



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

K. K. HANDIQUE GOVT. SANSKRIT COLLEGE

JALUKBARI PO-JALUKBARI PS-JALUKBARI DIST- KAMRUP METRO

GUWAHATI-781014

781014

WWW.KKHGSC.ORG

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sanskrit as a language carries with it the concepts, values magnificent aesthetic exposition and ideology of ancient Indian culture. Its literary and intellectual values are recognized and appreciated all over the World and it occupies a unique place in the World literature for its high spiritual and moral values as well as magnificent aesthetic exposition.

Assam, one of the North-Eastern states of India, is proud of her rich Sanskrit heritage coming down throughout the ages. Various epigraphical and literary evidences of the ancient Assam are found in various Sanskrit works. Various Sanskrit scholars flourished in the Medieval period of Assam. Srimantasankardeva, Srimantamadhavadeva, etc. were the eminent scholars who composed various works on Vaisnavism. The Bhaktiratnakara of Sankardeva is the complete work on Sanskrit language. In the modern period, the present system of Sanskrit education has been developed. It has two main divisions, viz., the traditional system which is prevalent in Catuspathis, Tols etc. and the modern system which is prevailing in High schools, Colleges and Universities. Assam, a North-Eastern State of India has a very rich tradition and heritage of Sanskrit education. The Assam Sanskrit Education Committee, was constituted by the Govt. of Assam in the year 1966 for examining the position of Sanskrit education and for suggesting ways and means for improvement of Sanskrit learning in the State, in general, and for making recommendation towards the establishment of types of Sanskrit institution including higher institute of learning, research and training with syllabus and curriculum of studies for the purpose in particular. Hence, the establishment of K. K. Handique Govt. Sanskrit College at Guwahati had been recommended.

On the basis of this report the Govt. of Assam had been pleased as a response to a long standing public demand to start the "Assam Sanskrit College" in the year 1970 as a full-fledged Govt. institution by appointing the principal and office staff. The college was renamed as Krishna Kanta Handique Govt. Sanskrit College by the Governor of Assam as per notification No.B(2)H.67/95/2 dtd. Kahilipara, the 17th February, 1995.

Vision

1. Being an institution of Sanskrit education, it is the primary objective of K.K. Handique Govt. Sanskrit College to preserve, promote and spread the rich culture and tradition of Sanskrit language and literature in the entire North-Eastern region of India.
2. As the only Govt. Sanskrit college of entire North-East, this Institution aims to impart quality education to learners and also to enable them to face the challenges and needs of the hour.
3. The Institution tries to provide a proper platform for the learners in order to mould their personality.
4. To give a proper direction to the Sanskrit education in the State keeping in view the mode of working of the present upgraded Tols and work out cohesion between the Tols system and the modern system of education.
5. Endeavour to spread Sanskrit education in all strata of society irrespective of caste, creed and religion in the true secular spirit of the Indian constitution so that there is no inhibition of any kind, psychological, political or economical in Sanskrit studies.
6. Elevate the standard of Sanskrit education in Assam so as to bring all India recognition to the Sanskrit degrees conferred upon the students in the states

Mission

This premier institution is the only one for offering formal Degree course in Sanskrit. At present, the college is imparting education for TDC classes (Semester system/ CBCS course) with Major in different subjects of Sanskrit Groups like Kavya, Nyaya, Veda, Vedanta and have been achieved good results under Gauhati University.

The college has a good academic environment with qualified faculty members and all the rules and regulations as directed by UGC have been followed in case of academic, administrative and financial matter like other degree colleges under Gauhati University.

The college tries to impart higher education in Sanskrit to the eligible youths in general and SC/ST/OBC students and also those belonging to the weaker section including women, in particular. In order to promote National Integration, Secularism, Scientific outlook, Humanistic and Holistic approach towards life, various activities have been done so far. Training in games and sports, music, literature, art & culture etc. are also under taken for physical, mental and spiritual development of the learners. An awareness and understanding of the rich language i.e. Sanskrit have been created among the students, teaching faculties and also non-teaching staff of K.K. Handique Govt. Sanskrit College.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Govt. of Assam had been pleased to establish this institution as a response to a long standing public demand in the year 1970.
- It was recognized as a full-fledged Government Institution by appointing the Principal and office staff vide letter No. EMI.35/70/37 dtd. Shillong the 8th January, 1971.
- Arrangement for starting the classes was done with the D.P.I.'s consent with effect from 17-01-1972.
- The college got permission to start 1st year Upadhi course in Sahitya, Vedanta and Nyaya from the session 1973-74 by the Gauhati University vide letter No.G/Aff/126/73/13717-18 dtd. 28.07.1973 and got the first affiliation in 13-10-1977.
- The Government in their letter No. RSS.146/69/9 dtd. 10-9-69 was pleased to allot an area of 25 bighas of land for the said college and the possession of land was handed over accordingly Vide Memo No. ASC/GAU/70/6/1260-62 dtd. Gauhati the 7th may 1976.
- The Governor of Assam is pleased to rename the Assam Sanskrit College, Jalukbari, Guwahati-14 as "Krishna Kanta Handique Govt. Sanskrit College" with immediate effect by Memo No.B(2)H.67/95/2-A dtd. Kahilipara, the 17th February, 1995.
- The college had been granted permanent affiliation on 27-05-2014 and fulfilled all the conditions laid down by the UGC for being brought on the approved list of affiliated colleges. The college was recognised under section 2(f) and 12(B) of the UGC act on 14-07-2015.
- The college has qualified faculty members with M.Phil. and Ph.D. degrees in various departments including traditional shastric degree.
- In order to create a congenial atmosphere for Sanskritisation in the region, this institution has been trying its level best and at present CBCS courses following Semester System have been introduced with the demand of present situation.

- The college digital library consists of more than **15000** books and reading room with computer **section** of internet facilities.
- Gradually developing student support system enriched with safe drinking water, canteen, **games and** sports facilities, boys and girls common room, auditorium, healthcare room, women cell for girls students, guidance and counseling centre, alumni association, anti-ragging committee, a unit of Red Ribbon Club, **Study** Centre of KK Handique Open University and also a Laboratory for Manuscript Conservation.

Institutional Weakness

- Though the college has passed 50 years of glorious service, the infrastructural development is not satisfactory, yet.
- Being a government institution, it appears to have overcome various limitations in the developmental activities during the past years.
- Most of the students belonging to BPL category is another limitation in achieving of desired academic performance.
- As a Govt. institution, the institution has to deal with limited funds. So all are facing troubles in case of modern technologies as availed by the other colleges of Assam.
- During the lockdown period Codiv-19 of Pandemic situations, the teachers had to take online classes from home, but many students living in remote areas could not be supported in this way.
- Lack of funds create another hurdle in providing enough computer facilities with internet connections to the students.
- Being the higher institution of Sanskrit learning of North-East, the institution may emerge as a centre of attraction for the students of undergraduate level. But, the interest of the Students for Sanskrit learning is found to be decreasing.

Institutional Opportunity

This is the only higher learning Institution of Sanskrit having Arts stream in the entire north-east. Hence, it was the center of attraction for the Under Graduate level of Sanskrit education.

Being a Government institution, it has enough scope for propagating Sanskrit Learning and Literature. Moreover, this institution is getting various opportunities like other Government institutions of the state of Assam.

The students of Sanskrit Learning are given a special monthly scholarship (presently a little amount) which is expected to be enhanced in the near future.

The institution has qualified faculty members with Ph.D. and the non-teaching staff is also co-operating in the affairs of the College.

The Involvement of various National as well as State level Sanskrit organisations like **Rashtriya Sanskrit Sansthan** (presently **Central Sanskrit University**), Samskrit Bharati, Vidya Bharati, Seemanta Chetana Manch Purvottar, Indian Yoga Culture & Yoga Therapy Centre etc. are boon to the progress of the institution.

The plot of land available to the College may offer better scope for infrastructural development.

The College is endowed with a plot of land measuring 25 bighas (8.26 Acre) and is located at Jalukbari, Guwahati-14, nearby N.H.37 in Kamrup (M) District.

The campus environment of the College itself presents a serene atmosphere for learning. Subject to availability of fund, the college has a future plan for Open classroom, Archive, Yajna Mandap, Guest House, Playground and staff quarters.

As we were having a number of Manuscripts in our College Library, the National Manuscript Mission, New Delhi has provided a Manuscript Conservation Centre in our College which was inaugurated by the Governor of Assam in the year 2018. The centre is very much valuable for documentation as well as preservation of ancient Sanskrit Literature and Mantras of that time. This will also be helpful for further research and studies on that line.

As Yogic Science is universally accepted for healthy physical and mental upbringing, the Yoga Department has been working with motivation and attraction for the students. The students of the Yoga department have become assets of the institution.

Institutional Challenge

Though K K Handique Govt. Sanskrit College has completed 51 years at present but lack of fund has been a great challenge in case of infrastructural development.

The socio-economic condition of most of our students is another challenge in the achievement of the desired academic goals. Again the students living in remote areas could not attend the classes regularly. During Covid-19 Pandemic online classes have been done which was also not practical for those students.

Poor exposure to the scopes of personality development at the early years of schooling and poor economic conditions of most of our students demands relatively more teaching inputs.

The interest of the students for Sanskrit Learning is found gradually decreasing due to the lack of job opportunities created by the Government both central and the state. The Government and other stakeholders should take initiative for fulfilling the various vacant posts under their kind disposal.

The present examination and evaluation system are great challenges for a Sanskrit Learning institution. K.K. Handique Govt. Sanskrit College was formerly affiliated to Gauhati University and the University has huge number of affiliated institutions under their control. Sometimes it is seen that the examination and evaluation system for Sanskrit Subject get delayed and the students have to wait for further promotion as well as admission. Similarly, the students of Yoga department have also been suffering as it is the only institution for Yoga learning and practice.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The teaching staff is supported by procedural and practical measures for enhancement of teaching practice and effectively translating the curriculum in to mother tongue (or into English) for easy communication. A fixed curriculum is followed by K.K. Handique Govt. Sanskrit College. However innovations have always been made in order to reach the goals and objectives of this Sanskrit Learning Institution. Apart from Sanskrit major, there are some other related subjects like English, Assamese, History, Environmental Science etc. and has diploma course in Yoga, Jyotisha, Karmakanda along with certificate courses. The Institution ensures that the objectives of the curriculum would be achieved in due course of its implementation. The college follows a transparent admission process and the details of the admission process are published in the college prospectus. An advertisement regarding all admission is circulated through the daily news papers, college website and in notice board. There is no system of cut-off marks for the students as the main objective of K.K. Handique Govt. Sanskrit College is to propagate Sanskrit learning in the region. Hence, only the qualifying marks obtained in the last examination is required. All the Faculty Members are granted leave (relieving from college duty) for participation in the Orientation Course, Refreshers Course, other short term courses, Seminars/Conferences/Workshops etc. After coming back from O.C., R.C and Seminars/Conferences, the Faculty Members exchange their views before the college family members in the Weekly Seminars.

The college library possesses huge number of valuable and old publications (rare books). Besides the textbooks, it possesses reference books, journals, magazines, newspapers etc. Subsequently, some topics are being discussed in the weekly seminars of the college and teachers and students could easily participate in the discussion.

Teaching-learning and Evaluation

K.K. Handique Govt. Sanskrit College is responsive and supportive as well to the students' needs in terms of knowledge. Originally the institution had been providing BA Sanskrit three year degree course of traditional type and then the semester system was introduced by the Gauhati University from 2011. The students are allowed to take major subject in Sanskrit along with English, Assamese, Ancient History & Polity and Environmental Science as compulsory subjects. Since the year 2019 the CBCS (Choice Based Credit System) course are implemented in which the students have to choose their own combination of subjects. There is a orientation session for the new comers to introduce them about their courses and the contents.

The interactive method, project work, field studies, study tours are provided by the college to improve the academic atmosphere for the students. One ICT enabled classroom facility is given for seminar or workshop. There are also provision for remedial classes, tutorial classes and class tests. The internal assessment is made to improve the teaching learning process.

Publication of wall magazines in two additions in a year, annual college magazine, college bulletin have resulted in a marked increase in the creativity of the students. The organization of different events such as popular talks, different literary competitions, Anundoram Borooh Sanskrit debating competitions, extempore speech etc. are some of the efforts of the college to encourage the students. The college library is a source of knowledge consisting of text books and reference books.

With the dedicated teaching and non-teaching staff, the college is trying to fulfill the dreams and aspirations of the founders and scholars of that time.

Research, Innovations and Extension

Emergence of technology in the field of teaching learning process also has paved the way for research and innovation. The college authority is also puts efforts in motivating the teachers in research work and involvement in other extension activities. At present the college has twelve Ph.D. holders and two M.Phil. holders. The teachers are provided all the necessary arrangements for the research projects and inspire the faculty members to present their research findings in different conferences and seminars specifically by granting leave to them. Moreover the Principal of the college constantly inspires the faculty members to publish papers or the individual research work in journals, magazines etc. The process of the publication of research journal from the college is also going on to intensify the venture of research publications. A research journal of the Krishna Kanta Handique Govt. Sanskrit College “PRACHYA PRAJNA (volumn-1, 2 & 3)” had been published up to 2011. Again a Multi-Lingual Research Book “SUVARNA” is published by the departments of Kavya, Dharmasastra and Sahiyta in the year 2020-21.

