



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**SIKKIM GOVERNMENT INSTITUTE OF HIGHER  
NYINGMA STUDIES (SHEDA), PANGTHANG, TAKTSE,  
GANGTOK**

PANGTHANG, TAKTSE, GANGTOK, EAST SIKKIM

737103

[sihnssheda.org](http://sihnssheda.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Sikkim Government Institute of Higher Nyingma Studies (Sheda), established in 1964, is an institution that was founded under the guidance of the Chogyal of Sikkim, Sir Palden Thondup Namgyal. The aim was to preserve and promote the rich cultural and spiritual traditions of the Sikkimese Nyingmapa, a major sect of Tibetan Buddhism. The institute was envisioned as a repository for the age-old customs, rituals, and philosophical teachings of the Nyingma lineage, ensuring that these invaluable traditions were passed down to future generations.

### Historical Context and Development

Initially located near the Doderl Chorten Monastery at Deorali, the institute thrived in its original location. Its proximity to the monastery played a key role in its development, providing students with a spiritual and educational environment deeply rooted in Buddhist teachings. Over time, the institute acquired recognition and stature, evolving into a significant educational center for Nyingma studies.

In the year 2000, the institute gained formal recognition from the Human Resource Development (HRD) Department as a Post-Graduate (PG) level institution. This recognition was further affirmed by the University Grants Commission (UGC) under sections 2(f) and 12(B), solidifying its standing as a legitimate academic institution in India.

### Relocation to Pangthang, Taktse

In recent years, the institute has been relocated to a newly developed, exclusive campus at Pangthang, Taktse, in Gangtok. The relocation marks a new chapter for the institute, where it aims to achieve excellence in both academic and spiritual realms, continuing to serve as a cornerstone for the study of the Nyingma tradition in Sikkim and beyond. With its relocation, the Sikkim Government Institute of Higher Nyingma Studies is poised to build upon its strong foundation and achieve new heights of academic excellence. The institution is committed to integrating traditional Buddhist teachings with modern educational methodologies, ensuring that students receive a well-rounded education that fosters both intellectual and spiritual growth. The institute also hopes to broaden its influence and continue to serve as a hub for Nyingma studies, not only for Sikkim but for Buddhist scholars and practitioners worldwide.

### Vision

The Sikkim Government Institute of Higher Nyingma Studies (Sheda) envisions itself as a center of excellence dedicated to preserving and promoting the finest traditional elements and practices of the Nyingma sect of Tibetan Buddhism. Rooted in the rich cultural heritage of the Himalayas, the institution aims to serve as a repository of knowledge, safeguarding the teachings, rituals, and customs that have shaped the Sikkimese way of life for centuries.

The Nyingma tradition, which has been a cornerstone of Sikkim's unique spiritual and cultural identity, has profoundly influenced the region's history and its people's way of life. Sheda seeks to continue this legacy by

offering a space where students can learn and engage deeply with the spiritual, philosophical, and cultural practices of the Nyingma tradition, thus contributing to the preservation and rejuvenation of a culture that has flourished in the lap of the Himalayas.

The institute's vision underscores a commitment to academic rigor, spiritual growth, and the nurturing of cultural pride, positioning itself as a leading institution for Buddhist studies, with a focus on the Nyingma teachings that have been passed down through generations. By bridging the ancient wisdom of the past with contemporary academic methods, Sheda aims to provide its students with a holistic education that respects tradition while adapting to modern educational standards, ensuring that the legacy of the Nyingma sect remains relevant and vibrant in the 21st century.

## **Mission**

The mission of the Sikkim Government Institute of Higher Nyingma Studies (Sheda) is designed to nurture students in a holistic manner, shaping their intellectual, spiritual, and cultural growth while preparing them for a meaningful and responsible life. The key aspects of the mission are as follows:

### **1. Wholesome Education:**

- The institute aims to provide a comprehensive education that nurtures students along their chosen path, whether spiritual, academic, or vocational. This education seeks to develop well-rounded individuals, grounded in both traditional Buddhist wisdom and modern academic knowledge.

### **2. Comprehensive Learning Journey:**

- Sheda strives to be a one-stop institution that supports students at various stages of their educational journey—from secondary to pre-graduation and post-graduation levels. This ensures that students can pursue a continuous academic growth, guided by the institute's nurturing environment throughout their educational phases.

### **3. Cultural Heritage and Employability:**

- The institute fosters a deep love and respect for the distinct cultural heritage of the Nyingma tradition and Sikkimese identity. Alongside preserving cultural values, the mission also emphasizes equipping students with the skills necessary to secure suitable employment. This ensures that graduates are not only culturally enriched but also prepared to thrive in the contemporary world, leading meaningful and productive lives.

### **4. Social and Environmental Responsibility:**

- Sheda instills in students a sense of responsibility toward their environment, society, and country. Through the teachings of Buddhist ethics and social engagement, students are encouraged to become aware, responsible citizens who contribute positively to the welfare of

their communities and the nation.

By integrating cultural preservation, academic excellence, employability, and social responsibility, the mission of Sheda ensures that students are equipped to become not only scholars of the Nyingma tradition but also active contributors to society, embodying the values of wisdom, compassion, and responsibility.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **1. Cultural and Religious Preservation:**

- Established to preserve the ethos of the Nyingma Sect of Tibetan Buddhism, the institute plays a crucial role in safeguarding the Sikkimese way of life and its unique spiritual heritage, which has shaped the region for centuries.

#### **2. Diverse Student Base:**

- Attracting students from across Sikkim and beyond, the institute serves those who deeply value their religious, philosophical, and cultural heritage, fostering a sense of community and spiritual growth.

#### **3. State Government Support:**

- Sheda is the only institute of its kind fully supported by the state government, ensuring sustainability and long-term development.

#### **4. Post-Graduate Recognition:**

- Recognized by both the State Government and the UGC under sections 2(f) and 12B, the institute offers Post Graduate-level education, enhancing its academic stature and access to grants.

#### **5. Service to Underprivileged Sections:**

- The institute provides education to students from underprivileged backgrounds, especially from ST and OBC communities, helping bridge educational gaps and offering opportunities to those who need them the most.

#### **6. Interactive Learning Environment:**

- With a low teacher-student ratio, the institute fosters close, interactive teaching that ensures personalized attention and enhances the learning experience.

#### **7. Supportive Infrastructure:**

- Students benefit from financial support including stipends, scholarships, and free books, allowing them to pursue their studies without financial worries.

#### **8. Social Responsibility and Discipline:**

- The students participate in NSS activities and uphold high levels of discipline and respect toward their teachers, contributing to a positive and safe educational environment.

#### **9. Gender Inclusivity:**

- The institute also supports female students, including nuns (Anilas), ensuring gender equality in religious and academic spaces.

#### **10. Gurukula System of Education:**

- The Gurukula system of education, where students live and learn closely with their teachers, fosters a deep mentor-mentee relationship. This traditional system enhances both academic and spiritual growth, ensuring students receive personalized guidance and develop holistically.

### **Conclusion**

The Sikkim Government Institute of Higher Nyingma Studies excels in cultural preservation, inclusive education, spiritual development, and social responsibility. Its state support, Gurukula system, and focus on underprivileged students make it a unique and vital institution for nurturing the next generation of scholars and responsible citizens.

### **Institutional Weakness**

#### **1. Faculty and Staff Shortage:**

- The institute faces a shortage of regular faculty and technical support staff. While the number of students is relatively small, the need for qualified personnel is significant to ensure quality education and effective functioning. The staffing requirements may seem disproportionate but are essential for the institution's growth and sustainability.

## **2. Lack of Hostel and Residential Facilities:**

- The absence of a Girls' Hostel and residential units for both teaching and non-teaching staff is a major limitation. Female students are forced to stay in private accommodations, and staff members must commute from distant locations. Additionally, the existing Boys' Hostel has limited capacity, unable to accommodate the growing number of male students.

## **3. Insufficient Infrastructure:**

- The institute does not have basic facilities like a playground, indoor games hall, or a guest house. These are essential for both extracurricular activities and for hosting visitors or conducting special events, limiting the overall student experience and engagement.

## **4. Poor Road Access:**

- The approach road to the institute is in a poor condition, which makes commuting a daily challenge for students, faculty, and staff. This hampers the overall accessibility of the institute, especially during adverse weather conditions.

## **5. Lack of Counselling Services:**

- The institute currently lacks a counselling unit, which is critical for supporting the mental well-being of students, especially in an academic and spiritual environment. Providing counselling services could help students deal with stress, academic pressure, and personal challenges.

## **6. Limited Internet Connectivity:**

- Being located in a remote area, the institute does not have reliable internet connectivity. In today's digital age, this is a significant challenge, limiting access to online resources, research materials, and global communication for both students and faculty.

## **7. Security Concerns:**

- The institute lacks a proper gate, sometimes resulting in trespassing on the premises. This is a security concern, as proper access control is necessary to ensure the safety and integrity of the campus and its community.

## **Institutional Opportunity**

### **1. Infrastructure Development:**

- Upgrading Facilities: Investing in better infrastructure, such as hostels, a playground, a games

hall, and modern teaching tools, will improve the student experience and academic environment. Expanding residential facilities for both female students and faculty will reduce commuting challenges and enhance on-campus engagement.

## **2. Interdisciplinary Collaborations:**

- The institute can establish linkages with other institutions both nationally and internationally to facilitate interdisciplinary exchanges. By collaborating with universities, research centers, and cultural institutions, the institute can foster a cross-disciplinary approach to learning and research, enriching its academic offerings.

## **3. Research and Academic Excellence:**

- Through stronger academic collaborations and partnerships, the institute can establish itself as a hub for research in Buddhist studies, cultural preservation, and Sikkimese history. These linkages can lead to joint research projects, conferences, and workshops, promoting scholarly exchange and knowledge dissemination.

## **4. Enhanced Financial Support:**

- With targeted efforts, the institute can seek external funding from government grants, private donations, and partnerships with NGOs. This financial support can be used to develop state-of-the-art facilities, scholarships, and research programs that will benefit students and faculty alike.

## **5. Technological Integration:**

- Improving internet connectivity and adopting modern e-learning tools will enhance the academic experience and ensure that students and faculty stay abreast of the latest developments in their fields. Digital platforms can also foster virtual exchange programs and access to global resources, opening new avenues for learning.

## **6. Community and Cultural Engagement:**

- The institute can strengthen its role in community engagement by organizing more outreach programs, NSS activities, and cultural festivals. This will not only help students become more socially responsible but also contribute to the preservation and promotion of local traditions.

## **7. Student Support and Well-being:**

- Establishing a counseling unit would provide students with much-needed emotional and mental health support, helping them navigate the challenges of academic life and personal growth.

## **Institutional Challenge**

### **1. Preserving Cultural Heritage and Tradition**

The institute's primary responsibility is to preserve and propagate the cultural and spiritual heritage of Sikkim, particularly through the teachings of the Nyingma sect of Buddhism. However, the rapid pace of modernity poses a challenge to maintaining these traditions and ensuring their relevance to contemporary society.

### **2. Equipping Students for Sustainable Livelihoods**

While focusing on religious and cultural education, the institute faces the challenge of also preparing students with the necessary skills to secure meaningful employment. Balancing spiritual development with professional skills for a modern economy is a complex and ongoing challenge.

