by the Government/ UGC/ Rashtriya Samskrit Sansthan/ any other body during the last five years.

5.1.1.1. Number of students benefited by scholarships and freships provided by the Government

year-wise during the last five years ?????????????? ?????????????? ??????????????
 ?????????????????? ?????????????????????? ?????????????????????? ?????????????? ??????????????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
380	328	226	58	49

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
380	328	226	58	49

5.1.3

Number of capability enhancement and development schemes

1. Guidance for competitive examinations
2. Career counselling
3. Softskill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal counselling
9. Training for deciphering ancient manuscripts
10. Training on Composing Sanskrit Creative poetry and Dramaturgy
11. Shastra Vakyartha Training
12. Proof Reading for Devanagari Texts
13. Spoken Sanskrit Classes
14. Foreign Language Study and Training
15. Training on Vedic Recitation with correct Intonation
16. Training on Karma-Kanda
17. Fine Arts, Performing Arts and Theatre

???????????????????? ???? ????? ? ?????????????????????????????????

1. ???
2. ?????????????????????
3. ?????????????????????
4. ???
5. ?????????????????????
6. ?????????????????????
7. ??? ???? ?
8. ?????????????????????
9. ?????-????????-????????????????
10. ?????-????????????????
11. ?????????/????????-????????
12. ?????-????????????????????????
13. ?????????????????????
14. ?????????????????
15. ????? ???? ?????????????
16. ?????????????
17. ????? ???? ????????? ??

Answer before DVV Verification : A. 10 or more of the above (? ???)

Answer After DVV Verification: B. Any 9 of the above (? ???)

Remark : As per the HEI statement in the response dialog box and the data provided by the HEI with the Metric during clarification.

5.2.2 Percentage of student progression to higher education (previous graduating batch) (preceeding academic year data)

??

01	02	00	00	00
----	----	----	----	----

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

??
 ???

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
06	02	00	00	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
05	01	00	00	00

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC);
2. Timely submission of Annual Quality Assurance Report (AQAR) to NAAC
3. Academic Administrative Audit (AAA) and initiation of follow up action
4. Participation in NIRF
5. UGC Recognition for any other Academic Excellence or any other quality audit recognized by state, national agencies.

?? -

1. ???,
2. ??? ?
3. ??? ?
4. ??? ?

2. ??????????????????
3. ?????????????/ ?????????????????
4. ?????????????????????/????????
5. ?????????????????????
6. ????????????? ?????????
7. ????????????????????????? ????????????????? ??????
8. ?????? ??????? ?????? (????????? ????????)

Answer before DVV Verification : B. At least 4 of the above (? ?????????????? ???????)

Answer After DVV Verification: B. At least 4 of the above (? ?????????????? ???????)

Remark : As per the HEI statement in the response dialog box and the data provided by the HEI with the Metric during clarification.

7.1.9 Number of specific initiatives to address locational advantages and disadvantages during the last five years

???????????????????? ?????????????? ?????????????? ?????????????????? ? ???? ?????? ?????????????????? ?????????????? ???????

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
05	00	00	02	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
03	00	00	02	00

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

???????????????????? ????????????????????? ?????????????????????????, ?????????? ??????? ? ?????????????????? ?????????????? ??????? (????????? ?????????????????????)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
08	04	01	01	01

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
02	02	01	01	01

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of Programmes offered year-wise for last five years ?????????????? ?????????????? ?????????????? ??????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>07</td> <td>07</td> <td>07</td> <td>07</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>07</td> <td>07</td> <td>07</td> <td>7</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	11	07	07	07	07	2019-20	2018-19	2017-18	2016-17	2015-16	09	07	07	07	7
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	07	07	07	07																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
09	07	07	07	7																	
2.1	<p>Number of students year-wise during the last five years ?????????????????? ?????????????????? ?????????????????? ??????????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>708</td> <td>697</td> <td>627</td> <td>558</td> <td>354</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>622</td> <td>596</td> <td>573</td> <td>510</td> <td>345</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	708	697	627	558	354	2019-20	2018-19	2017-18	2016-17	2015-16	622	596	573	510	345
2019-20	2018-19	2017-18	2016-17	2015-16																	
708	697	627	558	354																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
622	596	573	510	345																	
2.2	<p>Number of outgoing / final year students year-wise during the last five years ?????????????????? ?????????????????? ?????????????????? ??????????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>237</td> <td>208</td> <td>210</td> <td>211</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2019-20	2018-19	2017-18	2016-17	2015-16	237	208	210	211	60										
2019-20	2018-19	2017-18	2016-17	2015-16																	
237	208	210	211	60																	