Dr. Gokulendra Narayan Deva Goswami, Assistant Professor of K.K. Handique Govt. Sanskrit College completed the project on “Human Rights in Ancient India with special reference to the Vedas” vide letter No.RSKS/36012/236/2016-17/S-II/4931 dtd. 09-01-2017.

The institution always tries to motivate students by organizing different activities so that they can become responsible citizens to the society. Every year the NSS unit of the college organize collaborative programmes with the students and Khanamukh Forest Office Staff under Guwahati Range of D.F.O. Environmental consciousness is enshrined in the main objective of the institution and plantation of trees is made as major concern in order to maintain and eco-friendly atmosphere inside the campus with the help of Kamrup East, Division Basistha, Guwahati-29, Govt. of Assam. The seminar on environmental issues, popular talks on HIV/AIDS with the help of Red Ribbon Club, Community Work by teaching Sanskrit in neighbouring schools, Yoga camp at different places, workshop in Karmakanda (Ritualogy) etc. The college is also given helping hand to the flood affected people and the children of nearby destitute home.

Infrastructure and Learning Resources

The institution is the only centre of higher education for Sanskrit learning. The requisite facilities for developing the infrastructure are being made and there is always a continued endeavour for further enhancement of the infrastructure. For administrative purpose we have the following facilities :

1. Chamber for principal -01
2. Office for the administrative staff -01
3. IQAC office -01
4. Store room -01
5. Confidential room for examination work -01

Other facilities available in the institution are:

1. Girls Hostel RCC (Rented)-01
2. Boys Hostel Assam type -01
3. Girls Common Room -01
4. Boys common room 1
5. Teachers Common Room -01
6. Students Union office -01
7. College canteen -01

8. Room for Extension Education (KKHSOU) -01
9. Lavatory for Boys -01
10. Lavatory for Girls -01
11. Lavatory for faculties -02
12. Lavatory for office staff -02
13. Pond. -01
14. Laboratory for Manuscript - 01
15. Television -01
16. LCD Projector -01
17. Running water facilities to office, Lavatories, Girls common room , Canteen, Girls hostel , Boys hostel -01 (each)
18. Yoga practical room -01

For Extracurricular activities the institution has following limited facilities:

1. One small playground,
2. Volleyball court
3. Sound system in Auditorium
4. Career counseling and Guidance cell
5. Grievance redressal cell
6. Women cell
7. Anti Ragging cell
8. Health care room

There is no separate room for different unit like Women cell, Career Counseling and Guidance, Grievance redressal etc. As our faculty members are limited so we can make arrangement of room for separate purpose in separate time. The room allotted for KKHSOU is used only in Sunday, hence we make arrangement in that room for the above purposes as and when necessary. Institution has a Master plan for the infrastructure development which will upgrade the academic growth.

Student Support and Progression

KK Handique Govt. Sanskrit College has always been emphasizing to support and promote their students for becoming true citizens in future life. Most of the students of this institution belong to the economically weaker sections and the poor meritorious students are unable to manage their reading-writing materials. Of course, the authority of the institution has been keeping a close eye on the welfare of the students by providing enough library facilities and remedial classes. All the departments conduct remedial classes to bridge the knowledge gap for slow learners time to time. The teachers do have a close contact with the students in providing guidance and motivating them for a better ahead life.

There are provisions for Assam Government scholarships under language development scheme (preferably for Sanskrit Learning) and also the scholarships from **Rashtriya Sanskrit Sansthan** (Presently Central Sanskrit University), New Delhi, to eligible students. The institution always encourages the students to participate in various extra-curricular activities such as College Week Festival, Freshmen Social, Youth Festival, Inter-College Debate Competition, Inter-College sports and cultural activities, Inter-state Yoga competitions, etc. etc.

As K K Handique Government Sanskrit College is a co-educational institution, hence equal opportunity is

given to the girls' students' in contesting different portfolios of students union election. In case of co-curricular activities inside and outside the college authority provide equal opportunity to the girls students. However the women cell of the college consisting of the female teachers' and employees of the college is rendering yeomen service in respect of the issues related to girl students. International women's day is organised every year to infuse the spirit of gender equality to be followed in principle and practice. The students of yoga department have been encouraging to participate in different yoga competition held in state and national level. The college family always maintain a progressive outlook for their students and offer helping hand at any moment.

Governance, Leadership and Management

K.K. Handique Govt. Sanskrit College was established on 1970 and recognized as a full-fledged Government Institution vide letter No.EMI.35/70/37 dtd. Shillong the 8th January, 1971. Hence governance and management is fully under the Government of Assam and in case of academic matter, Gauhati University exercises general supervision and control.

The governance and management of the institution is reflective of and in tune with the vision and mission of the Institution. This college has been running under the language development scheme of the Govt. and hence, the emphasis has been laid down on teaching Sanskrit language (along with English, Assamese, and Ancient History) from the date of inception .

The Principal of the college is the administrative head of the institution and he or she is responsible to follow the administrative rules and regulations got from the Director of Higher Education and the Principal Secretary, Assam Secretariat, Dispur, Guwahati-6. There is no separate service rules for the college itself. For smooth functioning of the administration and academic matters the Principal discusses with the various bodies formed for various purposes. The institutional authority ensures the management as per the norms with utmost transparency. In addition to existing statutory bodies, various committees and sub-committees are formed to achieve meaningful decentralization and promote to strengthen the feeling of attachment to the college. It is also very much effective in grooming leadership qualities among all the members of the college fraternity. Generally, the Principal of the college empowers different committees and sub-committees to monitor and supervise the specific activities. For academic matters two senior teachers have been engaged, one for Sanskrit major subjects and another for all elective subjects. There are teachers in-charge for various events of students' union and students' election is conducted by the senior most teachers as Returning and Presiding Officers. Other teachers and official persons are also temporarily deputed according to the need. An annual report under Gauhati University is published every year in order to maintain transparency and the best management of the college activities.

Institutional Values and Best Practices

Development of the total personality of the students is assigned due weightage in the different agendas of the institution. Intellectual traits like creativity, critical thinking, scientific temper, etc. are given adequate scope for their expression and enhancement. Following are the agendas of the institution to nurture these attributes.

- A multi-dimensional competition is organized before the fresher's social program and the selected ones are suitably awarded in the open session of the program.
- The talented students of Yoga Department have been performing Yoga Activities at different places of

state/national level and obtained various jobs and prestigious positions at present.

- The college students under the Arts faculty publish wall magazine twice a year which highlight the talent and creativity of the students.
- Annual publication of college magazine (The Parchyajyoti) offers another platform to the students to showcase their literary creativity, scientific temperament etc.
- Students are also encouraged to take part in different state level and inter-college level competitions organized on games and sports, music, literature, acting, fine arts, painting, etc.
- The college also maintains a rich tradition of organizing such events by inviting experts and scholars of reputation to deliver speech on the concerned matters.
- Among the regular events, Foundation Day Lecture is also an important one.
- Continuous monitoring of students' achievement has been made.
- Transparency in the student's progress report of the examination is maintained.
- The College bears a good tradition of extending best support to the intending teachers who are willing to carry on or undertake any research activity in the professional and creative front.
- Almost all the teachers with Ph.D. have done their research work during their service period.
- The college inspires the teachers to undertake research programmes under the funding agencies like UGC, ICSSR, Central Sanskrit University, etc.
- Study leave is granted to the concerned teachers, subject to approval of the superior authority.
- Leaves are also granted to the needy teachers for field study, data collection, etc.
- There are various state level and national level awards for undertaking research, academic and creative activities.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | K. K. HANDIQUE GOVT. SANSKRIT COLLEGE |
| Address | JALUKBARI PO-JALUKBARI PS-JALUKBARI DIST- KAMRUP METRO GUWAHATI-781014 |
| City | GUWAHATI |
| State | Assam |
| Pin | 781014 |
| Website | WWW.KKHGSC.ORG |

| Contacts for Communication | | | | | |
|----------------------------|---------------------------------|-------------------------|------------|--------------|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Binita Bhagawati | 0361-9854054644 | 9954333499 | 0-0 | bhagawatibinita@yahoo.com |
| IQAC / CIQA coordinator | Gokulendra Narayan Deva Goswami | 0361-9101480728 | 9101480728 | 0361-2669031 | assamveda@rediffmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

Establishment Details

| | |
|--------------------------------------|------------|
| Date of establishment of the college | 22-01-1970 |
|--------------------------------------|------------|

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

| State | University name | Document |
|-------|--------------------|-------------------------------|
| Assam | Gauhati University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 14-07-2015 | View Document |
| 12B of UGC | 14-07-2015 | View Document |

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| No contents | | | | |

Details of autonomy

| | |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

Recognitions

| | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | JALUKBARI PO- JALUKBARI PS- JALUKBARI DIST- KAMRUP METRO GUWAHATI-781014 | Urban | 15.49586 | 781.872 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|---------------------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Ba Sanskrit | 36 | HS passed or equivalent qualification | Sanskrit | 180 | 155 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 2 | | | | 3 | | | | 9 | | | |
| Recruited | 0 | 1 | 0 | 1 | 1 | 2 | 0 | 3 | 2 | 7 | 0 | 9 |
| Yet to Recruit | 1 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 20 |
| Recruited | 14 | 1 | 0 | 15 |
| Yet to Recruit | | | | 5 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 1 |
| Recruited | 0 | 1 | 0 | 1 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 2 |
| Recruited | 1 | 1 | 0 | 2 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 1 | 0 | 1 | 2 | 0 | 2 | 6 | 0 | 12 |
| M.Phil. | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 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 | 3 | 1 | 0 | 4 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 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 | 2 | 0 | 2 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | |
|---|-------------|---------------|---------------|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 4 | 0 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|--|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 26 | 0 | 0 | 0 | 26 |
| | Female | 19 | 0 | 0 | 0 | 19 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 6 | 0 | 0 | 0 | 6 |
| | Female | 6 | 0 | 0 | 0 | 6 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 40 | 1 | 0 | 0 | 41 |
| | Female | 23 | 1 | 0 | 0 | 24 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 13 | 0 | 0 | 0 | 13 |
| | Female | 20 | 0 | 0 | 0 | 20 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 6 | 3 | 2 | 1 |
| | Female | 4 | 2 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 4 | 2 | 2 | 1 |
| | Female | 6 | 3 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 9 | 9 | 6 | 5 |
| | Female | 12 | 5 | 5 | 7 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 18 | 27 | 15 | 14 |
| | Female | 19 | 23 | 13 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 78 | 74 | 43 | 41 |

Institutional preparedness for NEP

| | |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The traditional pattern of Higher Education was probably valid when higher education was elitist and the number of students were small. At present, higher education becoming egalitarian, it is now necessary to educate a large number of students coming from different backgrounds with varied cognitive capabilities. In the changed International scenario, the mobility of students is one of the pre-condition for recognition of qualifications for employment generation. Hence, the major changes may be brought about introducing new system like Multidisciplinary/ Interdisciplinary courses, which will develop all capacities of students, i.e. intellectual, social, aesthetic, physical, mental and moral in an integrated</p> |
|--|---|

way. The implementation of multidisciplinary and holistic education in the higher educational institution has become mandatory as per the New Education Policy, 2020. Further, it is to be mentioned that K.K. Handique Govt. Sanskrit College was established as language development college. So being a Sanskrit College of the entire North- East it has been now emphasising on those scientific based subjects of ancient India like Yoga, Jyotisha, Karmakanda, Tantra etc. etc.

2. Academic bank of credits (ABC):

Academic Bank of credit has been announced for flexibility in academic programmes, which will be helpful to curtail dropout rate and improve Gross Enrolment Ratio (GER) in higher education. This concept is very broad one, in which students will be given multiple entries and exit options. The digital entry in any course or program is very transparent and the students get a specific unique ID and may create interest on blended learning mode. Of course, we have limitation in case of academic bank of credit, as the college has no specific fund and expert to proceed. The student do not have the facilities for National schemes like SWAYAM, NPTEL, V-Lab etc. In admission and examination procedure online submission of Form or payment have been done. The students have been given Unique ID by the higher authority after admission in the specific institution. In Covid-19 pandemic situation, all examinations conducted by the council or university are done through online mode.

3. Skill development:

Education should prepare young people for non-linear career paths and the livelihood of several career changes during their working lives. Vocational education is also known as career and technical education. It prepares the students for better careers and growth in their specific field of specialization. These courses basically impart practical knowledge to the students rather than an in-depth theoretical knowledge. The curriculum of the course should be confined to the specific skills that are required for a job. Till the second half of the 20th century, vocational courses were confined to the jobs that are suitable for lower strata of the society such as welding or mechanical jobs. However, with the soaring competition and a desire to achieve success in the shortest time possible, vocational education extended its periphery to the technical jobs and others

that require higher skills. Vocational education in corporate within itself all industries like tourism, information technology, cosmetics, funeral services, retail and cottage industry and so on. It is associated with ancient apprenticeship learning system. Generally, vocational courses that are taken up are in contrast to the prior educational qualification of the candidate. Further more, these vocational courses also provide each student with training programmes in their particular field that helps them to implement their learned knowledge practically. Self-reliance, perseverance, cooperation, team work, attitudes and other productive skills that related to the field are to be developed in students through vocational education. These help them to adjust in the professional working environment in a better way. Yoga is a healthy tradition of Indian origin, developed by the Yogies, Sages and Saints in a very practical and scientific way after centuries of experiments, experiences and realization. It is gaining its importance and wide acceptance throughout the World as a panacea for the stress and anxiety ridden, terror-stricken and materially-driven human society. Yoga is now universally recognized as a science and art of healthy living-physically, mentally, morally, spiritually and socially. Though, we have submitted a proposal under NSQF to the Secretary University Grants Commission regarding skill based programme (including B.Voc. Course) for the academic year 2019-20 in the subject Yoga Diploma Course it is not yet recognized.