### **3. Limited Resources: Infrastructure, Manpower, and Finances**

The institute struggles with limited infrastructure, inadequate staffing, and financial constraints, which hamper its ability to fully realize its academic and cultural objectives. There is a need for significant investment in both physical infrastructure and human resources to support growth and innovation.

### **4. Striking a Balance Between Tradition and Modernity**

The core difficulty lies in balancing the age-old teachings of the Nyingma tradition with the demands of modern education systems. This challenge is compounded by limited autonomy and the constraints of available resources, making it difficult to innovate while remaining true to traditional values.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

### **Curricular Aspects**

Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) offers a 9-year integrated course, which includes:

1. Purva Madhyama I-II (Classes IX and X)
2. Uttar Madhyama I-II (Classes XI and XII)
3. Shastri I-III (Undergraduate level)
4. Acharya I-II (Postgraduate level)

Additionally, the Institute has a Selop Class (equivalent to Class VIII) that acts as a feeder for admission into Purva Madhyama I. This academic structure ensures a seamless progression from secondary education to



postgraduate studies, primarily focused on Buddhist philosophy, language, and cultural education.

SGIHNS is affiliated with Sampurnananda Sanskrit University, Varanasi, UP, which designs the curriculum for all levels from Purva Madhyama I onwards. The Institute adheres strictly to the guidelines and norms prescribed by the university in all academic matters. The curriculum is periodically reviewed and updated based on input from Study Board meetings involving the Principal and faculty members.

In recent years, the Institute has made notable changes to the curriculum:

- Environmental Studies was introduced as a compulsory subject at the Shastri I level, in line with national educational guidelines, promoting environmental awareness.

Additional English, previously an optional subject at the Shastri III level, was made compulsory since 2014 to enhance students' language skills and align with contemporary academic needs.

## **Teaching-learning and Evaluation**

### **Teaching, Learning And Evaluation**

The admission process at Sikkim Government Institute of Higher Nyingma Studies Sheda (SGIHNS) begins in January or February, at the start of the academic session. Students are admitted into various classes based on their prior academic qualifications and performance.

At the beginning of the session, teachers conduct introductory classes to bridge any knowledge gaps among students. These sessions also raise awareness about important topics such as environmental sustainability, the dangers of ragging, gender sensitivity, and other social issues.

Faculty members continuously assess the needs of the students, and remedial classes are arranged to provide additional support when necessary. Further measures to enhance the teaching-learning experience, such as educational tours, are also considered during these evaluations. In addition to regular classes, interactive sessions are held periodically to encourage student participation and deepen their understanding of the subjects.

The Institute fosters a personalized learning environment, where teachers are fully engaged with the students, focusing on both academic growth and holistic development. A comprehensive list of faculty members is provided in another section of the report.

This systematic approach to teaching, learning, and evaluation ensures that the academic and personal needs of students are met, creating an environment conducive to both traditional and modern learning methodologies.

## **Research, Innovations and Extension**

### **Research, Innovations And Extension**

At Sikkim Government Institute of Higher Nyingma Studies (SGIHNS), Sheda several faculty members are involved in research work, contributing to the academic development of the institution. Some faculty members have successfully completed their PhD research during this tenure, while others desire to pursue it. Their

scholarly activities include participating in seminars and delivering radio talks, which have enhanced the visibility and recognition of their academic contributions.

Faculty members have participated in various State, National, and International level seminars, workshops, and conferences, where they have shared their knowledge and research findings. Some of these engagements were through formal invitations. These experiences reflect the active involvement of the faculty in academic dialogues both within and beyond the state.

In terms of community outreach, the Institute, through its NSS unit, consistently organizes extension activities aimed at benefiting society. These include special camps in adopted village, cleanliness drives, health awareness initiatives, lectures, and public sensitization programs. Such programs not only contribute to community well-being but also instill a sense of social responsibility in the students.

By engaging in research, participating in academic forums, and conducting outreach activities, SGIHNS continues to foster a culture of learning, collaboration, and community service.

## **Infrastructure and Learning Resources**

### **1. Infrastructure And Learning Resources**

Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda offers adequate infrastructure to support its academic activities. The Institute has a sufficient number of classrooms for all classes, including two ICT rooms equipped with modern teaching aids. A conference hall with a basic sound system is also available for meetings and events. Recently, we have added a new Auditorium Hall with large seating capacity which is being used for conducting Workshops and seminars. The staff room is reasonably furnished with one water filter, but improvements such as a personal lockers and table chairs are required to enhance the facilities for faculty members.

The Institute campus is Wi-Fi and internet-enabled, providing essential connectivity for IQAC and administration staff. The library is well-stocked with a good collection of books, multiple volumes, unpublished manuscripts, and manuscripts. While there are no separate departmental libraries due to the relatively small size of the institution, the central library is accessible to all students and staff on all working days, supporting both academic and personal study needs.

In terms of digital infrastructure, the Institute is equipped with 30 desktop PCs, three printers, and four laptops for academic and administrative purposes, which contribute to the efficient functioning of the Institute.

A unique aspect of SGIHNS is its dress code. Monk and Nuns students, both boys and girls, follow a uniform, while non-monk girl students adhere to a separate dress code. Hostel residents are required to follow a strict religious routine, and to distinguish them from monks of other monasteries, they are provided with institutional ID cards and badges.

Although the campus lacks a formal health care centre, there is a functional infirmary available for minor health issues. For emergencies, students can access the nearby Sikkim Armed Police PHC. For more serious medical needs, students are transported to the main government hospital, located about 8-9 km away.

There are no housing facilities for teaching and non-teaching staff on campus. Staff members either reside in

government quarters approximately 12-14 km away or arrange private accommodation. Only the hostel warden and mess in-charge are provided with makeshift accommodations on campus.

## **Student Support and Progression**

### **Student Support And Progression**

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda provides students with all relevant information regarding rules, regulations, and syllabi through its Prospectus-cum-Admission Form booklet. This ensures transparency and clarity for incoming students regarding academic expectations and institutional guidelines.

The Institute follows a fixed syllabus format, giving students a limited range of optional subjects to choose from, such as Pali or Sanskrit, and Buddhist History or Buddhist Astrology. Despite the restricted academic choices, the Institute prioritizes quality education rooted in traditional values and Buddhist studies.

All students benefit from government stipends, which provide financial support throughout their studies. In addition, several students from Below Property Line (BPL) receive scholarships through centrally sponsored schemes administered by the state's Social Justice & Welfare Department, Government of Sikkim. This ensures that financial constraints do not hinder the educational progression of deserving students.

Although the Institute does not currently publish any magazines or periodicals, it actively encourages student participation in a variety of sports, games, and extracurricular activities. The emphasis on both academic and co-curricular engagement helps students develop holistically, nurturing both intellectual growth and physical well-being.

The Institute fosters a supportive environment where students receive not only academic instruction but also the necessary resources to progress both personally and professionally.

## **Governance, Leadership and Management**

### **Governance, Leadership, And Management**

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda operates under the governance of the Directorate of Higher Education (DHE), a branch of the Education Department (ED). The DHE oversees all critical decisions concerning the Institute's management, including budget allocation, staff recruitment (teaching and non-teaching), infrastructure development, and the implementation of student support and welfare schemes.

The Institute has established various internal committees to ensure the efficient day-to-day management of its activities. These include IQAC, Anti-Ragging Committee, Examination Committee (formed every three years), and the Project Monitoring Unit under the Rashtriya Uchchar Shiksha Abhiyan (RUSA). These committees, along with the faculty members, Administrative Officer-cum-D&DO, and other office staff, play a crucial role in monitoring the Institute's academic and administrative affairs.

The welfare of staff members is a priority at SGIHNS Sheda, with a range of benefits available to both teaching

and non-teaching personnel. These include General Provident Fund (GPF), NPS, medical leave, medical reimbursement, group insurance, and access to refundable/non-refundable loans from their GPF accounts. These measures ensure that employees are well-supported, contributing to a positive work environment.

Regarding financial transparency, the Institute undergoes regular external audits of its financial operations. Funds received from the University Grants Commission (UGC) under various schemes are audited by a private Chartered Accountant (CA), ensuring accountability and adherence to financial protocols.

This governance structure allows for effective management, creating an environment where academic excellence, staff welfare, and student support are prioritized for the holistic development of the Institute.

## **Institutional Values and Best Practices**

### **Best Practice 1: Gurukula System of Education**

The Gurukula system integrates traditional methods with modern academic practices, emphasizing personalized mentorship, spiritual growth, and community learning. In this system, students live closely with their teachers, fostering deep intellectual, ethical, and spiritual development. This holistic approach blends ancient wisdom with contemporary knowledge, enriching the educational experience.

Key practices include personalized mentorship, where faculty provide individualized guidance that strengthens teacher-student relationships and supports both academic progress and spiritual growth. Students engage in meditation and self-reflection alongside their curriculum, promoting balanced personal development. Informal interactions enhance community learning, reinforcing collaboration and mutual support. By integrating traditional teachings with modern practices, students receive a well-rounded education.

Evidence of success is seen in high student satisfaction, with many reporting that mentorship significantly impacts their academic and personal lives. Graduates excel academically and spiritually, demonstrating the effectiveness of this approach. Faculty emphasize the deep bonds formed with students, fostering trust and respect.

### **Best Practice 2: Promoting Inclusivity for Female Monks and Underprivileged Sections**

This initiative ensures equal educational access for female monks and students from underprivileged backgrounds, promoting gender equality and social equity. Historically, these groups have faced barriers to education. The institution integrates female monks into academic programs and provides financial aid and reservations for marginalized students, including stipends and hostel accommodations.

The success of these efforts is evident in increased enrollment and improved retention rates among female monks and underprivileged students. Positive feedback highlights the inclusive environment that supports their academic and spiritual growth.