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

Being an institution of Sanskrit education, the prime objective of K.K. Handique Govt. Sanskrit College is to preserve and spread of the Indian culture and heritage and to work for better future. Hence, a well prepared Master Plan has been made for infrastructural as well as academic development. As an institution of Sanskrit learning, we are planning to construct an Archive, a Meditation Hall, Sacrificial Fire Pit, Open Class Room, Library and Research Center in order to preserve and reflect the rich heritage of Indian culture. We are happy to mention here that K.K. Handique Govt. Sanskrit College has a Manuscript Conservation Center under the aegis of National Mission for Manuscript, New Delhi. We have a large number of Manuscripts in our library and others are collected from different sources for

| | |
|--|--|
| | conservation. |
| 5. Focus on Outcome based education (OBE): | <p>At present, the scope and impact of Sanskrit language and literature have been realized in the sphere of education. In Assam, various institutions and individuals are directly or indirectly involved in spreading and propagating this rich language, literature and culture of India. Sanskrit language is the basis of all languages of the World and now this language has been used as computer language. Further, it may be mentioned that the significance of ancient Indian language and literature in various fields i.e. in Engineering and Technology, Medical Science, Political and Social Science, Economics, Education, etc. have been realized day by day. It is, therefore, expected that the scholars and experts of Sanskrit language and literature may be needed in all field like Technological Institution, Medical and Engineering Institution, Social and Educational Research Institution etc. As such K.K. Handique Govt. Sanskrit College has been trying to introduce those scientific based subjects of ancient India like Spoken Sanskrit, Yoga, Jyotisha, Karmakanda, Sankhya Tantra etc. as courses for study.</p> |
| 6. Distance education/online education: | <p>K.K. Handique State Open University, established under the provision of the KKHSOU, Act' 2005 enacted by the Govt. of Assam & published in the Assam Gazette (extraordinary) dt 29/9/05 has been recognized by the Distance Education Council, New Delhi (now DEB,UGC) vide letter no. DEC/Misc/07/5957 dated 03/10/07. The UGC vide its letter No. F.9-13/2008(CPP-I) dated 18th March, 2009 also has empowered the University to award degrees under Section 22 of UGC Act, 1956. It is the 14th of its kind along with IGNOU and the only state Open University in the whole of NE India. The motto of the KKHSOU is 'Education Beyond Barriers' of age, academic background and geographical boundaries & to develop and provide easily accessible modes of quality higher education and training with the use of latest educational inputs and technology. Because of the inherent flexibility in terms of pace and place of learning, methods of evaluation, etc., the University holds the promise of providing equality of opportunities for higher education and bringing into its fold the deprived and denied sections along with the fresh learners. A MOU between K.K.H. Govt. Sans. College (institution)</p> |

henceforth called the “host institution” and KKHSOU henceforth called the “University” in respect of organizational responsibilities to act as Study Center was signed on the 6th day of October 2016. The chief objective of the Study Center is to enable the student community who are engaged in various services, to pursue their respective academic careers. As it is not possible for such learners to attend classes regularly, the Study Center has become very beneficial to them. A lot of students have passed out successfully from this Study Center. The University designates the Principal or the head of the institution as Center-In-Charge of the Study Center, who functions as the overall In-Charge of the Study Center and takes responsibility for the smooth functioning of the same. A full-time teacher of the College/Institution on the recommendation of the Principal/head of the Institution is designated as the Coordinator of the Study Center. The Coordinator assists the Center-In-Charge in running the Study Center smoothly. The Center-In-Charge and the Coordinator are required to jointly operate a bank account for managing the fund of the Study Center. The fund is provided by the University to the host institution in order to carry out the various activities of the Study Center. Counseling sessions are held on fifteen Sundays a 6 month course and 30 counseling sessions for 1 year course. The Study Center also extends Library facility to the learners of K.K.H. Govt. Sanskrit College. The University provides self learning materials (SLM) for distribution among the learners. The Study Center offers BA Arts stream with the student enrollment of 20. The semester wise pass percentage of the students’ is given as under: 1st semester -- 90%, 3rd semester -- 50%, 5th semester -- 100%

Extended Profile

1 Program

1.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 80 | 67 | 41 | 31 | 31 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 1 | 1 | 1 |

2 Students

2.1

Number of students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 45 | 54 | 49 | 45 | 41 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18 | 9 | 11 | 15 | 15 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 11 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 34 | 34 | 33 | 33 | 33 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 6

4.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4.526 | 7.187 | 3.180 | 2.689 | 2.689 |

4.3

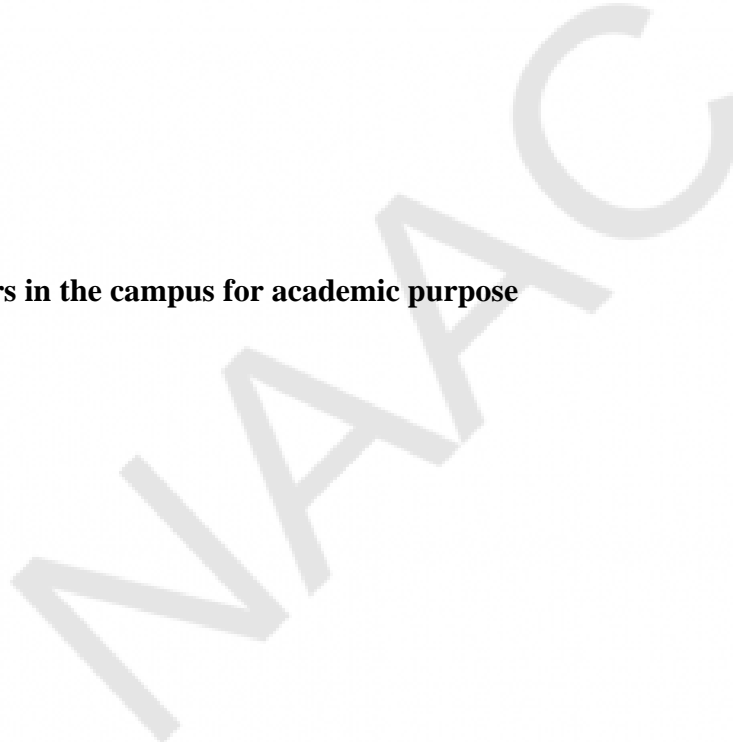
Number of Computers

Response: 5

4.4

Total number of computers in the campus for academic purpose

Response: 3



4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The K.K. Handique Govt. Sanskrit College, Guwahati (earlier named Assam Sanskrit College) was established in 1970 by the Govt. of Assam for the study, popularization and development of the Sanskrit Language through the traditional teaching learning method under language Development Scheme. The college was established with the help of Assam Sanskrit Education Committee headed by Dr. Jogiraj Basu and Dr. Dimbeswar Sharma as the Member Secretary. Again Dr. Mukunda Madhava Sharma and various scholars of that period were the members and the dream was to build up such an educational institution that might attract people of North-East region. The college affiliated to the Gauhati University w.e.f. 1977. At present the Governor of Assam is pleased to modify the affiliation of K.K. Handique Govt. Sanskrit College from Gauhati University to Kumar Bhaskar Varma Sanskrit and Ancient Studies University vide memo No.AHE.370/2021/57.

Vision

1. Being an institution of Sanskrit education, it is the primary objective of K.K. Handique Govt. Sanskrit College to preserve, promote and spread the rich culture and tradition of Sanskrit language and literature in the entire North-Eastern region of India.
2. As the only Govt. Sanskrit college of entire North-East, this Institution aims to impart quality education to learners and also do enable them to face the challenges and needs of the hour.
3. The Institution tries to provide a proper platform for the learners in order to mould their high personality.
4. To give a proper direction to Sanskrit education in the State keeping in view the mode of working of the present upgraded Tols and work out cohesion between the Tols system and the modern of education.
5. Endeavour to spread Sanskrit education in all strata of society irrespective of caste, creed and religion in the true secular spirit of the Indian constitution so that there is no inhibition of any kind, psychological, political or economical in Sanskrit studies.
6. Elevate the standard of Sanskrit education in Assam so as to bring all India recognition to the Sanskrit degrees conferred upon the students in the states.

Objectives:

1. To motivate the youth for Sanskrit study.
2. To help the financially weaker students for Sanskrit learning.
3. Preservation of Indian value system, like equality, education, liberty, social justice, nationality, etc.
4. Importance has been given on value based education.
5. To emphasize on such academic courses as well as vocational education related with Sanskrit learning like Jyotisha, Karmakanda, Sankhya, Tantra etc.

The above Vision, Mission and Objectives have been attempted to communicate with the students, teachers and the non-teaching staff.

In order to materialize the above, there are provision of weekly seminars, talks, Sanskrit debate, Spoken Sanskrit etc. Those practices help our students in their personality development.

The students passing out from this college could participate in National Seminars and able to make their professional carrier.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The curriculum is being implemented though a planned mode, as per the direction of the Academic Council of concerned University. Every year the University has given the academic calendar for the affiliated colleges to be followed. The academic calendar specifies the schedule of classes, working days, examination, holidays, Summer Vacation, Annual College Week, Students' Union Election etc. Further different academic programmes organised by some other NGOs and organization like Sanskrit Bharati, Assam Sanskrit Sahitya Sabha, Assam Sanskrit Students Union, Assam Sanskrit Adhyapak Sanmilan are also relevant with the academic year which reflect the present scenario and future prospect in the development of Sanskrit in Assam.

The teaching staff is supported by procedural and practical measures for enhancement of teaching practice and effectively translating the curriculum in to mother tongue (or into English) for easy communication.

The college library possesses huge number of valuable and old publications (rare books). Besides the textbooks, it possesses reference books, journals, magazines, newspapers etc.

Faculty Members of this College are also engaged in preparation of curriculum included DSC (Departmental Study Committee) of the university and share their views. The Principal has also been representing the Executive Council of the **Gauhati University** as a Member and the **Kumar Bhaskara Varma Sanskrit and Ancient Studies University**, Nalbari. Moreover, the Principal of this College has been associated with other educational institutions like the B. Ed. Colleges, Sankardev Vidya Niketan, the Schools of **Vidya Bharati**, Assam and also with the distance education learning.

In the beginning of the session, the faculty members of our college do orientation class for their respective subjects in order to give an introduction about the courses.

There are weekly seminars and the subjects are chosen relating to their courses and syllabus. There is provision for Parents' Meet with the college authority and the faculty members to exchange their views.

Anundoram Borooh Memorial Debate and Lecture in memory of Anundoram Borooh (the fifth Indian ICS, Scholars and the mighty son of Assam, are being held in every year.

We have one reputed Manuscript Conservation Center which was inaugurated by Prof. Jagdish Mukhi, H.E. the Honourable Governor of Assam on 8th December, 2018. A special talk on Tattvabodha regarding the presentation of manuscripts and the philosophical schools of Indian philosophy, delivered by Prof. Dr. Sadananda Dikshita, Director, SARASVATI Research institute, Bhadrak.

The Faculty Members have been participating in various Seminars, Conferences and Workshops.

The college had organized an **All India Vedic Conference** participated by several noted scholars namely Dr. Om Prakash Pandey (formerly Scientific Advisor to the Hon'ble three Prime Ministers), Dr. K.N.Tiwari, Dr. Lakshmishwar Jha, Prof. Nilapadma Phookan, Dr. Baldevanand Sagar from AIR; two Orientation Programmes on Ritualogy (**Karmakanda**) sponsored by **Rashtriya Sanskrit Sansthan** (Central Sanskrit University), New Delhi; two National Sanskrit Conferences under the aegis of the **Rashtriya Sanskrit Sansthan**, New Delhi and **Rashtriya Sanskrit Kavi Sammelans** were also held on this occasion.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 33.33

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 1

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 1

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 14.67

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 33 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View Document |

1.3 Curriculum Enrichment

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

Response:

The college authority undertake different activities to integrate cross-cutting issues such as gender issues, Environmental education, Anti tobacco activities, awareness for AIDS etc. The institution being a co educational one always keeps the provision of equal representation of students of both the sexes in time of participation in various activities. There is a Women cell in the college which under the umbrella of the college authority, undertakes various programs to bring gender sensitization among the students. The Women cell observes international Women's Day on 8th March every year by holding various programs related to gender issues. In time of covid-19 pandemic, the Women Cell of our college distributed fruits and reading -writing materials to the girl students staying at the destitute home of Sundarbari, nearest to the college.