To sustain these initiatives, ongoing government and private support for financial aid, scholarships, and accessible infrastructure is essential. Together, these practices reflect the institution's commitment to holistic and equitable education, fostering a nurturing environment for all students.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIKKIM GOVERNMENT INSTITUTE OF HIGHER NYINGMA STUDIES (SHEDA), PANGTHANG, TAKTSE, GANGTOK
Address	Pangthang, Taktse, Gangtok, East Sikkim
City	Gangtok
State	Sikkim
Pin	737103
Website	<a href="http://sihnssheda.org">sihnssheda.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Khenpo Sonam Bhutia	03592-280060	7001253491	-	sihnssheda@gmail.com
IQAC / CIQA coordinator	Pema Choden Rai	-	8881874666	-	jwangchuk35@gmail.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	

State	University name	Document
Uttar pradesh	Sampurnanand Sanskrit Vishwavidyalaya	<a href="#">View Document</a>
Uttar pradesh	Sampurnanand Sanskrit Vishwavidyalaya	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	10-05-2000	<a href="#">View Document</a>
12B of UGC	10-05-2000	<a href="#">View Document</a>

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				

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	Pangthang, Taktse, Gangtok, East Sikkim	Rural	2.06	2017.168

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	Shastri,Shastri Three Year Course B A,	36	Uttar Madhyama Two year course	English	50	31
UG	Integrated(UG),Purva Madhyama Two Year Course,	24	Eight Pass	English	50	48
UG	Integrated(UG),Uttar Madhyama Two Year Course,	24	Purva Madhyama Two Year Course	English	50	34
PG	Acharya,Acharya Two Year Course Bhut Bouddh Darshan,	24	Shastri Three Year Course B A	English	50	1

**Position Details of Faculty & Staff in the College**



**Self Study Report of SIKKIM GOVERNMENT INSTITUTE OF HIGHER NYINGMA STUDIES (SHEDA),  
PANGTHANG, TAKTSE, GANGTOK**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				21			
Recruited	0	0	0	0	0	0	0	0	18	3	0	21
Yet to Recruit	0				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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				19
Recruited	17	2	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	5	1	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	6	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	1	0	7
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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

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Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	109	0	0	0	109
	Female	4	0	0	0	4
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	1	0	0	0	1
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	114	130	165	156
	Female	5	5	10	9
	Others	0	0	0	0
OBC	Male	0	3	2	3
	Female	0	1	1	1
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	1	1	0
	Others	0	0	0	0
<b>Total</b>		<b>120</b>	<b>140</b>	<b>179</b>	<b>169</b>

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:

The Sikkim Government Institute of Higher Nyingma Studies, Sheda employs a unique multidisciplinary and interdisciplinary approach to education, blending traditional Buddhist teachings with contemporary academic disciplines. This approach enriches both the academic and personal development of its students, preparing them to engage meaningfully with the complexities of the modern world while staying connected to their spiritual and cultural roots.

**Multidisciplinary Approach** In a multidisciplinary framework, subjects are taught within their own disciplinary boundaries but introduced within a broader context. At Sheda, students study diverse subjects like Buddhist Philosophy, Nyingma Philosophy, Environmental Studies, Tibetan Language, Sanskrit, and English. Each subject retains its distinct focus while contributing to a holistic educational experience. For example, Buddhist Philosophy offers insights into ethics and the nature of the mind, while Environmental Studies addresses global issues like sustainability. English facilitates engagement with global communities, while Tibetan Language and Sanskrit preserve heritage and provide access to classical Buddhist texts. This multidisciplinary approach allows students to understand the interconnectedness of spiritual, cultural, and practical aspects of life, broadening their perspective on contemporary issues.

**Interdisciplinary Approach** Sheda's interdisciplinary approach goes beyond isolated study, encouraging the integration of knowledge from multiple fields to address real-world challenges. This approach fosters critical thinking and creativity, enabling students to apply their learning in innovative ways. For instance, Buddhist Astrology and Environmental Studies can be linked to explore how Buddhist principles of interconnectedness inform sustainable living. The integration of Nyingma Philosophy and Psychology allows students to explore the connections between ancient wisdom and modern mental health, providing insights into ethical living and personal well-being. Additionally, combining Religious History with Language Studies facilitates comparative studies of global religious traditions and the influence of Buddhism across cultures.

**Benefits for Students and Society** Sheda's approach offers several key benefits:

**Holistic Development:** Students develop intellectually, spiritually, and socially, gaining both

	<p>academic knowledge and ethical maturity. Critical Thinking: The interdisciplinary model encourages students to critically analyze how different fields intersect, leading to nuanced perspectives on contemporary challenges. Global Perspective with Cultural Roots: Students are equipped to navigate global issues while respecting their cultural and spiritual heritage. Societal Contribution: By integrating subjects like Buddhist Philosophy and Environmental Studies, students are empowered to become leaders in areas such as sustainability and ethics. In sum, Sheda's curriculum cultivates well-rounded individuals who are prepared to address global challenges with both practical knowledge and deep spiritual insight</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Till date we have not been able to implement Academic Bank of Credits in our Institution as our parent university does not have this facility.</p>
<p>3. Skill development:</p>	<p>The Sikkim Government Institute of Higher Nyingma Studies (Sheda) offers a unique educational approach that blends academic learning with practical skill development, fostering a holistic education. Students acquire not only intellectual knowledge but also a diverse set of artistic, spiritual, leadership, and interpersonal skills that prepare them for both personal growth and community service. Artistic and Creative Skills Creating Mandalas and other buddhist artistic expressions require creativity, patience, and attention to detail. Students develop fine motor skills, spatial awareness, and artistic creativity while expressing complex Buddhist concepts visually. The process also cultivates focus, symbolic thinking, and meditative practice. Similarly, the preparation of Tormas(Ritual Cake) involves both culinary artistry and ritual knowledge. Students learn to design and decorate these ritual cakes, deepening their understanding of Buddhist traditions and enhancing their attention to cultural details. Ritual and Performance Skills Playing traditional musical instruments such as the gyaling, dhungchen, kangling, rolmo and nga is essential in Buddhist rituals. Students develop musical proficiency, rhythm, and an understanding of sound's role in creating a sacred atmosphere. Similarly, ritual dances are not just physical performances but spiritual expressions. Through learning these dances, students improve their physical coordination, mindfulness,</p>

and storytelling through movement, while communicating spiritual teachings non-verbally. Leadership and Instructional Skills Mastering these rituals prepares students to take on leadership roles in spiritual settings. Whether leading meditation sessions or performing ceremonies, they develop public speaking, emotional intelligence, and the ability to inspire others. Students also gain teaching skills by conveying Buddhist philosophy and rituals to others, integrating theory with practice. These abilities are essential for roles as mentors or community educators. Cultural and Interpersonal Skills Studying traditional Tibetan Buddhist rituals helps students preserve and transmit their cultural heritage. They develop cultural literacy, intercultural communication, and an appreciation for cultural diversity. Additionally, many rituals involve group participation, fostering skills in teamwork, cooperation, and conflict resolution, all critical for effective community leadership. Personal Development and Spiritual Skills The repetitive nature of rituals, such as Mandala creation or playing instruments, enhances mindfulness, concentration, and emotional resilience. These practices help students cultivate self-awareness and adaptability, essential for their spiritual and personal growth. The impermanence of rituals also teaches the importance of accepting change and remaining equanimous in the face of challenges. Practical and Organizational Skills Organizing rituals and events requires practical skills in event planning, logistics, and resource management. These competencies are transferable to various roles in community building, organizational leadership, and project management. In summary, Sheda's emphasis on skill development provides students with the tools to lead, teach, and serve their communities, while preserving their cultural heritage and deepening their spiritual practice.

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

The integration of the Indian Knowledge System at the Sikkim Government Institute of Higher Nyingma Studies (Sheda) through the combination of Tibetan as the primary medium of instruction and Sanskrit as a mandatory subject offers a balanced approach to education, blending Tibetan Buddhist traditions with India's rich philosophical and intellectual heritage. Here's how this integration is beneficial: 1. Enhancing Philosophical Depth Tibetan as the Core

Language: As the primary language of instruction, Tibetan preserves the authenticity of Nyingma Buddhist teachings and philosophy. Sanskrit as a Subject: Sanskrit opens the door to India's classical Buddhist texts, enriching students' understanding of key concepts like emptiness (śūnyatā) and dependent origination (pratītyasamutpāda), originally articulated in Indian philosophy. 2. Bridging Tibetan and Indian Thought Students can explore the philosophical roots of Tibetan Buddhism in Indian Buddhist tradition, enhancing their understanding of how Indian ideas evolved and were adapted in Tibet. Sanskrit helps them access original Indian texts, fostering deeper connections between the two traditions. 3. Supporting Research and Scholarly Growth Cross-Cultural Research: Proficiency in both Tibetan and Sanskrit enables students to engage with a broader range of texts, making them capable of contributing to the global academic community by bridging the gap between Tibetan and Indian Buddhist scholarship. 4. Cognitive and Analytical Development The study of both Tibetan and Sanskrit strengthens cognitive abilities, such as analytical thinking and memory, which are essential for interpreting complex philosophical and spiritual concepts within both traditions. 5. Cultural and Global Impact By understanding the Indian Knowledge System through Sanskrit, students gain insights into the foundational Indian philosophical systems that influenced Buddhism, helping them engage in interfaith dialogue and global Buddhist scholarship. 6. Career and Leadership Opportunities Graduates will be well-prepared to teach, lead, and contribute to Buddhist communities both locally and globally, serving as cultural ambassadors who preserve and share the wisdom of both Tibetan and Indian traditions. In summary, the integration of the Indian Knowledge System through Sanskrit as a subject alongside Tibetan instruction ensures a comprehensive education that not only preserves Tibetan Buddhist traditions but also provides a deep, cross-cultural understanding of Indian Buddhist philosophy, enriching students' academic and spiritual journeys.

5. Focus on Outcome based education (OBE):

In the context of Outcome-Based Education (OBE), the programme is designed to ensure that students achieve the following measurable outcomes: 1.



	<p>Demonstrate in-depth understanding of the different Schools of Buddhism. By the end of the course, students will be able to analyze, compare, and discuss the key teachings, practices, and historical evolution of various Buddhist traditions. 2. Achieve proficiency in multiple languages—Tibetan, Bhutia, Sanskrit, and English. Students will be able to read, interpret, and translate Buddhist texts in these languages, enhancing their ability to engage in scholarly and interfaith discourse. These outcomes will be assessed through a combination of examinations, language proficiency tests, oral examinations, and presentations, ensuring that students not only acquire knowledge but can effectively apply it in academic and practical contexts.</p>
<p>6. Distance education/online education:</p>	<p>During the COVID-19 pandemic, SGIHNS swiftly adapted to the challenges posed by physical distancing by fully embracing online education. In response to the situation, all regular classes were transitioned to online platforms, ensuring that students could continue their studies without interruption. The shift to digital learning was complemented by a strong emphasis on self-directed learning, with students encouraged to explore and utilize various online educational resources such as SWAYAM, NPTEL, and MOOCs. These platforms offered a wide range of courses and materials, allowing students to expand their knowledge and skills beyond the prescribed curriculum and gain exposure to interdisciplinary subjects. In addition to students, faculty members at SGIHNS were also encouraged to enhance their teaching methodologies through online professional development. The faculty regularly participated in webinars, Faculty Development Programs (FDPs), and online training sessions, which helped them stay up-to-date with the latest pedagogical strategies, digital tools, and subject-specific developments. These programs were designed to improve teaching effectiveness, foster digital fluency, and adapt to the evolving needs of online and distance learning. The adoption of distance education during this period not only ensured academic continuity but also reinforced the institution's commitment to fostering lifelong learning, self-motivation, and digital literacy among both students and faculty. This approach has helped cultivate a resilient learning environment that</p>

continues to thrive even in non-traditional settings, preparing students and faculty for future challenges in the digital age.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC organised an awareness camp for the students of the institution during the Sikkim General Election 2024.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	No

## Extended Profile

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### 1 Program

#### 1.1

Number of programmes during the last five years (Without repeat count):

??????? ?????? ??????? ?????????????? ??????? (???????????????????? ?????):

Response: 04

#### 1.2

Number of courses during the last five years (Without repeat count):

??????? ?????? ??????? ?????????????? ??????? (???????????????????? ?????):

Response: 09

### 2 Students

#### 2.1

Number of students year wise during the last five years

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

2023-24	2022-23	2021-22	2020-21	2019-20
120	140	179	169	191

#### 2.2

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

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

2023-24	2022-23	2021-22	2020-21	2019-20
42	80	73	69	81

### 3 Teachers

#### 3.1



## 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:

At Sikkim Government Institute of Higher Nyingma Studies, Sheda, we ensure that the curriculum is delivered effectively through a well-organized and thoroughly documented process. Our approach is designed to maintain consistency, quality, and a structured learning environment, benefiting students in their academic journey. Key elements of this process include:

#### 1. Carefully Planned Lessons and Activities

The curriculum is delivered in alignment with the academic calendar, with each lesson and activity planned meticulously. Teachers follow:

- Structured syllabi that outline the objectives, topics, and learning outcomes for each course.
- Teaching resources including textbooks, multimedia tools, and traditional Nyingma texts, ensuring that students have comprehensive learning materials.
- Timely lesson plans that help maintain a smooth flow of learning and ensure the completion of the curriculum within the academic term.

#### 2. Regular Assessments and Feedback

To monitor student progress and ensure that learning outcomes are achieved, the institution conducts regular assessments. These assessments include:

- Written exams, oral tests, and practical assignments that gauge student understanding and application of knowledge.
- Feedback sessions that allow students to discuss their performance, clarify doubts, and receive guidance on areas for improvement.

#### 3. Systematic Documentation of Academic Processes

All academic processes are systematically documented, ensuring:

- Transparency in syllabus development, lesson planning, and assessment methods.
- Consistency in the delivery of the curriculum across various courses and departments.

- Quality assurance through documentation that allows for periodic reviews and improvements.

#### 4. Integration of Traditional and Modern Educational Practices

The curriculum at SGIHNS Sheda blends traditional Nyingma teachings with modern educational practices. This combination ensures that students receive:

- A deep understanding of philosophical, scriptural, and cultural studies rooted in the Nyingma tradition.
- The skills and knowledge required to navigate contemporary academic and professional environments.

#### Conclusion

At SGIHNS Sheda, our organized and documented approach to curriculum delivery ensures that students receive a comprehensive, structured learning experience. This system integrates rigorous traditional teachings with modern pedagogical practices, providing students with the tools to excel both academically and personally.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

##### 1.1.2

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

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

##### Response:

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda rigorously adheres to the academic calendar set by the Directorate of Higher Education, Government of Sikkim, Sampurnananda Sanskrit University, Varanasi, and Nyingma religious customs. This calendar comprehensively outlines the key academic activities, including teaching schedules, examinations, holidays, and religious rituals, ensuring a balanced and organized academic year.

#### Key Features of the Academic Calendar and CIE Process:

##### 1. Alignment with Academic and Religious Calendars

The institution follows a structured academic calendar that integrates both academic requirements and Nyingma religious customs. This ensures a holistic learning experience, where students can engage with both academic and spiritual practices.

## 2. Regular Assessments for Continuous Internal Evaluation (CIE)

To assess student progress and maintain consistent academic performance, SGIHNS Sheda conducts a range of assessments throughout the academic year, as specified in the academic calendar:

- **Class Tests** to evaluate students' understanding of regularly taught material.
- **Oral Recitations** of Indian Roots Texts to test students' comprehension and oral communication skills, a key aspect of the institution's pedagogical approach.
- **Assignments, Quizzes, and Presentations** that encourage deeper engagement with course content and foster critical thinking.
- **Preparatory and Semester Examinations** for Acharyas, held in July or August, to evaluate comprehensive knowledge and skills.

## 3. Timely Feedback and Tracking of Progress

The academic calendar allows for the timely scheduling of assessments and examinations, ensuring that feedback is provided promptly. This allows students to track their progress and make improvements well before the final exams, contributing to a more effective learning experience.

## 4. Clear Communication with Faculty and Students

The academic calendar is shared well in advance with both faculty and students, ensuring that everyone is informed about the key dates, deadlines, and expectations. This transparency helps in better planning, timely submission of assignments, and preparation for exams.

## 5. Structured and Smooth Learning Process

By following the academic calendar, the institution ensures that all academic and administrative processes are well-organized and efficient, supporting both faculty and students in maintaining a balanced and productive academic year. The clear framework also ensures that assessments are fair, timely, and aligned with the learning outcomes.

## Conclusion

At SGIHNS Sheda, the strict adherence to the academic calendar, combined with regular assessments and timely feedback, ensures an organized, transparent, and effective teaching-learning process. This structured approach not only fosters academic excellence but also supports the holistic development of students within a spiritual and academic framework.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 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

?????? ?????? ??????? ?????????? ?????????? ?? ??????????????  
 ?? ?????????????????????????? ? ??????????? ???? ???????????/ ??? ?  
 ?????????????? ?????????????????????? ?????????????????? ??????? –

1. ?? ??????????????????/ ??????????????????
2. ???????/??? ??????????????????????????
3. ??/ ??/ ?? ??????????????????????
4. ?? ??????????????????/?????????????????????????

**Response:** 4. Any 1 of the above ?. ??? ???? ?????????????? ????????? ???

File Description	Document
Institutional data prescript format as per Data Template	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

**1.1.4**

*Courses taught leading to blending of Sanskrit Knowledge Tradition with Modern Knowledge System having Simple Standard Sanskrit text/Reference books.*

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

**Response:**

At the Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda, we offer a curriculum that masterfully blends Sanskrit Knowledge Tradition with Modern Knowledge Systems, providing students with a robust educational framework that spans from foundational to advanced levels. This curriculum is designed to meet the needs of our students, many of whom come from a monastic background rooted in Classical Tibetan traditions, and aims to build both linguistic proficiency and a deep understanding of philosophical concepts.

**Foundational Approach to Sanskrit Learning:**



### 1. Junior Classes: Building the Language Foundation

In the early stages of study, we focus on the fundamentals of the Sanskrit language to ensure a strong foundation for further learning.

- Pathmala, a basic Sanskrit primer, is introduced to help students grasp the alphabet, consonants, vowels, and basic sentence structures.
- This foundational approach ensures that students from diverse backgrounds, particularly those with minimal exposure to classical languages, are equipped with the language skills necessary for more advanced study.

### 2. Advanced Classes: In-depth Study of Texts

As students progress to the senior classes, they engage with more complex Sanskrit texts that deepen their understanding of Buddhist philosophy and other key academic areas.

- Texts such as Buddhacharita, Aryabhadra Caryā, Prāṇi Dana Rāja, and the Heart Sūtra are studied, exploring profound Buddhist teachings, ethical practices, and spiritual concepts.
- These texts, which also incorporate elements of modern philosophical terminology, challenge students to interpret classical wisdom through a contemporary lens, making it relevant to modern academic and philosophical discussions.

### 3. Blending Traditional and Modern Perspectives

We ensure that students not only understand the traditional Sanskrit texts but also acquire the modern philosophical vocabulary that bridges the ancient with the present.

- By introducing modern terminology, we enable students to participate in global philosophical discussions and engage with contemporary issues, such as ethics in science, environmental responsibility, and social justice, using the rich context of Sanskrit teachings.
- This holistic approach ensures that students can apply classical Sanskrit knowledge to modern contexts, thereby enhancing their ability to engage with both traditional and contemporary discourse.

## Conclusion: Holistic Education for Contemporary Relevance

Through a carefully designed curriculum that blends Sanskrit Knowledge Tradition with Modern Knowledge Systems, SGIHNS Sheda prepares students to appreciate the depth and richness of ancient wisdom while also equipping them with the tools to address contemporary challenges. This approach not only strengthens their linguistic and philosophical grounding but also fosters critical thinking, allowing them to apply their knowledge meaningfully in both traditional and modern contexts.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

*Percentage of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented (Latest Completed academic year)*

??/ ???  
?? (?????? ?????????????????????????????????)

**Response:** 50

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

??/ ???  
??

**Response:** 2

1.2.1.2 Number of programs offered during the latest completed academic year. ??????

??

**Response:** 4

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.2.2

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

??  
??

**Response:** 2

File Description	Document
List of Add on /Certificate programs (Data Template )	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.3**

*Percentage of students enrolled in Add-on/Certificate programs as against the total number of students during the last five years*

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

**Response:** 7.51

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	60	0	0	0

File Description	Document
Institutional data prescript format as per Data Template	<a href="#">View Document</a>
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.4**

*Number of employment generating Add-on/ value added courses including skill oriented vocational courses introduced during the last five years.*

???????? ?????? ??????? ?????????????????? ?????????????????????????????????????? ?????????????????? ??????????????????-?????????/ ?????????????????????????????????? ??????????

**Response:** 0

File Description	Document
Brochure or any other document relating to employment generating Add-on/ value added Courses.	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.2.5

*Percentage of students pursuing such courses specified in 1.2.4 during the last five years.*

?????? ???? ???? ?..? ?????????? ????????????? ????????????? ?????????????  
????????? ?????????? ???????

**Response: 0**

1.2.5.1 Number of students pursuing employment generating Add-on/ value added courses specified in 1.2.4 year-wise during the last five years ?????? ?????? ?????? ?..? ?????????? ????????????? ?????????????-????????/???????????????????????????????? ?????????? ?????????? ?????????? ??????????

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
List of students pursuing employment generating Add-on/ value added Courses specified in 1.2.4	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

*Institution integrates cross cutting issues as reflected in Sanskrit literature relevant to contemporary issues including Gender, Environment and Sustainability, Human Values and Professional Ethics and traditional system of shastric learning into the Curriculum*

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

## Response:

Integrating cross-cutting issues reflected in Sanskrit literature like Gender, Environment and Sustainability, Human Values, Professional Ethics, and traditional Shastric learning into the curriculum can enrich students' understanding of contemporary challenges. We have taken the following steps to incorporate these issues:

**1. Gender:** We have a Gender Sensitization Unit which works to promote gender equality and create an inclusive environment within the institution. It provides support through counseling and conflict resolution for gender-related issues, enforces anti-harassment measures, and creates safe, gender-neutral spaces. Hence, it promotes respect for all genders, fostering a safe and respectful environment for everyone.

**2. Environment and Sustainability:** The students of our Institute have to mandatorily study a paper on Environmental Studies in Shastri First year. It is an interdisciplinary subject that explores the complex relationship between humans and the environment, addressing global challenges such as climate change, pollution, resource depletion, and biodiversity loss. It combines scientific, social, economic, and policy perspectives to understand environmental issues and promote sustainable solutions. Topics include ecology, renewable energy, waste management, conservation, environmental law, and sustainable development. The subject fosters critical thinking, environmental literacy, and ethical responsibility, preparing students for their careers while empowering them to contribute to a more sustainable and environmentally conscious future.

### 3. Human Values and Professional Ethics

The institution places a strong emphasis on Human Values and Professional Ethics, drawing from the core teachings of Buddhism. Buddha's 84,000 teachings, which are encapsulated in the Tripitaka, focus on cultivating ethics, compassion, and wisdom. These teachings, along with the extensive commentaries by revered Indian masters like Nagarjuna, Aryadeva, Asanga, Vasubandhu, Dignaga, Dharmakirti, Gunaprabha, Shantarakshita, Guru Padmasambhava, and Tibetan masters like Longchen Rabjam, Rongzom Pandita, Mipham Rinpoche and many others, form the foundation of our ethical and moral framework. As a Buddhist learning center, our institution actively examines, discusses, and practices these values in daily life, ensuring that our students not only learn but embody these principles.