As per the University guidelines environmental study is a compulsory subject in the curriculum. Hence the institution has made it mandatory for each and every student to participate in programs of field study on different Environmental issues. The students have to submit their project report of field study compulsorily which help them to be aware about the day to day environmental problems and it's solution. The NSS wing of the institution observes International Environment Day on 5th June, every year and have planted a number of trees inside the college campus and also done cleanliness drive. Sometimes it is extended to the community villages nearest to our college.

The yoga department observe International Yoga day on 21st June, every year and they also take activities in other places outside the college campus. They have organised Yoga camp at various places of greater Guwahati and also in IIT Guwahati as a part of their activities.

On the 30th of December, 2010 a Red Ribbon Club (RRC) was formed in K.K. Handique Govt. Sanskrit College as directed by the office of the Project Director of Assam State AIDS Control Society. An orientation was held and most of the faculty, office staff and students were informed about the Red Ribbon Club Scheme and with due procedure the club was initiated in college premises. The inauguration of the club was marked by painting competition and the prizes also distributed for the same. Since that the club has been organising various activities like quiz competition, AIDS awareness rallies, painting competition, AIDS awareness talks and workshop. The Assam State AIDS Control Society has been releasing funds for carrying out the AIDS/HIV awareness drives, blood donation camp etc.

With a view to fulfilling the objectives of the National Tobacco Control Programme (NTCP) launched by the Ministry of Health and family welfare (MOHFW), Government of India, the Anti Tobacco Cell of K. K. H. Government Sanskrit College was established in the year 2017. It has been organising lecture programmes with a view to bring about greater awareness about the harmful effects of tobacco use and

about the Tobacco Control Laws. **Since 2009, the college has been declared a Tobacco Free Zone**

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 2.33

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| Institutional data in prescribed format | View Document |

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 71.11

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 32

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the

following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: C. Any 2 of the above

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: D. Feedback collected

| File Description | Document |
|-------------------------|-------------------------------|
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 37.12

2.1.1.1 Number of students admitted year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 45 | 54 | 49 | 45 | 41 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 340 | 150 | 120 | 90 | 90 |

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

- Advanced learners are identified through their performance.
- They are identified through sessional test.
- On the basis of interaction with the teachers, the advanced learners are signified.
- The advanced learners are asked to prepare notes by themselves.
- Their notes are checked by the respective teachers.
- They can take part in curricular activities.
- The advanced learners complete their home assignments on due time.
- They contribute and participate in other activities of the college.
- The advanced learners are advised to go through the original publications of the authors instead of consulting edited textbooks.
- Regular teaching have been done.
- Remedial classes are done by the departments to bridge the knowledge gap for the slow learners.
- After attending the classes for one week class tests are taken as a part of the assessment process.
- Departmental Seminars for enrichment of knowledge of the students are also organized in every Thursday.
- The students are given support and response in terms of knowledge and skills.
- Importance is given to the counseling programme also.

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 3.75

2.3 Teaching- Learning Process

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

Response:

- IQAC of the college is an in-house authority for improving the quality of teaching-learning process.
- There are two senior teachers engaged in monitoring the classes every day.
- One is engaged for Sanskrit learning course and syllabus for the entire college.
- The other is engaged in monitoring various general courses included in the curriculum.
- The daily progress report of every faculty member is recorded in diary.
- Self-appraisal report is maintained.
- Close contact with the students are maintained.
- Parent-teacher meet is held after each semester examination.
- Alumni Meets are held in twice every year.
- The IQAC of the college is a responsible body for up-to-date information uploaded on academic matters.
- The co-ordinator of IQAC informs the faculty members for the proper implementation of up-to-

date method.

- The IQAC collect the students' feedback and takes necessary remedial measures.

The IQAC coordinator has awareness about the NAAC related guidelines for the overall academic and administrative development of the institution.

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The traditional so called "talk and chalk" method is still maintaining in the classroom teaching. Though the advanced application of ICT tools in classroom learning is essential, yet no solution has come to change the situation. It is fact that we have miles to go in order to provide such facilities as required. At present, we are able to do only one digital class/conference room to break the monotony in the lecture classes and to give a scope for active learner. The conference room is partly digitalised for the purpose.

The following discussion and seminars were arranged in digital mode in last few years.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 3.75

2.3.3.1 Number of mentors

Response: 12

2.4 Teacher Profile and Quality

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

Response: 35.33

| File Description | Document |
|--|-------------------------------|
| List of the faculty members authenticated by the Head of HEI | View Document |
| Institutional data in prescribed format | View Document |

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 78.03

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. /*

D.Litt. year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 10 | 09 | 09 | 09 | 09 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 17.58

2.4.3.1 Total experience of full-time teachers

Response: 211

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Students of our college are assessed on the basis of 2 sessional examinations, home assignments, group discussions/seminars held in a phased and robust manner in each semester by the subject teacher concerned. The college follows the Academic Calendar in terms of holding sessional examination and have assignments. Students are also required to present seminars and participate in group discussions which are also a part of the internal assessment process. The marks of the internal assessment secured by the students are shown to them in the classrooms and each student is given the opportunity to ask about their performance and clear their respective doubts. Marks of all the internal assessments are recorded in a register. In this manner, transparency is maintained in terms of frequency and mode.

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

A transparent, time-bound and efficient mechanism is being followed in terms of dealing with internal

examinations related grievances.

The continuous examinations of students is carried out by the respective departments regarding lectures, home assignments, unit tests etc.

The respective department evaluates the paper within a week of conduction of examination and the evaluated answer scripts are then shown to the students in the class and faculty undertakes individual grievances with a student on the paper if required by the student. At the end of the semester the average ranks of internal examination or tests are calculated and verified with the students. If any discrepancies are reported by the students then these are resolved by the faculty of the internal committee, immediately.

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

Government Sanskrit college with its identifiable dedication to widening horizons of Sanskrit learning has integrated with Sanskrit text of national repute in undergraduate level that is BA Sanskrit program. The curriculum framework has a resourceful amalgamation of indigenous knowledge with modern institutional forms. They bear definite interdisciplinary focus with an accent on employability. Learning and creative writing skills are encouraged in order to outcome concure with the vision, mission and core values of K. K. Handique Govt. Sanskrit College. Environment and Sustainability, Human Values and Professional Ethics are assimilated with the traditional systems of Sanskrit learning. Continuous assessment of the syllabus leads to periodic revisions and the syllabus of UG courses in B A Sanskrit has elective subjects life History, English, Assamese, Environmental science etc. Now CBCS mode is considerable for academic flexibility. Innovative programs like Yoga (UG and PG), Jyotisha, certificate course in Karmakanda, Tantra, Sankhya with relevance to Sanskrit learning have been introduced. Teaching-learning and Evaluation is liberal due to substantial number of students coming from poor economic background. The college has an Advanced and Slow learner policy and mentor programs and providing remedial classes. Continuous evaluation and formative assessment are the core of the assessment process and with the help of the automated examination wing of each semester are held within six months.

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The teaching staff and students are supported by procedural and practical measures for enhancement of teaching practice. The teacher effectively translating the curriculum in to mother tongue (or into English) for easy communication. All the Faculty Members are being granted leave (relieving from college duty) for participation in the Orientation Course, Refreshers Course, other short term courses, Seminars/Conferences/Workshops etc.

The college library possesses huge number of valuable and old publications (rare books). Besides

the textbooks, it possesses reference books, journals, magazines, newspapers etc. Subsequently, some topics are being discussed in the weekly seminars of the college and teachers and students could easily participate in the discussion. After coming back from O.C., R.C and Seminars/Conferences etc. the faculty members exchange their views with the students and other members in weekly seminars.

The classes are being distributed as per the class routine. The duration of each class is one hours.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.6.3 Average pass percentage of Students during last five years

Response: 81.57

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 09 | 4 | 13 | 09 | 09 |

2.6.3.2 Total number of final year students who appeared for the university examination year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 8 | 14 | 10 | 09 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.54

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 6.74

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 6.74 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of the grant award letters for sponsored research projects / endowments | View Document |
| Any additional information | View Document |

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 20

3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 1 |

3.1.2.2 Number of departments offering academic programmes

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 6

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 3 | 1 | 1 |

| | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.08

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.93

3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 3 | 2 | 1 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institution Krishna Kanta Handique Government Sanskrit college is named after the reputed Sanskrit scholar and the first Vice Chancellor of Gauhati University. Originally it was established as Assam Sanskrit College in the year 1970. In the year 1995, it had been renamed by the then Governor of Assam as Krishna Kanta Handique Govt. Sanskrit college. The college thereby has a strong grounding of social responsibility inspired by the ideology of that strong personality.

The faculty members of KK Handique Government Sanskrit College had taken classes in nearby High schools during the year year 2016-17. These schools were Tetelia High school, Gauhati University Model High school, Sankardev Shishu Niketan, Beltola, Railway High school, Sankardev Shishu Niketan, Betkushi etc. The teaching and non teaching staff also provided relief to the flood victims of Morigaon district Assam through with the help of our alumni in 2018 month of August. Relief in the form of cash and other essential goods and books were provided to our students whose property were severely damaged due to the flood.

The college has been organising various programs, discussions, talks etc. on particular matters and topics which are essentially related to the society. The institution also takes the responsibility for disseminating education to the local community through its study centre of KK Handique State Open University branch of non formal education. The Women cell of the college under the aegis of the authority organizes certain programs and talks involving the female community of the society with the purpose of developing consciousness towards social life among them. During the Golden Jubilee celebrations in the year 2019-20, the cultural wing of the college organized Sanskrit group song competition and Gita sloka recitation for the schools of greater Guwahati. Again the various cultural program and competitions organised by the cultural department at the time of college week, freshman social also develop a spirit of cohesive living among the student community of the institution.

An annual function, Anandaram Barua Inter-State Sanskrit debating competition and memorial lecture always contributions to the intellectual development among the students. NSS unit of the college has organised programs like tree plantation in collaboration with forest department, overnment of Assam and cleanliness drive from time to time. Red ribbon club unit of the college has been organising AIDS

awareness programs for last 4 years.

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 11

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6 | 2 | 2 | 1 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 1

3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 13.06

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 32 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 5

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 3

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 2 | 1 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| e-Copies of the MoUs with institution./ industry/ corporate houses | View Document |

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institution is the only centre of higher education for Sanskrit learning. The requisite facilities for developing the infrastructure are being made and there is always a continued endeavour for further enhancement of the infrastructure. For administrative purpose we have the following facilities:

- Chamber for principal -01
- Office for the administrative staff -01
- IQAC office -01
- Store room -01
- Confidential room for examination work -01

Other facilities available in the institution are:

- Girls Hostel RCC (Rented)-01
- Boys Hostel Assam type -01
- Girls Common Room -01
- Boys common room 01
- Teachers Common Room -01
- Students Union office -01
- College canteen -01
- Room for Extension Education (KKHSOU) -01
- Lavatory for Boys -01
- Lavatory for Girls -01
- Lavatory for faculties -02
- Lavatory for office staff -02
- Pond. -01
- Laboratory for Manuscript – 01
- Television -01
- LCD Projector -01
- Running water facilities to office Lavatory
- Girls common room-01
- Canteen-01
- Girls hostel-01
- Boys hostel -01
- Yoga practical room -01

For Extra curricular activities the institution has following limited facilities:

- One small playground
- Volleyball court
- Sound system in Auditorium
- Career counseling and Guidance cell
- Grievance redressal cell
- Women cell
- Health care room.

Institution has a Master plan for the infrastructure development which will upgrade the academic growth.

There is no separate room for separate unit like Women cell, Career Counseling and Guidance, Grievance redressal etc. As the room allotted for KKHSOU is used only Sunday, hence it is utilized for the above mentioned purposes on weekdays.

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

Response:

The Institution always encourages its students to participate in various extra-curricular activities through the College Week Festival, Freshmen's' Social, Youth Festival, Inter-College quiz Competition, Inter-College Debating Competition, and Inter-College Sports and Cultural Activities. The Freshers' Social, the Annual College Week and other programs organized from time to time do offer better opportunities to identify the talents of the students in cultural and other co-curricular activities. Students with better talents in cultural events (including art and literature) are allowed to represent the Institution in Inter College Youth Festivals and other inter-institutional competitions. The total expenditure for participating in such events is always borne by the Institution.

Institution has a Master plan for the infrastructure development which will provide the facilities for extra-curricular activities. We have only the following facilities of Games and Sports for our students.

1. One small playground.
2. Sound system in Auditorium.
3. Career counseling and Guidance cell.

K K Handique Govt. Sanskrit College has always been emphasizing to support and promote their students for becoming true citizens in future life. Most of the students of this institution belong to economically weaker section and the poor meritorious students are unable to manage their reading-writing materials. Of course, the authority of the institution and the teachers have been keeping a close eye on the welfare of the students by providing facilities as possible for their physical, mental and intellectual delopment.