### 4. Traditional Shastric Learning

Our curriculum integrates these profound themes, providing a holistic education that links ancient wisdom with contemporary societal challenges. Almost all the courses at the institute are rooted in traditional Shastric studies and the intricate Tantras as expounded by enlightened Buddhist masters of the past. This approach enables our students to deeply engage with the philosophical richness of Buddhist teachings while also applying these timeless principles to modern-day contexts.

File Description	Document
The list of courses where the above topics are included	<a href="#">View Document</a>
A description of courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics, traditional system of shastric learning	<a href="#">View Document</a>

### 1.3.2

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

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

**Response:** 11.11

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship during last five years : ??????? ?????? ??????? ??????????????/ ??????????????/ ?????????????????????? ?????????????????????? ?????????????????????? ?????????????????? ?????????? –

**Response:** 01

1.3.2.2 Number of courses across all programs (without repeat count): ??????? ?????????????? ?????????????? ?????????????? ??????? (????????????????????? ?????) -

**Response:** 09

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Percentage of courses that include experiential learning through project work/field work/internship (Data Template)	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>

### 1.3.3

*Percentage of students undertaking field projects/ internship/ training programme/ summer assignment etc. (Latest completed academic year data)*



File Description	Document
Institutional data prescript format as per Data Template	<a href="#">View Document</a>
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2**

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

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

**Response:** C. Feedback collected and analysed. 3. ?????????????? ??????????, ?????????? ?

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data prescript format as per Data Template	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### *Enrolment percentage*

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

**Response:** 38.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
65	47	85	83	96

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

2023-24	2022-23	2021-22	2020-21	2019-20
200	200	200	200	200

#### **File Description**

#### **Document**

Institutional data in prescribed format

[View Document](#)

#### 2.1.2

##### *Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, EWS etc.) as per applicable reservation policy during the last five years*

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

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

**Response:** 39.79

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

2023-24	2022-23	2021-22	2020-21	2019-20
64	47	84	83	96

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

2023-24	2022-23	2021-22	2020-21	2019-20
188	188	188	188	188

File Description	Document
Average percentage of seats filled against seats reserved (Institutional data as per Data Template)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

*The institution assesses the learning levels of the students, after admission and organises special programmes (including Tour programs/ Gurukulas/ spoken Sanskrit shibirams/ camps/ workshops/ Science Appreciation/ Program of Karmakanda/ Communication (Oral and written) workshops/ Cultural musuem visits and manuscript liabraries/ summer schools etc.) for advanced learners and slow learners.*

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**Response:**

Our institution is deeply committed to maintaining a balance between advanced learners and those who require additional support, consistently encouraging all students to strive for higher learning goals. This commitment is reflected in our inclusive approach, ensuring that every student has the opportunity to excel, regardless of their starting point.

**Key Features of Our Educational Approach:**

### **Holistic and Immersive Learning**

The Higher Education Department organizes annual educational tours, providing students with the opportunity to explore diverse learning environments alongside peers from other colleges. This exposure broadens their academic and cultural horizons, fostering a deeper understanding of the subjects they study. Our teaching methodology is inspired by the esteemed Nalanda tradition and the ancient Gurukul system, emphasizing not only intellectual growth but also personal development through a holistic, immersive learning experience.

### **Promotion of Sanskrit Language**

Sanskrit educators encourage students to engage with both spoken and written Sanskrit. While the classical Tibetan Buddhist environment prevalent in our institution may limit widespread practice of the language, these efforts are crucial in preserving and revitalizing a vital cultural and academic tradition.

### **National Service Scheme (NSS) Initiatives**

The NSS Unit plays a key role in promoting community service and personal growth. Through special camps held annually, students are encouraged to participate in activities that foster social responsibility, leadership, and community engagement. These camps are central to developing well-rounded individuals who are equipped to make meaningful contributions to society.

### **Workshops on Academic Growth**

In alignment with our commitment to continuous learning, the Internal Quality Assurance Cell (IQAC) recently organized a workshop on Research Methodology and Publication from September 23 to 26, 2024. This workshop focused on essential academic skills, providing students and faculty members with the tools they need to pursue scholarly research and contribute to the academic community.

### **Karmakanda Programmes and Ritual Practices**

We uphold a rigorous Karmakanda programme, conducting daily rituals at 7:45 AM (Solkha) and 3:30 PM (Khaden), as well as twice-monthly Puja rituals (Tshechu and Nyernga) in accordance with Nyingma Buddhist traditions. These practices are an integral part of our spiritual and cultural ethos, fostering discipline, mindfulness, and reverence. Additionally, the celebration of sacred festivals plays a vital role in nurturing a cohesive, vibrant community, further strengthening our cultural identity.

### **Special Classes for Newly Admitted Students**

Newly admitted students undergo a preparatory year in a special class, termed **Selop**, before progressing to the Purva Madhyama First programme. These classes help students familiarize themselves with the academic curriculum and adjust to the institute's environment. Students who have completed class seven in Monastic Schools or regular schools are eligible for admission to this class. However, the evaluation process of these classes are done internally, and as such, marksheets are not issued by the parent university.

### **Conclusion**

In conclusion, our institution's approach to education blends modern educational practices with deep-rooted traditions, creating a comprehensive framework that promotes both intellectual and personal growth. Our commitment to academic rigor, cultural preservation, and community service ensures that students are well-equipped to contribute meaningfully to society, becoming responsible and enlightened individuals.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

<p><b>2.2.2</b></p> <p><i>Student - Full time teacher ratio (Data for the latest completed academic year)</i></p> <p>????????? ?????????????????????? ? ??????? (????? ?????????????????????? ??????????)</p> <p><b>Response:</b> 9.23</p>	
File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3 Teaching- Learning Process

<p><b>2.3.1</b></p> <p><i>Student centric methods, such as experiential learning, participative learning and learning through dialogue mode and use of hermeneutics in the teaching of knowledge texts and Kavyas, problem solving methodologies are used for enhancing learning experiences</i></p> <p>????????????? ??????, ?????? ??????, ?????????????? ??????</p> <p>????????? ??????????????????????, ?????????????? ?????????, ?????????????? ?????????? ? ??????</p> <p>????????????????????????? ?????????????????????????????????????? ? ??????????????????????????????????</p> <p>?????????????????</p> <p><b>Response:</b></p> <p>The institution is dedicated to fostering a student-centered learning environment, where students are actively engaged in experiential learning and collaborative activities. By moving beyond traditional lectures and theoretical knowledge, this approach encourages students to connect more deeply with their studies and develop critical skills such as problem-solving, creativity, and communication—key components for personal and professional growth.</p> <p><b>Key Aspects of Experiential Learning and Student Engagement</b></p> <p>1. Real-Life Activities and Engagement</p> <p>Students are encouraged to participate in a variety of real-life activities, such as seminars, workshops, and practical exercise courses such as Solkha, Khaden, Tsechu and Nyernga. These activities allow students to apply classroom knowledge in dynamic, real-world contexts, enabling a deeper understanding of the material. For example, the Nyingma Philosophy Department recently organized a student-led talk series where students discussed aspects of Nyingma</p>
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philosophy. These talks provided an opportunity for students to practice public speaking and engage in intellectual discourse, reinforcing both their academic and communication skills.

## 2. Collaborative Learning through Discussions and Debates

The National Service Scheme (NSS) Unit actively promotes debates and group discussions, where students engage with contemporary issues in a collaborative and critical manner. These platforms foster critical thinking and encourage students to engage with diverse perspectives while developing solutions to academic and societal challenges. A recent NSS-organized debate allowed students to improve their reasoning abilities and communication skills, while fostering a sense of social responsibility.

## 3. Encouraging Inquiry and Creativity

Instructors consistently create an environment that encourages students to ask questions, voice doubts, and engage actively with the material. This open-door policy ensures that students feel confident in expressing their curiosities and exploring deeper aspects of their subjects. In addition, instructors encourage students to demonstrate their understanding in creative ways. For instance, during the World Environment Day celebrations, students expressed their thoughts on environmental issues through poems, essays, and paintings. This allowed students to connect emotionally and intellectually with the subject matter while showcasing their creative talents.

## Benefits of Experiential and Participatory Learning

These activities provide students with opportunities to:

- **Deepen their understanding:** Through hands-on learning, students gain a more comprehensive understanding of complex academic concepts.
- **Develop critical thinking and problem-solving skills:** Engaging in debates, group discussions, and creative assignments helps students analyze multiple viewpoints and approach problems with a solution-oriented mindset.
- **Enhance creativity and communication skills:** Whether through creative writing, public speaking, or visual arts, students develop the ability to express themselves clearly and creatively in diverse formats.
- **Foster collaboration and teamwork:** Collaborative activities such as debates and group discussions teach students to work effectively as a team, honing negotiation, leadership, and collaboration skills.

## Conclusion

By integrating experiential learning and collaborative methods into the curriculum, the institution creates an enriching educational environment that equips students with both academic knowledge and essential life skills. This approach ensures that learning is not limited to the acquisition of facts but extends to the development of the critical thinking, creativity, and communication skills necessary for success in the modern world. Ultimately, the institution's commitment to student-centered education prepares students to think independently, collaborate effectively, and contribute meaningfully to society.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

#### *Teachers use ICT enabled tools for effective teaching-learning process*

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#### **Response:**

At our institution, ICT-enabled tools play a central role in facilitating an effective teaching-learning process. The integration of Information and Communication Technology (ICT) enhances both teaching methods and student engagement, ensuring that learning is more dynamic, interactive, and accessible. Teachers use a variety of ICT tools to create an enriched and engaging environment that supports students' academic growth.

#### **Key Ways ICT is Used in Teaching-Learning:**

##### **1. Virtual Learning Platforms**

During the pandemic, the institution swiftly adopted online platforms like Google Meet and Zoom to conduct live, interactive classes. These platforms continue to be an integral part of our teaching approach, allowing teachers to conduct real-time lectures, engage in discussions, and answer questions instantly. Through screen sharing and the use of digital whiteboards, teachers can present content dynamically, making lessons more engaging.

##### **2. ICT-Enabled Classrooms**

We have two ICT-enabled classrooms, equipped with whiteboards, computers, and internet, where teachers take turns utilizing the technology for more interactive lessons. These classrooms allow teachers to incorporate multimedia presentations, videos, and interactive learning tools, enhancing the overall learning experience. The use of these classrooms enables students to engage more actively with the material, as they can see visual demonstrations, participate in live activities, and interact with the content in a more hands-on way.

##### **3. Projectors for Visual Learning**

We have a portable projector, which is used by teachers to display slides and educational videos. These visual aids cater to different learning styles and help simplify complex concepts.

##### **4. E-Learning Resources**

The use of e-books, online journals, and digital libraries has expanded access to resources, enabling students to explore a wider range of materials beyond traditional textbooks. Teachers encourage students to use these resources via their smartphones, to conduct independent research,

access scholarly articles, and engage in self-directed learning.

## Conclusion

The use of ICT-enabled tools significantly enhances the teaching-learning process at our institution. Through online platforms, ICT-equipped classrooms, and the use of multimedia tools, teachers can make lessons more engaging, interactive, and accessible to all students. These technologies not only improve students' understanding of the material but also promote active learning, creativity, and collaboration. By integrating ICT tools into the educational experience, we ensure that our students are prepared for a digital world and equipped with the skills necessary for academic and professional success.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

### 2.3.3

*Ratio of students mentored for academic and other related issues (Data to be provided only for the latest completed academic year)*

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**Response:** 5.71

2.3.3.1 *Number of mentors.* ????????????????? ????????

Response: 21

File Description	Document
Upload year-wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
Mentor/Mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning the mentors to mentees	<a href="#">View Document</a>

### 2.3.4

*Institution encourages the Grurukula method of teaching/ Pathashalas/ Traditional Oriental Learning*

***System (TOLS)/ Gurukula/ Shastrapeethas/ Interdisciplinary Research on Sanskrit and Sanskrit knowledge system.***

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**Response:**

Our institution rigorously follows the Gurukula method, a traditional system of learning where students live alongside their teachers in a residential setting. This approach fosters close interaction, mutual respect, and personalized attention. In the Gurukula system, learning is not confined to the classroom; it extends into daily life, with students immersed in an environment that encourages holistic development. This method promotes a deep connection between teacher and student, ensuring that knowledge is imparted not just through lectures but through constant dialogue, observation, and shared experiences, much like the practices observed in monastic institutions.

In addition to the Gurukula system, our institution also embraces the concept of Pathashalas, informal learning environments where students engage with various subjects in a more relaxed and open setting. These spaces encourage free exchange of ideas and foster a spirit of curiosity and inquiry. Unlike formal classrooms, Pathashalas allow for spontaneous discussions, practical learning, and a more flexible approach to knowledge, offering students the opportunity to explore subjects in a less structured but deeply immersive manner.

Furthermore, our institution upholds the Traditional Oriental Learning System (TOLS), a framework that emphasizes ancient wisdom and knowledge, including scriptures, classical texts, and spiritual teachings. Through this system, we continue to preserve and impart knowledge rooted in traditional wisdom passed down through generations. This system is particularly focused on deepening students' understanding of sacred texts and philosophical teachings, including those from the Nalanda tradition. This ancient tradition of learning is a cornerstone of our educational philosophy, providing students with a thorough grounding in the timeless principles of knowledge, ethics, and spirituality.

By combining the Gurukula method, the Pathashala environment, and the Traditional Oriental Learning System, our institution creates a unique and enriching educational experience. Students are not only taught academic subjects but are also guided through a process of personal growth, spiritual development, and cultural enrichment. This approach ensures that the knowledge imparted is not merely intellectual but also deeply transformative, preparing students to be thoughtful, responsible, and enlightened individuals in society.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Link for additional Information	<a href="#">View Document</a>





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**Response: 95**

2.4.1.1 Number of sanctioned posts for last five years: ?????????? ?????????? ?????????? ?????????????????? ?????????  
 ?????????? -

Response: 20

File Description	Document
Year-wise full time teachers and sanctioned posts for 5 years (Institutional Data as per data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2

***Percentage of full time teachers with Ph.D/ D.Lit. during the last five years***

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**Response: 47.37**

2.4.2.1 Number of full time teachers with Ph.D/ D.Lit. during the last five years ?????????? ?????????  
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Response: 9

File Description	Document
List of number of full time teachers with PhD/D.Lit. and number of full time teachers for 5 years ( Institutional data as per data Template)	<a href="#">View Document</a>

### 2.4.3

***Average teaching experience of full time teachers in the same institution (Data to be provided only for the latest completed academic year, in number of years)***

????????????????????????????????????? ?????????? ?????????????? ?????????????????????????? ?????????????? (??????  
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**Response: 4.84**

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

Response: 92

File Description	Document
List of Teachers including their designation, department and experience details (Data Template as of 2.4.1)	<a href="#">View Document</a>

#### 2.4.4

*Systems adopted to recharge academically and rejuvenate teachers (e.g. learning with traditional Gurus, providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences, vakyartha-Sabhas, Shastrartha-Sabha, Shastra-Pareeksha, Shastra-spardha/Sanskrita-Kavi-Samavaya (Sanskrit Poets' Meet) etc.)*

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**Response:**

As one of the unique centres of learning in the state, we prioritize maintaining the uninterrupted lineage of traditional teachings by consistently encouraging our teachers to seek guidance from knowledgeable, experienced, and root gurus. This practice is central to our academic culture, ensuring that the wisdom and teachings passed down through generations remain intact and continue to shape our educational framework. By connecting with experienced mentors, teachers not only strengthen their own understanding but also contribute to the preservation and dissemination of ancient knowledge.

While none of our teachers have received grants to conduct formal research till date, the institution supports and encourages their intellectual growth in other ways. Teachers are permitted to take time off to focus on personal studies or research, in alignment with the Sikkim service rules. This flexible approach allows teachers to pursue academic interests and deepen their expertise in their respective fields, ensuring that they remain at the forefront of their disciplines.

Our institution recognizes the importance of academic exchange and continuous professional development. Several of our teachers actively participate in international, national, and state-level seminars and conferences. These events provide them with opportunities to share their insights, engage with peers, and gain valuable perspectives from experts in their fields. This participation not only enhances the teachers' own knowledge but also brings fresh ideas and innovative practices into the

classroom, enriching the overall learning experience for students.

In 2023, the Internal Quality Assurance Cell (IQAC) organized a National Level Seminar, offering a platform for scholarly discussions and academic exchange. This seminar provided teachers, students, and scholars from various institutions with the opportunity to engage in dialogue, present research, and foster collaborations. Such initiatives further solidify our commitment to academic excellence and the continuous improvement of teaching practices.

To further stimulate intellectual curiosity, we also incorporate debate sessions focused on foundational texts such as Pramanavartika Nama and Mulamadhyamaka. These sessions encourage both teachers and students to engage critically with philosophical texts, develop their reasoning skills, and deepen their understanding of complex concepts. By fostering a space for critical thinking, our institution helps students not only appreciate the rich heritage of Indian philosophy but also apply these teachings to contemporary issues, developing well-rounded and thoughtful individuals.

In summary, our institution's emphasis on traditional teachings, academic growth, and intellectual exchange ensures that both teachers and students are continuously engaged in a process of learning, reflection, and development. Through these efforts, we nurture a rich academic environment that upholds our legacy while adapting to the evolving demands of higher education.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional Information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

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**Response:**

The internal assessment mechanism at our institution is designed to be transparent, fair, and comprehensive, ensuring that students receive a clear understanding of their progress throughout their academic journey. This approach is aimed at fostering a learning environment where students feel supported and motivated to improve continuously.

**Key Features of Our Internal Assessment Mechanism:**

**1. Regular and Diverse Assessments**

Assessments are conducted regularly throughout the academic year, allowing for continuous monitoring of student progress. The diversity in assessment methods ensures that we evaluate

students in a holistic manner, taking into account different aspects of learning and skill development.

- **Written Exams:** Traditional written exams are used to test students' understanding of theoretical concepts and their ability to express ideas clearly.
- **Practical Exercises:** Hands-on exercises allow students to demonstrate their ability to apply theoretical knowledge in real-world scenarios.
- **Presentations:** Oral presentations encourage students to develop their public speaking skills and engage with peers, reinforcing their learning through dialogue and feedback.
- **Group Discussions:** Group discussions are utilized to foster collaborative learning and develop critical thinking skills. Students are assessed on their ability to contribute thoughtfully to group conversations, defend their ideas, and engage with diverse perspectives.

## 2. Transparency in Evaluation

To ensure clarity and fairness in the evaluation process, the office and exam committee maintain detailed records of marks and assessment criteria. This data is used to generate individual mark sheets after the completion of oral recitation exams. Additionally, students are provided with an opportunity to review their answer scripts in the classroom, giving them direct access to their performance and allowing for self-reflection.

The exam committee plays a critical role in maintaining transparency by ensuring that all marks are accurately recorded and that students are given the chance to discuss any concerns they may have regarding their assessments. This open and accessible process ensures that students are fully aware of how their work is being evaluated.

## 3. Acharya II Viva-Voce Exam

For the Acharya II class, a more formal internal assessment takes place in the form of a Viva-Voce examination, which is conducted in the presence of both internal and external examiners. This ensures a comprehensive evaluation of the students' knowledge and understanding, and the participation of external examiners adds an additional layer of objectivity to the process.

## 4. Limitations in Final Year Assessments

It is important to note that, as per the current framework, the university has not made provisions for internal assessments in the final-year examinations of most programs and courses conducted at the institute. However, for the Acharya II class, the Viva-Voce serves as a final internal evaluation. This structure is tailored to fit the specific needs of each program while maintaining the integrity of the assessment process.

## Conclusion

The internal assessment system at our institution is designed to be both inclusive and equitable, with a variety of assessment methods that cater to different learning styles. Through regular evaluations, transparent grading practices, and opportunities for feedback and self-reflection, students are empowered to take charge of their own academic growth. Although the absence of internal assessment provisions in the final-year examinations of most programs is noted, the system in place ensures fairness, clarity, and



#### 4. Transparent and Fair Process

Every grievance submitted is handled with utmost care, ensuring that the process remains fair and impartial. The institution adheres to a transparent approach, clearly communicating the steps involved in grievance resolution. Students are kept informed about the progress of their complaints and the outcomes of the review process. This transparency ensures that students are aware of the procedures and feel confident that their concerns are being taken seriously.

#### 5. Commitment to Academic Integrity

The grievance mechanism is rooted in the institution's commitment to maintaining academic integrity. By providing students with a clear and effective channel to address their concerns, the institution ensures that the examination process remains fair and unbiased. This commitment reflects the institution's values of promoting a just academic environment for all students.

### Conclusion

The grievance redressal mechanism at our institution is designed to ensure that students have a clear, accessible, and timely process to address any concerns related to internal or external examinations. The Grievances Cell, coupled with a transparent and efficient handling process, allows for quick resolution of issues, maintaining fairness and upholding the principles of academic integrity. By offering students a structured platform to express their grievances, we aim to create a supportive and responsive academic environment that fosters trust, fairness, and transparency.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents*

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**Response:**

At Sikkim Government Institute of Higher Nyingma Studies, we focus on blending the rich traditions of Nyingma Buddhist teachings with contemporary academic practices to foster well-rounded graduates. Our clear learning outcomes, both generic and programme-specific, guide our curriculum, assessment,

and overall educational experience, ensuring our students develop holistically—spiritually, intellectually, and ethically.

## Learning Outcomes

- **Generic Learning Outcomes** include:
  - **Spiritual and Ethical Development:** Understanding and applying Buddhist principles in daily life.
  - **Critical Thinking:** Analyzing and engaging with Buddhist philosophy and teachings.
  - **Effective Communication:** Articulating complex ideas clearly in both written and spoken forms.
  - **Global Awareness:** Appreciating the interconnectedness of Buddhist teachings with global issues.
  - **Lifelong Learning:** Committing to ongoing intellectual and spiritual growth.
  