Interested students in games and sports are also identified and are given the opportunity to represent in various institutions of higher education in different levels of competitions. Finance is never a constraint in sending those students to such competitions. Students who bring medals or awards to the college are felicitated in the college in general meeting and their photographs are published in the College Magazine, News paper, etc. This is done not only for publicity but to inspire the achievers.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 16.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

File Description

Document

Institutional data in prescribed format(Data template)

[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 383.52

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1.85 | 50 | 0 |

File Description

Document

Institutional data in prescribed format(Data template)

[View Document](#)

4.2 Library as a Learning Resource

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

Response:

In today's context, library is a modern learning centre where students undertake a journey of knowledge. The K. K. H. Govt. Sanskrit College Library is no different. The library has a very rich collection of more than 15000 books dealing with a wide variety of subjects. The books include text books, reference books, journals etc. thereby catering to the needs of readers. The core reference collection includes encyclopaedias, general dictionaries, subject dictionaries, year books, subject reference books and some rare books. It has a rich collection of very rare books like – the Hastividyanava, Srihastamuktavata, Kamakhya Tantra, Tungkhungiya Buranji, Indian iconography by Stella Krisch etc. Being a Sanskrit college, the library has various books on different branches of Sanskrit like Veda, Vedanta, Dharmasastra,

Purana, Jyotisha, Tantra, different branches of Darshana, Ayurveda, Itihasa, Nitisashtra etc.

The library holds the collection of general reading books covering the areas of fiction/non-fiction, competitive examinations such as NET, SLET, TET etc. and books required for placement related activities.

All the previously held University external examination Question Papers are available in the college library. The field study reports on Environmental Studies prepared by the students have been preserved in the library.

Besides Sanskrit, there are a good number of books on other subjects like Assamese literature, English literature, History, Political science, logic, Philosophy etc.

It is worth mentioning that the college library has been receiving a number of free books from the Rashtriya Sanskrit Sansthan (Presently Central Sanskrit University), New Delhi, for the last several years.

Of late it has been regular practice of the library to scan the cover/context pages of newly arrived books, journals, magazines etc. Though work is still going on and it is likely to be completed very soon. Thereby the modern library services and facilities have been progressively implemented to keep track with the changing scenario of library services.

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: E. None of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.37

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 1.85058 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 61.4

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

Response: 35

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

K.K. Handique Govt. Sanskrit College had been established in 1970 under language development scheme and traditional method of teaching was prevailed. Being a government institution, we have to depend on government fund and we have no specific fund for IT facilities. Hence, the present IT infrastructure is not quite enough to meet the growing needs of the time. The college authority is applying for fund of that line but yet it is not fulfilled. So lack of fund is the major hurdle to cope up with the present demand. We have only 5 nos. of computers in our college. Three numbers are used for office administration and other two computers used in library. We have the facilities of Licence Software like Windows 7, Quick Heal and others. Wi-Fi facility is held through Jio Wi-Fi connection. The Govt. of Assam had provided a one time grant of Rs. 50,000/- which was utilised for two years. Now, we are using mobile network of Airtel connection. Further, we are requesting to our higher authority i.e. Director of Higher Education for the facilities for increasing number of computers with LAN and internet facilities.

Keeping in view the emerging trend of the emerging trend of IT infrastructure the college is in the process of developing stage and it is expected for IT based automation in the whole system of the institution. The office of the principal has moved forward in the office documentation process to be fully automated in near future. The college library is digitalizing to some extent. The admission process and examination related works have been done through online mode. The Internet facility is available through Airtel connection. There is a seminar cum classroom where an IT enabled i.e. provision of Power Point with LCD projector is made available to make the teaching learning process effective.

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 15

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 383.52

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1.85 | 50 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

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

Response:

The institution is the only centre of higher education for Sanskrit learning. The requisite facilities for developing the infrastructure are being made and there is always a continued endeavour for further enhancement of the infrastructure.

The institution is always responsive and supportive for the physical, mental and intellectual development of the students. The interactive method, project work, field studies, study tours are provided by the college to improve the academic atmosphere and one ICT enabled classroom facility is given for seminar or workshop. The institution has an well equipped Yoga department and the students of yoga department have been encouraging to participate in different yoga competition held in state and national level.

Every year the NSS wing of the college organizes collaborative programmes with the students and Khanamukh Forest Staff under Guwahati Range of D.F.O. Environmental consciousness is enshrined with the main objective of the institution and plantation of trees is made as major concern in order to maintain an eco-friendly atmosphere inside the campus.

Of course, the college has limited infrastructure and support facilities of Games and Sports, Music,

computer knowledge etc. But we the college family have always been emphasizing to support and promote our students for becoming true citizens in future life. Most of the students of this institution belong to the economically weaker section and some of the poor meritorious students are even unable to manage their reading-writing materials. So the authority of the institution has been keeping a close eye on the welfare of the students by providing enough library facilities and remedial classes. All the departments conduct remedial classes to bridge the knowledge gap for slow learners time to time. There is no separate room for separate unit like Women cell, Career Counseling and Guidance, Grievance redressal etc. As our faculty members is limited so we can make arrangement of room for separate purpose in separate time. The provision of Government scholarships under language development scheme (preferably for Sanskrit Learning) and also the scholarships from Rashtriya Sanskrit Sansthan (Presently Central Sanskrit University), New Delhi are helping aids to eligible students.

The institution always encourages the students to participate in various extra-curricular activities. As K K Handique Government Sanskrit College is a co-educational institution, hence equal opportunity is given to the girl students for participating in co-curricular activities inside and outside the college and in contesting different port folios of students' union election. However the women's cell of the college consisting of the female teachers and employees of the college is rendering service in sensitizing issue related the students regarding gender issues.

K K Handique Government Sanskrit College has the following established systems for utilizing physical, academic and support facilities.

For the administrative purpose 01 chamber for principal and 01

Office room for office staff, 11 nos. of classroom, boys hoste-01, girls hostel (on rent)-01, running water facilities to lavatory, girls common room , canteen, laboratory for Manuscript ,Yoga practical room, Television -01 and LCD Projector -01

For Extracurricular activities the institution has following limited facilities of small playground, volleyball court , sound system in auditorium , health care room etc.

In order to expose the talent and creativity of the students a multi-dimensional competition is organized and publish wall magazine and the college magazine (The Parchyajyoti). The college maintains a rich tradition of inviting experts and scholars of reputation to deliver speech on those topics related to the syllabus and course and students are also encouraged to take part in different state level and inter-college level competitions of games and sports, music, literature, acting etc.

Among the regular events, Foundation Day Lecture is also important one.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 70.57

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 36 | 32 | 27 | 34 | 34 |

File Description

Institutional data in prescribed format

Document

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 70.57

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 36 | 32 | 27 | 34 | 34 |

File Description

Institutional data in prescribed format

Document

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills

2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

Response: 3.46

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 2 | 0 | 3 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: C. 2 of the above

5.2 Student Progression

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

Response: 23.09

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 5 | 1 | 7 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 66.67

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 12

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 20.67

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 0 | 0 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 5 | 6 | 4 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

5.3 Student Participation and Activities

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

Response: 11

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 10 | 0 | 1 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The students of the college have also been provided the opportunity to groom their leadership qualities at various levels through their involvement in the N.S.S., the N.C.C., the study Circle, games and sports, cultural activities etc. The supportive role of authority towards the members of student community is always positive in case of participation at various level.

The college has a decentralized management and administrative system on which the departments and different units, cells, sub-committees have operational autonomy which is applied in conducting departmental seminars, academic field trips, and class-tests, besides routine college activities. All the senior faculties are part of the college management and administration. Inclusion of faculty members in different sub-committees speaks of the autonomy. Allowing students to form their own Union is another example of autonomy too.

The college consists of the following bodies that function independently within the college setup

1. The Study Circle (for organizing seminars, talks,debate etc.)

2. The Students' union body

3. The NSS Unit

The Study Circle functions independently and the students' participation and leadership is plausible. Its fund is raised from different source like Veda Vidya Pratisthan, Ujjain, Rashtriya Sanskrit Sansthan (Central Sanskrit University) and other voluntary organization it arranges academic program at least once in a year.

The students' union body is also an autonomous one within the college setup. Its fund is raised from students' contribution which is meant for support of their events and functions. For the students of BPL category the union and other fees are reimbursed by the Government. NSS Unit also enjoys autonomy to great extent in implementing its extension activities.

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 6.6

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 8 | 16 | 9 | 0 |

File Description

Institutional data in prescribed format

Document

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5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The students are the main assets of the college. Though the no of Students enrolment in our college is not significantly high, the passed out students have contributed and shined in various fields. Many of them have even helped in shaping and building human resources . Sri Surjya Kanta Deva Sarma, the first batch passed out student of the college had retired as a subject teacher of a Govt. Higher Secondary School and has now been working as guest lecturer of "Karmakanda" in this college. Dr. Nitish Sarma ,the second batch passed out student is a prominent Astrologer of the state, a renowned teacher and acting guest faculty of Jyotish in the college. Jitendra Pradhani , an alumni of this college is now President of 'Asam Satra Mahasabha'. Dr. Jyoti Tamuli ,an alumni of this college is a renowned professor of Dept. of Linguistics,

Gauhati University. Mrs. Thunu Devi is a senior teacher of Maharishi Vidya Mandir Public School at Guwahati. Mr. Pankaj Sabhapandit, ex- student of this college is working as State Programme Officer of State Mission Office, Kahilipara.

After completing their graduation from this college, most of the students have got admitted in various universities like Gauhati University, Delhi University, Banaras Hindu University, Tripura University, Kumar Bhaskar Varma Sanskrit And Ancient Studies university, Cotton University etc. for perusing post-graduation , M. Phil and Ph D and many of them have engaged in various academic and other institutions. Some of the passed out students have started their own business, some are self-employed and many are working as teachers in M.E., High Schools of the state. Some have engaged themselves as priests and some are established as farmers. Among the businessmen, Mr. Rajib Bhattacharjya has excelled in his business activities. Miss Bulbuli Baruah and Miss Vijaya Sarma of 2017 and 2018 batches were the Best graduates of Gauhati University respectively. Miss Vijaya Sarma also became the Best Post graduate in 2020 from Gauhati University and has qualified NET exam in 2022.

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Governance and management is fully under the Government of Assam and in case of academic matter, Gauhati University exercises general supervision and control. K.K. Handique Government Sanskrit college was established in 1970 and got permission to start Upadhi course from Gauhati University. The college had granted permanent affiliation from Gauhati University and also included under section 2B e and 12p of UGC act on 2015. The academic matter and Academic Calendar controlled by the affiliating university i.e. Gauhati University. The academic council of Gauhati University regulates the class routine, working days, semester break, examination schedule, college week, students' election, examination results etc.

The governance and management of the institution is reflective of and in tune with the vision and mission of the Institution.

The Vision-

Vision

1. Being an institution of Sanskrit education, it is the primary objective of K.K. Handique Govt. Sanskrit College to preserve, promote and spread the rich culture and tradition of Sanskrit language and literature in the entire North-Eastern region of India.
2. As the only Govt. Sanskrit college of entire North-East, this Institution aims to impart quality education to learners and also do enable them to face the challenges and needs of the hour.
3. The Institution tries to provide a proper platform for the learners in order to mould their high personality.
4. To give a proper direction to the Sanskrit education in the State keeping in view the mode of working of the present upgraded Tols and work out cohesion between the Tols system and the modern of education.
5. Endeavour to spread Sanskrit education in all strata of society irrespective of caste, creed and religion in the true secular spirit of the Indian constitution so that there is no inhibition of any kind, psychological, political or economical in Sanskrit studies.
6. Elevate the standard of Sanskrit education in Assam so as to bring all India recognition to the Sanskrit degrees conferred upon the students in the states.

Mission:

- To Provide quality education to all students irrespective of caste, creed, gender, religion and socio-economic status.

- To maintain good academic atmosphere as well as to achieve academic excellence through effective teaching-learning method.
- To create a learner-friendly environment to make learning a joyful experience.
- The Students are trained in various fields so as to enable them to compete at state or national level.
- The Students are encouraged towards research.
- For maintaining academic excellence, each student's academic progress is monitored by the teachers.

There are various committees to support the vision and mission of the College, like Admission Committee, cultural and literary Committee, Internal Examination Committee, Sports Committee, College Magazine Committee, Anti-Ragging Committee etc.

The college organizes seminars, conferences and interactive programs for the students to enrich their knowledge and skills. The students participate in organizing intercollege and inter-departmental competitions and activities.

Grievances of the students, if any, are resolved by concerned committee through suitable measures.

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

Response:

Along with authority and College family the Union Body of students plays an integral part in College management. As the future leadership training is received by the student in very democratic way in the College environment through participation in election process of students' Union Body, thereby constituting the body and henceforth providing healthy leadership is essential one. The election of Union Body is a totally democratic one. It helps in the development of awareness among the students regarding like roles and duties as future citizens. The Institution organized programmes like Freshmen Social, Sanskrit Divas, College Foundation day celebration of environment day, woman's day, international AIDS day, Teachers day, Gandhi Jayanti, Silpi Divas, Rabha Divas, Independence Day, Republic Day etc. promotes social awareness among students which would definitely help students to be a effective leader and good citizen of the country.