- **Programme-Specific Learning Outcomes** focus on the unique areas of study:
  - **Buddhist Philosophy:** Deep understanding of Nyingma texts and contemporary relevance.
  - **Tibetan Language:** Proficiency in reading and interpreting Buddhist texts in Tibetan.
  - **English:** Develop understanding of the language, basic grammar and popular literary works'
  -

## Integration into the Assessment Process

We integrate learning outcomes into our assessment process through both formative and summative evaluations. These include assignments, discussions, exams, oral exams and viva voce that ensure students meet the academic and spiritual goals.

## Continuous Review

We regularly review and refine our learning outcomes, taking feedback from students, faculty, and global academic trends to ensure they remain relevant and effective in preparing graduates for both academic and spiritual success.

In summary, at Sikkim Government Institute of Higher Nyingma Studies, we ensure that our graduates are not only academically proficient but also spiritually grounded, equipped to contribute meaningfully to society and the global Buddhist community



File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 2.6.2

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

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**Response:**

The institution evaluates how well students achieve the goals set for their programmes and courses.

- Programme Outcomes are the overall skills and knowledge students should gain by completing their entire programme.
- Programme-Specific Outcomes focus on specific abilities related to particular programmes.
- Course Outcomes are the expected results from individual courses.

By regularly checking student performance, the institution ensures that learning is effective and supports students in reaching their educational goals.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for Additional Information	<a href="#">View Document</a>

### 2.6.3

*Pass percentage of Students during last five years*

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**Response:** 100

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years ??????? ?????? ??????? ????????????????????? ?????????? ????????????????? ??????????????????

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2023-24	2022-23	2021-22	2020-21	2019-20
00	55	73	68	51

2.6.3.2 Number of final year students who appeared for the university examination year wise during the last five years ??????? ??????? ??????? ?????????????????????? ?????????? ?????????????????? ?????????? ??????????

2023-24	2022-23	2021-22	2020-21	2019-20
00	55	73	68	51

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.6.4

*The Institution has mechanism to evaluate the performance of students through the vakyartha/shastrartha-Sabhas, Shalaka-Pareeksha, Shastra-Pareeksha (Oral), Shastra-spardha, Writing Sanskrit-Slokas/Padya/Poetry etc.*

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### Response:

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda employs unique and culturally rich assessment mechanisms to evaluate student performance, integrating traditional methods with academic rigor. These mechanisms are designed to encourage deep engagement with the material, promote critical thinking, and assess both knowledge and the ability to communicate complex ideas. The primary assessment methods used at SGIHNS Sheda include:

### 1. Vakyartha/Shastrartha-Sabhas

These are discussions and debates where students engage in explaining, interpreting, and debating philosophical or scriptural texts. This method fosters:

- **Critical thinking:** Students must analyze and interpret ancient texts, forming logical arguments and perspectives.
- **Effective communication:** Students practice articulating their insights and responses clearly.
- **Deep engagement:** These discussions encourage students to dive deeper into the subject matter, exploring various interpretations and philosophical perspectives.

## 2. Shastra-Pareeksha (Oral Exams)

In Shastra-Pareeksha, students demonstrate their knowledge of scriptures through oral examinations. This format emphasizes:

- **Verbal comprehension:** Students articulate their understanding of complex philosophical ideas and scriptures.
- **Communication skills:** The oral format assesses how well students can explain and discuss intricate concepts in a clear and coherent manner.
- **Immediate feedback:** It provides real-time opportunities for students to clarify doubts and receive constructive feedback from faculty.

## 3. Shastra-Spardha (Scriptural Competitions)

Shastra-Spardha refers to competitions focused on testing students' knowledge of scriptures. These events:

- **Promote healthy competition:** Students are encouraged to study extensively to perform well in these contests, which inspire excellence and mastery.
- **Foster inquiry and exploration:** The competitive aspect motivates students to delve deeper into their studies and seek a comprehensive understanding of the material.
- **Cultivate academic excellence:** Through preparation and participation, students develop a greater commitment to their learning and intellectual growth.

## Conclusion

These assessment methods at SGIHNS Sheda go beyond traditional exams and assignments by focusing on active engagement, oral communication, and healthy competition. They not only evaluate student learning but also enhance their ability to analyze, discuss, and apply philosophical and scriptural knowledge, ensuring that students develop a well-rounded academic foundation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for Additional Information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

*Online Student Satisfaction Survey regarding Teaching Learning process.*

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**Response:** 3.43

File Description	Document
Upload database of all currently enrolled students (Institutional data as per Data Template)	<a href="#">View Document</a>

### 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, Chairs in the institution during the last five years (INR in Lakhs)*

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

**Response: 0**

3.1.1.1 Total Grants from Government and Non-Governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs) ??????? ?????? ???????  
????????? ?????????????????????? ?????????????????????? ?????????????? ?????????????????? ?????????????? ?????????? ?  
????? ?????????? ?????????? ?????????????? ?????????? (?????????)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
List of endowments/ projects with details of grants (Data Template)	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects/ endowments	<a href="#">View Document</a>

##### 3.1.2

*Percentage of teachers recognized as research guides (latest completed academic year)*

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

**Response: 0**

3.1.2.1 Number of teachers recognized as research guides ?????????????????????????????????????? ??????????  
????????????????? ?????????????? ??????????

File Description	Document
Institutional data prescript format as per Data Template	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**3.1.3**

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

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

**Response: 0**

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years (Without repeat count): ??????? ?????? ??????? ???????????????  
 ??????????????????? ?????????? ?????????????????????????????? ?????????????? ?????????? ???????  
 (???????????????????? ?????)-

3.1.3.2 Number of departments offering academic programs (Without repeat count):  
 ?????????????????????????? ?????????????? ?????????? ??????? (???????????????????? ?????)-

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details (Data Template)	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

**3.1.4**

*Number of research projects per teacher funded by government and Non-Government agencies during the last five years*

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

**Response: 0.05**

3.1.4.1 Number of research projects funded by Government and Non-Government agencies during the last five years ??????? ?????? ??????? ??????????????? ?????????????????????? ??????????? ???????????  
 ??????????? ?????????????????????? ?????????????????????? ??????????

Response: 1

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details ( Institutional data as per Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide Link for the funding agency website	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1

***Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge***

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

**Response:**

The institution has cultivated a supportive environment that fosters innovation and creativity. It actively promotes the generation and dissemination of new knowledge through various programmes and activities, particularly via the NSS Unit. This reflects the institution's commitment not only to learning but also to the exploration and sharing of novel ideas and information across diverse fields. Additionally, the recent formation of the Photography Club and Eco Club further strengthens these initiatives by providing dedicated platforms to oversee and expand such efforts.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.2.2

***Number of workshops/seminars conducted on Research methodology, Manuscriptology and Paleography, Intellectual Property Rights (IPR), Entrepreneurship, Reseach workshops in interdisciplinary and emerging areas of contemporary relevance, Skill development during the last five years***

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

**Response: 2**

3.2.2.1 Total number of workshops/seminars conducted on Research methodology, Manuscriptology and Paleography, Intellectual Property Rights (IPR), Entrepreneurship, Research workshops in interdisciplinary and emerging areas of contemporary relevance, Skill development year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	0	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars held during last 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3 Research Publications and Awards**

**3.3.1**  
*Number of Ph.Ds registered per eligible teacher during the last five years*

Response: 0

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

3.3.1.2 Number of teachers who are recognized guides during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>





2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
List of research papers by title, author, department, name and year of publication (Institutional data as per Data Template)	<a href="#">View Document</a>

### 3.3.4

*Number of books/ Monographs edited in Sanskrit and Other Languages pertaining to Bharatiya Vidya, basic and applied work in related areas (excluding awarded works) per teacher during the last five years.*

???????? ?????? ???????? ??????????? ??????????? ??????????????? ?????????? ?? ??????????????????  
 ????????????????????? ?????????????? ??????????????????? ?? ??????????????????  
 ???????????????/ ?????????????????? ?????????? (??)

**Response:** 0

3.3.4.1 Number of books/ Monographs edited in Sanskrit and Other Languages pertaining to Bharatiya Vidya, basic and applied work in related areas (excluding awarded works) year-wise during the last five years. ??????? ?????? ??????? ??????????????? ?????????? ?? ??????????????????? ?????????????????????  
 ?????????????? ??????????????????? ?? ?????????????????? ???????????????/ ??????????????????? ?????????? ??????????  
 (??)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Institutional data as per Data Template	<a href="#">View Document</a>

### 3.3.5

*Number of books/ Monographs edited in areas other than those specified in 3.3.4 above (excluding awarded works) per teacher during the last five years.*

???????? ??????? ?????????? ?????????????? ?????????????? ?????? ??????????????????? ?..? ??? ??????????????????  
 ????????????????????? ??????????????? ?????????????????? ???????????????/ ?????????????????????  
 ?????????? (??)

**Response: 0.05**

3.3.5.1 Number of books/Monographs edited in areas other than those specified in 3.3.4 above (excluding awarded works) year-wise during the last five years. ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? (???????????????????? ??????)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	1	0

**File Description**

**Document**

Institutional data as per Data Template

[View Document](#)

**3.3.6**

*Number of original creative writings (books) in Sanskrit/Sanskrit shastras etc. (excluding awarded works) per teacher during the last five years*

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

**Response: 0**

3.3.6.1 Number of original creative writings (books) in Sanskrit/ Sanskrit shastras etc., (excluding awarded works) year-wise during the last five years. ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? (???????????????????? ??????)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

**File Description**

**Document**

Institutional data as per Data Template

[View Document](#)

**3.3.7**

*Number of chapters in edited volumes/ other creative short pieces etc., (excluding awarded works) per teacher during the last five years.*

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



File Description	Document
List of books	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

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

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

**Response:**

Over the past five years, extension activities within neighborhood communities have significantly contributed to the holistic development and social awareness of students. These activities have not only helped students develop practical skills but have also deepened their sense of social responsibility, empathy, and leadership. Below are some key initiatives that have played a central role in shaping students' character and fostering community engagement:

#### 1. Community Outreach Programs

The National Service Scheme (NSS) unit of SGIHNS Sheda has been instrumental in organizing impactful outreach activities. Special camps are held to promote community development and awareness, enabling students to actively contribute to local needs. These initiatives encourage students to engage directly with societal issues, promoting empathy and a sense of civic duty.

#### 2. Environmental Initiatives

Environmental sustainability is a core focus of many student-led activities, such as regular cleanliness drives and environmental awareness programs. These initiatives not only help improve the local environment but also instill a sense of responsibility towards nature. Students are made aware of the importance of sustainability, fostering a proactive attitude toward environmental preservation.

#### 3. Health and Hygiene Campaigns

Health awareness drives, blood donation camps, and public health initiatives have been key components of the institution's outreach programs. These efforts focus on educating the community about pressing health issues while encouraging students to actively participate in initiatives that benefit the well-being of others.

#### 4. Skill Development Programmes

To enhance the employability and personal development of students, a variety of skill development programmes are offered. These include training in computer literacy, calligraphy, and even traditional crafts like chokha. These programs empower students with practical skills, making them more self-sufficient and able to contribute meaningfully to the workforce and community.