Inculcation of the moral and civic values like co-operations, brotherhood, sympathy, humanity, etc. is given greater interest for their personality development.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The K.K.H. Govt. Sanskrit College is a Govt. academic institution fully under the administrative control of the Assam Govt. After its inception there was the Governing Body for adequate guidance to the Principal and proposal to the Assam Govt. (if necessary). Of course now there is no Governing Body. Further the Gauhati University is the affiliating university of this institution. The college is being run under the language development scheme of the Assam Government for Sanskrit learning. The Guwahati University frames its academic syllabus for BA Sanskrit of both CBCS and Non-CBCS. The 10+2 course (earlier as Prag-Upadhi Course) is now under the Assam Higher Secondary Education Council, Guwahati.

For the smooth functioning of the college an Academic cum Administrative building (RCC two Storied) was being built up and a Boys Hostel (Assam type) was also built where students are staying and a small play ground for games and sports. A Master Plan was made in 2018-19 for the future planning of the college. Tree Plantation was also held for many times in the college premises to enhance green scenario and for eco-friendly environment. There are scarcity of fund to implement the construction of Gymnasium Stadium etc. and some other necessary infrastructures. The Girls Hostel is under construction and now the girls boarders are accommodated in a rented building near by the college. The Library is the source of valuable text books and reference books and it is digitalized. The best efforts have been made by the College to implement the strategy. It is well known a fact that the authority has to take approval of the Govt. for each and every matter as it is fully under the administrative control of the Assam Govt. For implementation of the projects, the teaching staff and non-teaching staff are also dedicating their services and do co-operation with the college authority for adequate planning. Seminar/Conference/Workshops are also being held for academic upliftment. Moreover, the Sanskrit scholars are also being contacted and invited to deliver speeches on various matter.

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

1. The appointment of the teachers and the office staff is an important part to an academic body , on which the development of that particular institution is depending up on .

The KKHGSC is a purely govt. institution under the c/o administration control of the Govt. of Assam . The principal is the head of this academic body . The principal and the teachers including the librarian of this college are being appointed by the govt. of Assam and they enjoy the status of class –I Gazette officers Rank(of Assam govt.) For appointment of the above personnels , the college authority shet proposal of the secretariat (of Assam Govt.) There after, the secretariat send latter of the assam public commission for holding the interview . After interview the commission submits its results to the secretariat (Higher Education Dept.) and after fulfillment of the process of the secretariat (Higher Education Dept.) issues the notification of appointment. To speak the fact the entire process takes a long period of time . From the inception of the college , this process has been contomating till date . For the appointment of the librarian,

the principal approaches the APSC and The Principal is the appointing authority of the office staff (subject the approval of the Director Higher Education), Assam . For appointment to office staff the principal publishes a notification in a local news paper and after screening the apoinment froms (with the concerned testimonials) the principal holds on interview viva voce (prior to viva voce , these is the provision of written test also) As per Assam Govt. notification, the principal forms the interview committee as under.

After the interview the principal for warded the recommendation of the committee to the Director ,Higher Education , Assam and after approval the principal issues appointment latter.

ADMINISTRATION :

1. The Principal of the college is the administration of the college . As per the rules (Service Rule , Finance Rule , Leave Rule ect.) and the instructions received from the Director , Higher Education , Assam and the Secretariat , Assam the principal administration the duties and responsibilities in the college . All the rules are applicable to this college ;there is no such separate Service Rules for this college . From the year 1994 the principals and the college teachers have been enjoying the UGC Scale of pay ; and from that time the regulations framed by the UGC have also been coming into force (with immediate effect) . thus regarding the Service Rules & Regulation have also been followed ,as well as the Rules & Regulations of the assam Govt.

1. This college has been going on under the language development scheme of the Govt. and hence, the emphasise has been laid down on Sanskrit language teaching (though English , Assamese , and history are also included) from the date of inception .
2. For the smooth functioning of the administration by the principal and for the help and suggestion there are Governing Bodies (GB) in other college . In this college (the K.K.H.Govt. Sanskrit college) there was a GB framed by the Govt. of Assam headed by noted indologist (late) Biswanarayan shastri , ex- MP, which was running for many years. But the GB was desolved by the Govt. and presently there is no GB.

6.2.3 Implementation of e-governance in areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

The institution relentlessly makes efforts to enhance the professional development of the faculty members and welfare measures for non teaching staff. They are encouraged to participate in various activities such as seminars, workshops, conferences, symposiums etc. etc. Most of the faculty members have been contributed to the institution through their valuable papers presented in national and international seminar.

The institution conducts curriculum related interactive sessions to keep the teaching faculty updated. The college library is the store house of various reference books arranged by the authority from time to time. The institution also extends its support to the non teaching staff so as to enhance their professional expertise for documentation, computer knowledge etc. They are attended computer training programs and office documentation workshop including the library staff. More over the library staff have been going through the process of technical up gradation in the form of digitalization.

The college authority is always motivating the employees on their roles and responsibilities through professional training programs. Both teaching and non teaching staff have granted leave for the stipulated period and also by offering duty leave and given a platform to enhance their carrier. Proposal of teacher for foreign tour is also forwarded quickly to the superior authority.

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Institutional data in prescribed format(Data template)

Document

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 18.64

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 2 | 1 | 2 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Appraisal system may be considered to be a mirror of an institution and its family members. A mirror shows as our looks. Therefore, the Appraisal system introduced by the UGC is highly praiseworthy.

The members of the teaching Staff are Class-I (Gazetted Officers) of this institution (K.K.H. Govt. Sanskrit College, Guwahati-14),and before their appointment, they are strutinised by the Assam Public Service Commission. After joining here, they are bound to submit the Self-Appraisal Report to the College Authority. For their personal promotion, the Appraisal Report is being considered. This Appraisal report consists of their academic upliftment (study and research), publication, participation in the Seminar/Conference/Workshops etc. extension activities etc. All the teacher of this college have been actively dedicating to the academic field and extending their best to the society. Regarding the

activities(including the appraisal), The Principal maintain an Annual Confidential Report of every teacher. Besides these, the teachers always maintain the guidelines of the UGC.

There is no strict appraisal system, received yet from the Govt. but for service period, the Annual Confidential Record has been strictly maintained by the Principal from the beginning of their service. For this promotion (either post or Time scale) this service record has been strictly considered by the Promotion Committee. Moreover, the college authority is the authorized person to guide and the non-teaching staff as per service rule and Fundamental rules for control the teaching and non-teaching staff. It is highly praise worthy that no dispute till arise regarding the appraisal system of the teaching and non-teaching staff of the College. The service Rules Fundamental Rules, Leave Rules, Financial Rules formed by the Govt. are also the pillars where necessary.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The mechanism to ensure the effective and efficient use of financial resources that depend upon the source of the fund received. Because, whenever a fund is saved from external agency, the guidelines for utilization are generally laid down the funding agency. Accordingly, the project is implemented within framework of the guidelines. In the event of utilization of funds generated out of external sources, the UD Assistant and Accountant of the College plays the lead role for maintaining Cash Book and related vouchers. Some auxiliary committees like construction committee, purchasing committee etc. are formed and every stage of implementation the respective committees do play their role. The supervision by the Administrator as per requirement is done. The receipt and expenditure of fund in the institution is executed under the supervision of the DDO, i.e. the Principal of the college. Further, it may be mentioned that

Being a Govt. college with regulation 2(f) and 12(B), the college receives grants from the Govt. Accordingly, the grants and expenditure is verified by the Govt. Auditors and Charter Accountant. The auditors from A.G. office are deputed by the Govt.

The last audit on financial accounts has been done in May, 2018. It reveals that audit on financial matter in the institution is kept up-to-date. The major audit suggestions are highlighted below:

- 1.Emphasis should be given on the proper maintenance of Cash Book with adequate narration and daily balancing of it. If so required, the Accountant should be given necessary training. Ledger Book and a Journal Book for bills received also need to be maintained.

Fund wise Receipt and Payment Account/Income and Expenditure Account should be maintained for the college so that exact fund position for all the Accounts can be easily ascertained at any time.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the

last five years (not covered in Criterion III)

Response: 0.51

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0.50800 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |

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

Response:

The receipt and expenditure of funds in the institution is executed under the direct supervision of the DDO i.e. the Principal & Secretary of the college. Being a Government College with regulation 2(f) and 12(B), the college receives grants from the Government. Accordingly, the grants received from the Government and the expenditures incurred are subject of verification by the auditors appointed from office of the Accountant General as per their schedule agenda.

Under the prevailing situation, the DDO of the college approaches TO the immediate authority on completion of a financial year. It is the Director of Higher Education who seeks the Utilization certificate from the Principal of all financial accounts audited either by internal auditor or by CA firm so as to get the financial status of the institution within a relatively shorter period. In fact, even after doing that, the accounts remains a subject of audit by the auditor deputed by the Govt.

According to financial rules, notably, all monetary transactions should be routed through cash book. All transactions should be entered in cash book and the cash book should be closed under the signature of DDO. The disbursements are to be supported by vouchers related to the said expenditure.

According to Rule 95 of AFR, the Head of the office is personally responsible for accounting of all moneys received and disbursed and for safe custody of cash and satisfy himself through periodical examination that the actual cash balance corresponds with the balance as per cash book. Further, the Head of office is required to maintain a cash book and verify the transactions concerned that appeared in the cash book and authenticate analysis of closing balance.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC is formed in this College, as per guidance of the UGC for monitoring the teaching learning activities of the college. This cell (IQAC) is working as an in house authority for monitoring this academic activities. This cell observes the activities of the Classes (Sanskrit and Other Subjects), so that there may not arise difficulty in academic sphere. The IQAC collects the relevant information (records) of the faculty members regarding their in service training (OCRC), Seminar/Conference/Workshop, Publication of research papers (in journals and books), books etc. are the regular activities of this College. The records of this activities are also collected timely .Further for the personal promotion (CAS) and applying for any higher posts(placement) the recomunication of the IQAC is required and the IQAC takes adequate steps in this regard.

The IQAC contacts the students regarding the performance of the teachers. Of course no adverse remarks (verbal or written) have been received till date of almost all the performances of the teacher. The IQAC is dedicated for performance of its duty and responsibility without any biasness.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC periodically reviews its activities, with its own members, teaching staff and with the principal. IQAC, as the in-house authority recommends the cases of promotion of the teachers (CAS) in a meeting with the Principal of the College. As a part of its activities the IQAC reviews the class divisions (provided to the teachers), class routine, syllabus (provided to the teachers), and reviews the teaching learning process timely. The promotion of the teachers are being done by the Higher Education department of the Govt. of Assam, following the file process system) and the IAQAC is not responsible for any delay in the processing of the files in the Secretariat (Higher Education Dept.). For the promotion of the stage I & II of the last five years, four teachers have been recommended by the IQAC and the Principal and the file is now being processed in the Secretariat. For following five years cases of seven teachers will come to the IQAC, and the IQAC and the will its adequate steps, as per UGC rules and regulations. IQAC has been planning for some workshops to connect Sanskrit to the common people.

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality intitatives with other institution(s)**

3.Participation in NIRF

4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: D. 1 of the above

| File Description | Document |
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| Institutional data in prescribed format(Data template) | View Document |

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

- Our Institution has taken several initiatives for the promotion of gender equality among all the members of the Institution, and thereby creating a secure and healthy atmosphere in the Campus.
- The women's cell of our institution has conducted during the last 5 years, a number of programs to create awareness among the students regarding their rights and to educate them about gender sensitization and empowerment. Activities like exposing the students to interpersonal relationship, equality and fraternity among them are also undertaken.
- There is an Anti-Ragging cell in the college to monitor the behavior of all the students.
- Senior teachers and staff are available at all times both for boys and girls to solve their problems. They take up informal counseling of students to keep them psychologically strong and confident enough to overcome any types of depression they face while in college.
- Without any gender bias, the College nominates women faculty based on their abilities as convenors of various committees and they have been discharging their duties efficiently.

| File Description | Document |
|---|-------------------------------|
| Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management

- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

At present the institution has no provision for production and use of renewable energy. There is a frequent power shortage in the college for which the authority have to manage of hiring Generator in time of special events . The authority has submitted a proposal to the Govt. of Assam, Higher Education department for a high power Generator and necessary steps to be taken for solar power plant.

- There is a frequent electricity scarcity in the area and the energy consumption is minimum in the campus.
- The cross ventilated system with big windows in all the classrooms minimize the usage of energy.
- The use of CFL bulbs instead of tungsten lamps, conducting open air functions also reduce energy consumption.
- Lights and fans are switched off while not in use.
- Collaborative and team work in the same place reduce energy consumption.

Rain Water-Harvesting:

The system is yet to be introduced, water level rises in the low level areas of the college during rainy season. The rain water is channelized towards bore wells to raise the ground water level which is then used to serve the various purposes of the college. There is a pond and well inside the campus, remain full with rain water and ground water which also serves the needs of the college.

E-Waste Management:

There is no major e-waste generated, Most of the waste products are disposed through auction to competent agencies who handle the said process. Non-Working computers, printers, monitors and other such items are discarded through systematic procedures. The environmental projects carried out by the students motivated them to make the campus eco-friendly. The NSS unit with its efforts organized seminars and workshop on environmental issues every year to create awareness on environmental protection among the students and the people of the entire community.

Efforts for Carbon Neutrality:

The institution is situated in south bank of the river Brahmaputra surrounded in a lush green environment.

The gardens with variety of flowers inside the campus look beautiful and make the campus eco-friendly.

Though vehicles are permitted inside the campus , there is a limitation of access entry and exit of the same so as to keep the campus pollution free. Further, it may be mentioned that parallel Kamakhya- Jogighopa railway track is running nearby the college which create sound pollution in time of Rail running. The way to the campus bifurcates from the main road for which not many vehicles use the road leading to the main entrance to the college. The entire campus is pollution free for which it is felt that carbon neutrality is present in the campus.

There are various kinds of trees in the college campus which help to maintain the ecosystem. Planting of trees by the chief guests of various functions , displays the eco-consciousness inherent in the college practices. This is also a regular feature of the NSS and Social Service special camps.

| File Description | Document |
|---|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View Document |

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: C. 2 of the above

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: C. 2 of the above

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts

4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: D.1 of the above

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The Teachers with co-operation of the students holds different cultural and other activities The Institution organizes programs like Foundation Day, Republic Day, Sanskrit Divas (on the occasion of Srabani Purnima) , Rakhi Bandhan, Independence Day, Teachers day, Gandhi Jayanti, Silpi Divas, Rabha Divas, Saraswati puja on Basant Panchami etc. to promote social and moral awareness among students. Again the celebration of World Environment day, Woman’s day, International AIDS day, Yoga day etc. definitely help in their personality development to be good and effective citizen of the country.

For inculcating the values of co-operation, brotherhood, sympathy, humanity, etc. the students’ participation in extension activities also helps in the development of their leadership quality. The Institution encourages students for participation in extension activities in order to compensate the limitation of our examination-dominated academic activities.

The Students are encouraged to respect and greet each other irrespective of class, creed, language or religion.

| File Description | Document |
|--|-------------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

It may be said that being a social institution, on realization of its social responsibility, the Institution always tries to maintain a close relation with the local community and in return community support towards College activities is also very positive.

As citizens of our Country, the students and employees have certain duties and responsibilities towards the Nation. The Institution acts as a cradle to educate the young minds and sensitized to the constitutional obligations. To promote cultural harmony among students and staffs, the College organizes annual College

weeks, fresher's social etc. The Students are encouraged to respect and greet each other irrespective of class, creed, language or religion. Our Students and Employees have the liberty to celebrate different festivals of our Country. Different events are also held to honour such festivals.

In order to make the students aware of their values, rights, duties and responsibilities as citizens, the college organizes events like World AIDS day, World Environment Day, Anti-Tobacco Day, International Yoga Day and International Women's Day.

| File Description | Document |
|--|-------------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View Document |

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Our Institution celebrates International Women's Day, International Yoga Day, World AIDS day, World Environment Day every year. The important national days viz., Republic Day and Independence Day are also observed in true spirit. Besides these, the College organizes Anti-tobacco day on the 31st of May every year to sensitize the students regarding the evils of tobacco abuse is also observed. Teachers Day is observed on 5th sept. every year by holding talks and seminars. Saraswati Puja is celebrated on the Vasant Panchami by the students, teachers and employees of the College.

The institution is always trying to motivate students by organizing different activities so that they can become responsible to the society. Every year the NSS of the college organize collaborative programmes with the students and Khanamukh Forest Staff under Guwahati Range of D.F.O. Environmental consciousness is enshrined as the main objective of the institution and plantation of trees is made as major concern in order to maintain an eco-friendly atmosphere inside the campus. Development of personality of the students is assigned with the the different agendas of the institution. Intellectual traits like creativity, critical thinking, scientific temper, etc. are given adequate scope for their expression and enhancement. Hence, multi-dimensional competition is organized and the Students are encouraged to take part in different state level and inter-college level competitions of games and sports, music, literature,

acting, fine arts, painting, etc.

| File Description | Document |
|--|-------------------------------|
| Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

The two best practices of the college in which the involvement of students, teaching, non teaching staff, alumni and parents are also visible and remarkable.

The Anundoram Borooah Sanskrit Debating Competition:

The first Anundoram Borooah Inter College Memorial Sanskrit Debating Competition was held on 1st April 1975. Anundoram Borooah was the first graduate and the first person to qualify for the Indian Civil Services (I.C.S) from Assam. Anundoram Borooah was also a lawyer and eminent scholar of Sanskrit. He was a prolific writer and within a very short span of life (1850-1889) authored several books both in Sanskrit and English. His critical works in Sanskrit literature was acclaimed worldwide.

This debating competition was first organised at Rabindra Bhavan with financial aids from the Government of Assam. The competition was inaugurated by Hiteswar Saikia, then finance Minister of Assam. The eminent Sanskrit scholar Dr. M.K. Sharma was the chair person of the debating competition. Students of nine colleges of different places of Assam participated in this debating competition. Shri Jyoti Prakash Tamuli (he was the student of 2nd batch of our college and presently working as a Professor of Gauhati University) bagged the first prize, Sri Dipak Kumar Sarma, the 2nd prize and Smti Swagata Sengupta got the 3rd prize. The award for the best group went to Dept. of Sanskrit Gauhati University. The debate has been held annually ever since.

On 27th Nov. 1987, the debate competition along with the Anundoram Borooah memorial lecture was held in Lakhiram Baruah auditorium, Guwahati. The first research journal “The Journal of the Assam Sanskrit College” was inaugurated on that day by eminent educationist Shri Prakash Ch. Sarma, former Director Education Dept. Govt. of India.

The debating competition could not be held for some years due to financial constraints. In 2007, the debating competition was held with financial help from the faculty of the college. Since then onwards this debating competition along with the memorial lecture has been continuing till date. Smti. Vijaya Sarma of this institution achieved as a Best debator in the year 2018.

YOGA EDUCATION AND PRACTICE IN THE COLLEGE

Yoga is a healthy tradition of Indian origin, developed by the yogis, sages and saints in very practical and scientific way after centuries of experiments, experiences and realization. It is gaining its importance and wide acceptance throughout the world as panacea for the stress and anxiety ridden, terror-stricken and materially-infatuated human society. Yoga is now universally recognized as a science and art of healthy living- physically, mentally, morally, spiritually and socially. The developed countries like U.S.A, U.K., Germany, Australia etc. are not only taking steps to introduce Yoga in the academic curriculum but also are establishing universities for higher studies and research on the subject. In India, too, many universities are introducing Post-Graduate Diploma and Degree courses in **Yoga**. **The U.G.C. is encouraging introduction of Yoga as vocational subject in the colleges by giving financial assistance. Hence, K.K. Handique Govt. Sanskrit College had been trying to introduce yoga since 2014, but the permission was not getting from the affiliating university at that time. The course had started from 2018, after getting temporary affiliation of the subject.**

Objective of the Course:

1. The main objective of the course is to train the budding youths in the art, science and philosophy of Yoga for gaining self-control and self-confidence and for unfolding latent potentialities in them. With well-integrated life they also help others to attain the same through physical, mental and intellectual development. Leading a yogic way of life in day to day living will definitely bring a positive change in the lifestyle which will contribute to holistic health of the individual and the society.
1. Another objective is to create properly qualified Yoga, teachers who will themselves lead a yogic way of life and teach students in schools and colleges. The theory and practice of yoga, thereby not only contribute to the physical, mental and moral well-being of the students but also contribute to bring positive change in the presently prevailing culture among them.
2. The third objective is to produce Yoga-Therapists who will help the ailing people particularly people suffering from diseases of psycho-somatic and psychic origin to get relief from their complaints. With the change of lifestyle in the present-day World, diseases like Diabetes Mellitus, Hypertension, Hyperacidity, Heart attack, Asthma, Spondylitis, Migraine are increasing very fast and are becoming matter of concern for the medical World. The World of medical science, after lot of research, has found only answer of these diseases through Yogic practices.

Prospect of the course :

- At present, there is no such recognized institution of Yoga in Assam, which is giving lessons and training in Yoga on regular basis.
- The Government of India had implemented through Morarji Desai National Institute of Yoga, a public private partnership organization.
- For propagation and promotion of Yoga the scheme of District Yoga Wellness Centre for each district of the states and union territories of India had been running w.e.f. 2011 with a view to expand yoga training activities at district level.
- To run the programs of the Centre, each centre requires two qualified yoga instructors, one male and one female.

- In most of the districts of Assam, Yoga Wellness Centre have not been started due to lack of qualified instructor.
- The Board of Secondary Education, Assam (S.E.B.A.) has already instructed all the High and Higher Secondary Schools of Assam to include a period for 'Moral Education and Yoga' in the Academic Time-Table of the schools, and dispatched to the school syllabus for the same prepared by the Textbook Production Committee of S.E.B.A to be taught in the schools.
- Though no teacher has as yet been posted, in near future good number of qualified persons in Yoga will, be required to implement the Scheme of Yoga and Moral Education in the schools.
- Hence, ample job prospect is there for Graduate with Yoga as one of the subject as Yoga Teacher in High and Higher Secondary Schools.
- The Central schools where Yoga is a compulsory subject are not getting properly qualified Yoga teaches due to which the posts in most of the schools are lying vacant.
- **As Yoga-Therapist in Medical Colleges:** In the Medical colleges yoga has been introduced as one of the branches of Alternative Medicine and Yoga Therapists are appointed. So Graduates with Naturo-Yoga Therapy as special paper in yoga have the scope of getting appointed as Yoga Therapist in Medical Institutions.
- **As Yoga Therapist in District Hqrs. Hospitals:** In pursuance of the National Policy on Indian System of Medicine and Homeopathy, one Yogic Therapy Centre in every District Headquarters Civil Hospital will be opened very soon to provide yogic therapy for specific diseases and also as a synergistic therapy to all other system of treatment. Graduates with Yoga with specialization in Naturo-Yogic Therapy will get scope for appointment in the Yogic Therapy Centre.
- **Yoga Trainer in Foreign Countries:** Yoga, both as methods of treatment as well as training, is gaining immense popularity in the developed countries and Yoga-Therapists and Specialists from India are in great demand, particularly in the west. An Indian expert in Yoga with communication skill in English is highly paid in the western countries.
- **Independent Profession as Yoga Therapist:** Diseases of psycho-somatic and psychic origin are increasing very fast, particularly in the affluent societies. Modern medical science has failed to combat successfully with the diseases. On the other hand, the patients are getting relief from their ailments by yogic treatment. Hence, Yoga-therapy is becoming a popular method of treatment for psycho-somatic and psychiatric diseases. So, after successful completion of Degree with Yoga a student can very well take Yoga-therapy as a profession, which will, in near future, be a highly-paid profession.

The following students of our college have brought laurels to our college through yoga education and practice.

1.MRITUNJAY RAJAK: PG Diploma, Batch 2019-20

- Awarded 1st position in International Yogasana Sports Championship, 2021, organised by Yogastoma Yoga Pratistana, India, supported by International Yoga Olympic Committee, New York, USA.
- Got Silver Medal in 9th South Asia Hakuakai Karate Championship, 2019.

1. Uparna Deka: Batch 2018-19

- Got 1st position and Gold Medal in weight lifting (53kg), organised by Gauhati University Inter College power lifting, weight lifting and best physique tournament, 2018-19.

1. ANJULATA DOLEY: Batch 2018-19

- Got Gold Medal in yoga competition organized by Gauhati University in 2019.
- She also got Gold Medal in Metro City Yogasan Competition organized by Physique of Assam.

1. DORIN GOSWAMI: Batch UG 2018-19

- She has also done PG 2020-21 and got Gold Medal in Inter Institute Yoga Sports Competition, 2019 organized by Yoga Sports Association of Assam.
- Got Silver Medal at Guwahati Metro City Yogasan Competition-2019, organized by Physique Association of Assam.
- Selected as Yoga teacher & Assistant Teacher in Don Bosco Sonaiguli.

1. KAJAL LEGO: Batch- UG 2018-19

- Selected As Yoga Therapist in Medical Department of Drug De-addiction Rehabilitation Centre Pasighat, (Arunachal Pradesh).

1. ARUP DEKA: Batch –UG 2018-19

- Awarded 3rd Position at Kamrup Metro Yogasan competition.
- Awarded 1st Position at Guwahati Metro City Yogasan Competition 2019.
- Selected as a North-East State Level Yoga Referee.
- Noble World Record on “Bhujangasana” organized by Narchinthanavattam, Chennai-600087, 2021.
- Made Worldwide Records of “Brishasana”. organized by Joylakhi Payeng Yoga Academy on 6th February 2022.

1. DEEP JYOTI BORO: Batch-UG 2018-19

- Selected as a North-East State Level Yoga Referee.

1.SUMAN SINHA: Batch-UG 2019-20

- Selected as a Physical Education Teacher, Don Bosco School, Silchar.

1.DIPANNITA NATH: Batch-UG 2019-20

- Joined as an Assistant Teacher in Govt. School.

1.PRIYAMA KALITA: Batch-UG 2019-20

- Joined as an Assistant Teacher in Govt. School.

| File Description | Document |
|--|-------------------------------|
| Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

K.K.Handique Government Sanskrit college was established in 1970 and got permission to start Upadhi course from Gauhati University. The college was granted permanent affiliation from Gauhati University and also included under section 2f and 12B of UGC act in 2015. From the beginning the college has been trying to create a congenial atmosphere for Sanskrit learning in the entire North East region. With proceed to the semester system of examination since 2014, the college entered in a new system education. The former syllabus was modified according to the break of semester system and it was approved by the Academic Council of Gauhati University. Governance and management is fully under the Government of Assam and in case of academic matter, Gauhati University exercises general supervision and control.

The Academic Calendar prepared by the Academic Council of Gauhati University regulates the class routine, working days, semester break, examination schedule, college week, students' election, examination results etc. There are two senior teachers engaged for monitoring the classes everyday. The teacher maintain close contact with their students. The IQAC of the college is a responsible body for up to date information uploaded on academic matter. On every Thursday there is seminar conducted by the different departments in order to enrich the knowledge of our students. Though the college has to depend on Government fund, yet some limited infrastructure are being made as a student support system like safe drinking water, canteen, games and sports facilities, boys and girls common room, auditorium, health care

room, alumni association, women cell, study centre of distance education (under KKHSOU) and also a Manuscript conservation centre. The institution appears to overcome various limitations in the developmental activities during the past years. In 20 18 -19 budget session the Government of Assam declared a fund of Rupees 10 crores under TNF scheme. But it is not yet released. We are preparing master plan for various infrastructure development related to Sanskritization in general and for higher learning institution of Sanskrit in particular. At present the Governor of Assam has made a modification of affiliation for KK handique Government Sanskrit college from Gauhati University to Kumar Bhaskar Varma Sanskrit and Ancient Universities and the process is going on. All the faculty members are engaged in examination duty and some are also representing in DSC (Departmental Study Committee) of the university.

The K. K. H. Govt. Sanskrit College Library has a very rich collection of more than 15000 books dealing with a wide variety of subjects. The books include text books, reference books, journals etc. thereby catering to the needs of readers. The core reference collection includes encyclopaedias, general dictionaries, subject dictionaries, year books, subject reference books and some rare books. It has a rich collection of very rare books like – the Hastividya, Srihastamuktavata, Kamakhya Tantra, Tungkhungiya Buranji, Indian iconography by Stella Krisch etc. Being a Sanskrit college, the library has various books on different branches of Sanskrit like Veda, Vedanta, Dharmasastra, Purana, Jyotisha, Tantra, different branches of Darshana, Ayurveda, Itihasa, Nitisashtra etc.

Besides Sanskrit, there are a good number of books on other subjects like Assamese literature, English literature, History, Political science, logic, Philosophy etc.

It is worth mentioning that the college library has been receiving a number of free books from the Rashtriya Sanskrit Sansthan (Presently Central Sanskrit University), New Delhi, for the last several years.

Further, it is to be mentioned that K.K. Handique Govt. Sanskrit College was established as language development college. So being a Sanskrit College of the entire North- East it has been emphasising on those scientific based subjects of ancient India. The college has given thrust on those subjects related to ancient education system. We have a well equipped Yoga department with qualified teachers and also have started Jyotisha, Karma kanda, Tantra Shankhya Spoken Sanskrit. The college has passed 50 years of glorious service in the year 2020 and in the year 2014 CMAI National Assam Education Summit & Awards was presented to K.K.Handique Govt. Sanskrit College as Best College Teaching Sanskrit In Assam.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

K.K. Handique Government Sanskrit College has always nurtured high hopes for academic progress. It has planned to increase the number of class rooms and number of student's enrollment in the college. Along with this the college has planned to utilise the land of its disposal for the purpose of various activities enlisted below. The college is planning to introduce vocational courses of Bihu dance, Drama, Art etc. in the college premises.

With the financial assistance from the Assam Government the infrastructure development work is expected to be completed in the near future.

The following infrastructure facilities may be developed for K.K. Handique Govt. Sanskrit College to ensure access to higher education.

1. Boys Hostel : A new building to accomodate boys is required as the earlier accommodation is totally damaged.
2. Girls hostel for : The girls students hailing from different corners are unable to take admission in the course for the lack of a Girls hostel within the college premises. As such a Girl Hostel to accomodate about 100 numbers of girl students is presently under construction.
3. Principal Quarter: The most essential for a higher institution.
4. Teachers' Quarter at least 4 Nos.
5. Staff Quarter at least 8 Nos.
6. A convenient Conference Hall and Guest House.
7. Playground and Auditorium.
8. Well Equipped College Canteen.
9. Meditation Hall: Essential for each and every student.
10. Need of Archives: In order to preserve and reflect all the cultural heritage of India.
11. Sacrificial Fire Pit: Most essential requirement for practical training in the subject of Karmakanda.
12. Community Centre: For greater ineterest of the community for various purposes.
13. Vedsala: The concept of Vedsala is now started with the open class under the Peepal Tree.
14. Saraswathanthabharanam: For interaction with the renowned scholar on various topics in order to have a value- based society.
- 15.

Garden of Medicinal Plant.Rock Garden with the heritage of the great king of Kamrupa.

The above highlights only a few pre –requisites for creating a congenial atmosphere for sanskritisation in the region in particular and the nation at large.

Concluding Remarks :

The Assam Sanskrit Education Committee, constituted by the Govt. of Assam in the year 1966 for examining the position of Sanskrit education and for suggesting ways and means for improvement of Sanskrit learning in the State in general and for making recommendation towards the establishment of types of Sanskrit institution

including higher institutes of learning, research and training with syllabus and curriculum of studies for the purpose in particular. Present K.K.H. Govt. Sanskrit College (earlier name Assam Sanskrit College) was established in the year 1970 as a full-fledged Govt. educational institution. Eminent Scholar Dr. Dimbeswar Sarma was the founder Principal of the college.

The college, envisaged as a full-fledged Arts College established under the direct management of the Govt. of Assam with a view to:

Krishna Kanta Handique Govt. Sanskrit College is a pioneer institution in North-East for learning Sanskrit literature and language. It is devoted to promote Sanskrit in the entire region and Northern India. It gives a proper direction on modern lines to the Sanskrit education in the state keeping in view the mode of working of the present upgraded Tols and work out a cohesion between the Tol system and the modern system of Sanskrit education. The institution has always been striving hard to achieve target oriented result. It has already obtained 'National Assam Education Award', 2014 from CMAI, New Delhi for Best College teaching Sanskrit in Assam.

It gives us immense pleasure that Krishna Kanta Handique Govt. Sanskrit College has passed the 50 glorious years of service. On the occasion of Golden Jubilee Celebrations, an inaugural function was held on 14th & 15th March, 2020. In this inaugural programme the dignitaries from National and State Level were present and gave their blessings. Apart from this a year long programme was also planned, but unfortunately due to the Covid-19 pandemic, the scheduled yearlong programme has been postponed and further date is proposed to be announced in the year 2022. The college emphasizes future employment opportunity and future human resource development with potentiality. A continuous endeavour is underway for building a congenial atmosphere to develop the college as the best institution.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|----|----|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.1 | <p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 1 Answer after DVV Verification: 1</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 4 | 1 | 0 | 0 | 0 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 1 | 0 | 0 | 0 | 0 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 4 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 1 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 1.2.3 | <p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>28</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 38 | 28 | 0 | 0 | 0 | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | |
| 38 | 28 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 33 | 0 | 0 | 0 | 0 |

1.3.2 **Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 4 | 3 | 2 | 1 | 1 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1 | 1 | 1 | 1 | 1 |

1.3.3 **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

1.3.3.1. **Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 24

Answer after DVV Verification: 32

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

1.4.2 **Feedback process of the Institution may be classified as follows:**

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**

5. Feedback not collected

Answer before DVV Verification : D. Feedback collected

Answer After DVV Verification: D. Feedback collected

2.1.1 Average Enrolment percentage (Average of last five years)

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 155 | 87 | 75 | 54 | 41 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 45 | 54 | 49 | 45 | 41 |

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 340 | 150 | 120 | 90 | 90 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 340 | 150 | 120 | 90 | 90 |

Remark : as per hei

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors

Answer before DVV Verification : 12

Answer after DVV Verification: 12

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 11 | 11 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10 | 09 | 09 | 09 | 09 |

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 211

Answer after DVV Verification: 211

2.6.3 **Average pass percentage of Students during last five years**

2.6.3.1. **Total number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 25 | 25 | 12 | 08 | 08 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 09 | 4 | 13 | 09 | 09 |

2.6.3.2. **Total number of final year students who appeared for the university examination year-wise during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 51 | 43 | 11 | 15 | 15 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 8 | 14 | 10 | 09 |

Remark : as per hei

3.1.1 **Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|---|---|------|
| 0 | 0 | 0 | 0 | 6.74 |
|---|---|---|---|------|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 0 | 0 | 6.74 |

3.1.2

Percentage of departments having Research projects funded by government and non government agencies during the last five years

3.1.2.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 0 | 0 | 1 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 0 | 0 | 1 |

3.1.2.2. Number of departments offering academic programmes

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 4 | 3 | 2 | 1 | 1 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1 | 1 | 1 | 1 | 1 |

Remark : as per he i one deparment

3.1.3

Number of Seminars/conferences/workshops conducted by the institution during the last five years

3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1 | 4 | 5 | 1 | 2 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 3 | 1 | 1 |

3.2.1 **Number of papers published per teacher in the Journals notified on UGC website during the last five years**

3.2.1.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7 | 3 | 5 | 3 | 1 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

3.2.2 **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.2.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 2 | 1 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 3 | 2 | 1 |

3.3.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|---|---|---|
| 6 | 2 | 2 | 1 | 0 |
|---|---|---|---|---|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 6 | 2 | 2 | 1 | 0 |

3.3.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

3.3.3.1. **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 4 | 2 | 3 | 3 | 1 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 1 | 0 | 0 |

3.3.4 **Average percentage of students participating in extension activities at 3.3.3. above during last five years**

3.3.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 128 | 38 | 104 | 71 | 35 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 32 | 0 | 0 |

3.4.1 **The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| | | | | |

| | | | | |
|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 |
|---|---|---|---|---|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1 | 1 | 1 | 1 | 1 |

3.4.2 **Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

3.4.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 1 | 1 | 0 | 0 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 0 | 2 | 1 |

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 1

Answer after DVV Verification: 1

4.1.4 **Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 1.85 | 50 | 0 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0 | 0 | 1.85 | 50 | 0 |

4.2.2 **The institution has subscription for the following e-resources**

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : E. None of the above

Answer After DVV Verification: E. None of the above

4.2.3 **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1.85058 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 1.85058 | 0 | 0 | 0 |

4.2.4 **Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

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

Answer before DVV Verification : 35

Answer after DVV Verification: 35

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : C. 10 MBPS – 30 MBPS

Answer After DVV Verification: C. 10 MBPS – 30 MBPS

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1.85 | 50 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1.85 | 50 | 0 |

5.1.3 **Capacity building and skills enhancement initiatives taken by the institution include the following**

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

5.1.4 **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 5 | 1 | 7 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 2 | 0 | 3 |

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
|---------|---------|---------|---------|---------|

| | | | | |
|---|---|---|---|---|
| 1 | 1 | 5 | 1 | 7 |
|---|---|---|---|---|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1 | 1 | 5 | 1 | 7 |

5.2.2 **Average percentage of students progressing to higher education during the last five years**

5.2.2.1. **Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 12

Answer after DVV Verification: 12

5.2.3 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1 | 1 | 1 | 0 | 0 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1 | 1 | 1 | 0 | 0 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2 | 3 | 5 | 6 | 4 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2 | 3 | 5 | 6 | 4 |

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 4 | 5 | 1 | 0 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 10 | 0 | 1 | 0 |

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 41 | 32 | 64 | 43 | 36 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 8 | 16 | 9 | 0 |

Remark : as per hei

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

Answer before DVV Verification : E. <1 Lakhs

Answer After DVV Verification: E. <1 Lakhs

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

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

6.3.2.1. Number of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 2 | 3 | 5 | 1 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : as per hei , none of the teachers are provided with financial support to attend conferences / workshops and towards membership fee of professional bodies

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | .50800 |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0.50800 |

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Answer before DVV Verification : D. 1 of the above

Answer After DVV Verification: D. 1 of the above

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**

| | |
|--------|--|
| | <p>5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p> |
| 7.1.5 | <p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : D.1 of the above Answer After DVV Verification: D.1 of the above</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : D. 1 of the above Answer After DVV Verification: C. 2 of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.1 | <p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>5</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 9 | 5 | 2 | 1 | 1 |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | |
| 9 | 5 | 2 | 1 | 1 | | | | | | | |

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 80 | 67 | 41 | 31 | 31 |

1.2 **Number of programs offered year-wise for last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 2 | 1 | 1 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 1 | 1 | 1 |

2.1 **Number of students year-wise during last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 155 | 87 | 75 | 45 | 41 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 45 | 54 | 49 | 45 | 41 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11 | 07 | 12 | 08 | 08 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18 | 9 | 11 | 15 | 15 |

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 11 |

Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|----|----|----|----|
| 12 | 12 | 12 | 12 | 11 |
|----|----|----|----|----|

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 34 | 34 | 34 | 34 | 34 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 34 | 34 | 33 | 33 | 33 |

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 11

Answer after DVV Verification : 6

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 4.526 | 7.187 | 3.180 | 2.689 | 2.381 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 4.526 | 7.187 | 3.180 | 2.689 | 2.689 |

4.3 **Number of Computers**

Answer before DVV Verification : 5

Answer after DVV Verification : 5

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 3

Answer after DVV Verification : 3