## 5. Cultural and Arts Programmes

The institution places a strong emphasis on cultural and religious awareness, celebrating key Buddhist days such as Saga Dawa, Pang Lhabsol, Mipham Dachod, Tsechu, Nyernga etc. These events provide students with the opportunity to learn about and participate in important cultural and spiritual practices. The involvement of the local community in processions and ceremonies helps preserve cultural heritage while fostering a sense of unity and shared identity.

## 6. Gender Equality Initiatives

Gender sensitivity and equality are crucial components of the institution's outreach programs. Students are educated on the importance of women's rights and gender equity through various awareness programs. The celebration of International Women's Day, where the contributions of women in society are acknowledged, reinforces the institution's commitment to promoting gender equality and empowerment.

## 7. Prayer Meets and Spiritual Support

The institution plays a vital role in offering spiritual support to students and the surrounding community. Regular prayer meets, religious ceremonies, and pujas are conducted, promoting the emotional and spiritual well-being of individuals. These activities create a sense of unity and comfort, especially during times of personal or collective loss, such as the passing of loved ones.

## Impact on Student Development

These extension activities have contributed significantly to the personal growth of students by providing them with opportunities to engage with diverse aspects of society. They have helped students develop key

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 3.4.2

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

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

Response: 0

3.4.2.1 Number of awards and recognition received for extension activities from Government/recognised bodies year-wise during the last five years ?????????????????? ??? ??????????  
????????????????????? ?????? ?????? ?????? ?????????? ??????????/? ??????????  
????????? ??????????

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
Institutional data as per Data Template	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.4.3

*Number of extension and outreach Programmes conducted by the institution including those through NSS/ NCC, Government and Government recognised bodies and Programmes such as Spoken Sanskrit Camps/Shibiras/Yoga camps during the last five years*

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

Response: 12

3.4.3.1 Number of extension and outreach Programmes conducted by the institution including those through NSS/ NCC, Government and Government recognised bodies and Programmes such as Spoken Sanskrit Camps/Shibiras/Yoga camps year-wise during the last five years ?????? ?????? ??????  
????????????????????/? ?????????????????????????????/? ?????????????????????? ??????????  
????????????????????? ? ?????????? ?????????? ?????????????????????????????? ?????????????????????????????? ? ?  
????????????????????/? ??????/? ?????????????? ?????????? ??????????

2023-24	2022-23	2021-22	2020-21	2019-20
03	05	04	00	00

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes for the last five years (Institutional data as per Data Template)	<a href="#">View Document</a>

### 3.4.4

*Percentage of students participating in extension activities at 3.4.3 above during last five years*

???????? ?????? ??????? ???? ?..? ??????? ??????? ????????????????????? ??????????????  
???????????? ?????????? ???????

**Response:** 36.92

3.4.4.1 Total number of students who participate in extension activities listed at 3.4.3 above year-wise during the last five years ??????? ??????? ??????? ???? ?..? ??????? ??????? ????????????????????? ????????????????? ??????????? ??????????? ??????????? ???????????

2023-24	2022-23	2021-22	2020-21	2019-20
110	125	60	00	00

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt. or NGO etc (Institutional data as per Data Template)	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

*Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year*

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

**Response:** 0

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship



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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship (Data Template)	<a href="#">View Document</a>

### 3.5.2

*Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years*

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

**Response:** 0

File Description	Document
Institutional data prescript format as per Data Template	<a href="#">View Document</a>
e-Copies of the MoUs with institution/ industry/ corporate houses	<a href="#">View Document</a>
Details of functional MoUs with institutions, other universities etc during the last five years	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

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

**Response:**

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda is equipped with a range of facilities that support both traditional and modern modes of teaching and learning. The institute offers well-maintained Gurukul-style classrooms, which provide a conducive environment for academic engagement. A key feature of the institution is the Guru Lhakhang (prayer hall), which is central to the Sheda. This peaceful and sacred space is home to statues of Buddhas and Bodhisattvas, Tripitaka scriptures, and stupas, symbolizing the Triple Gems. The Guru Lhakhang serves as a place for veneration, meditation, and daily religious practices, which are integral to the Nyingma studies.

In addition to these traditional spaces, the institute is equipped with modern computing equipment that supports both research and administrative functions. This integration of traditional monastic education with contemporary learning resources ensures that the academic and spiritual needs of the students and faculty are met, promoting a holistic learning environment

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

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

**Response:**

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda provides ample facilities for cultural activities, sports, and wellness programmes, contributing to the holistic development of its students. The institute actively promotes the preservation of Nyingma traditions through regular cultural events, ceremonies, and rituals that celebrate its rich heritage. While the institution does not have its own

playground, students and faculty have access to the nearby Sikkim Armed Police (SAP) playground for outdoor sports and activities.

Additionally, the institute offers a range of indoor games, including table tennis, badminton, carrom, and chess, to encourage physical activity and recreation. Yoga and meditation are integral parts of the daily schedule, ensuring that students engage in practices that foster physical, mental, and spiritual wellness, further enhancing their overall well-being and personal growth.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information • Paste link for additional information	<a href="#">View Document</a>

### 4.1.3

*Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS (Learning Management System), etc. (Latest completed academic year data)*

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

**Response:** 16.67

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

**Response:** 2

4.1.3.2 *Total number of classrooms and seminar halls ?????????? ????????????????????? ? ??????????  
 ????????*

**Response:** 12

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Institutional data as per Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

### 4.1.4

*Percentage of expenditure, excluding salary for infrastructure augmentation during the last five years*

(INR in Lakhs)

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

**Response:** 12.14

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

2023-24	2022-23	2021-22	2020-21	2019-20
9.52	0.95	0.0	7.96	0.0

File Description	Document
Upload Details of expenditure spent, excluding salary during the last five years	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Institutional data prescript format as per Data Template	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

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

**Response:**

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda has a well-equipped library that occupies two large rooms, providing ample space for a wide range of academic resources. These rooms house a diverse collection of books, and study materials to support the educational needs of students and faculty. In addition, there is a dedicated reading room for staff and students, offering a quiet and comfortable space for study and research. While the library is not automated, it remains a vital resource for the academic community, supporting both traditional and contemporary learning.

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

**4.2.2**

*The institution has subscription for the following :*

1. *Back Volumes of Rare Sanskrit Journals/ Indological Journals/ Journals Related to Sanskrit Studies*
2. *Sanskrit magazines and Sanskrit Periodicals*
3. *e-journals*
4. *Bharatvani Portal*
5. *e-ShodhSindhu*
6. *Shodhganga Membership*
7. *e-books*
8. *Databases*
9. *Remote access to e-resources*

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

1. ??????????????????????????/? ?????????????????????????? ??????????????????????/?  
??
2. ?????????????????????? ???
3. ?-???????????
4. ?????????????????????????
5. ?-???????????????
6. ?????????????????????????
7. ?-???????????????
8. ????????????????????
9. ?-????????????????? ??????? ???????????

**Response:** E. None of the above 5. ??? ? ?????????????? ? ??????

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership, Remote access to library resources etc (Data Template)	<a href="#">View Document</a>

**4.2.3**

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

?????????????????/?-?????????????? ?????????????? ? ?????????? ?????????? ?????????? ?????????? ?????????? ??????????

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

**Response: 0**

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals during the last five years (Institutional data as per Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

**4.2.4**

*Percentage per day usage of library by teachers and students (Latest completed academic year data)*

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

**Response: 9.77**

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

Response: 350

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Provide a link of the data uploaded in the institutions website	<a href="#">View Document</a>

**4.2.5**

*Number of books based on Modern Knowledge System in Sanskrit knowledge tradition (Simple Standard Sanskrit) added to the library during the last five years.*

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

(??) ???

Response: 70

File Description	Document
List of books	<a href="#">View Document</a>
As per Data Template	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

**Institution frequently updates its IT facilities including Wi-Fi**

?????? ??

Response:

The institution updates its IT facilities on a periodic basis, ensuring that essential systems and infrastructure are maintained. While updates may not occur frequently, necessary improvements are made when required to support the needs of faculty, staff, and students. Due to the institute's remote location, there are certain limitations in fully enabling Wi-Fi across the entire campus. However, we have ensured that critical areas, such as the Accounts Section, Buddhist Astrology Department, Nyingma Philosophy Department and the IQAC room, are equipped with dedicated Wi-Fi connections. These facilities are well-maintained and regularly updated to ensure smooth functionality. Faculty members, students, and staff have access to these Wi-Fi services as and when required.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.3.2

**Student - Computer ratio (Latest completed academic year data)**

????? –??

Response: 4

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

Response: 30

File Description	Document
Student – computer ratio	<a href="#">View Document</a>
Geotagged photo	<a href="#">View Document</a>

### 4.3.3

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

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

**Response:** A. 750 MBPS 1. 750 ????????????

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

#### *Percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years*

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

**Response:** 9.57

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

2023-24	2022-23	2021-22	2020-21	2019-20
1.851	10.36	0	2.32	0

File Description	Document
Details about assigned budget allocation and expenditure on physical facilities and academic facilities (Data Templates as in 4.1.4)	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>



**4.4.2**

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

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

**Response:**

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda has well-established systems and procedures for maintaining and utilizing its physical, academic, and support facilities. The institute ensures that classrooms, the library, and IT infrastructure are periodically maintained and equipped with the necessary resources to support academic activities. The Principal In-charge and Technical Operator oversees the maintenance of computers and Wi-Fi facilities provided at IQAC, Buddhist Astrology Department, Nyingma Philosophy Department and Administrative Section, ensuring smooth operations in the digital learning environment.

Although the institute does not have laboratories, it focuses on maintaining its other resources effectively. Indoor sports facilities, such as the badminton court, table tennis, carrom board, and chess equipment, are well-managed, and the nearby SAP playground is used for outdoor sports. The library, a key resource for students, is managed efficiently with systems for traditional cataloging, lending, and maintaining study materials. Overall, the institute follows a structured approach to ensure that all facilities are in optimal condition and utilized effectively to enhance the learning experience.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships/ freeships provided by the Government and non-government bodies/ industries/ individuals/ philanthropists/UGC/ Central Sanskrit University (Formerly Rashtriya Sanskrit Sansthan) during the last five years*

?????? ?????? ??????? ?????????????? ?????????????????????? ?/ ?????????????????????/ ??????????????????/ ??????????????????/ ??..? ??????/ ??? (????????? ?????????????????????????????) ?????? ?????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????? ???????

**Response:** 100

5.1.1.1 Number of students benefited by scholarships/ freeships provided by the Government and non-government bodies/ industries/ individuals/ philanthropists/UGC/ Central Sanskrit University (Formerly Rashtriya Sanskrit Sansthan) year-wise during the last five years ?????? ?????? ???????  
 ?????????????? ?????????????????????????? ?/ ??????????????????????/ ??????????????????  
 ??????????????????/ ??..? ??????/ ??? (?????????  
 ??????????????????????????) ?????? ?????????????? ?????????????????? ??????????????????  
 ?????????????????? ?????????? ?????????? ??????????

2023-24	2022-23	2021-22	2020-21	2019-20
120	140	179	169	191

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Institutional data as per Data Template)	<a href="#">View Document</a>

#### 5.1.2

*Percentage of students benefited by scholarships, freeships, etc. provided by the institution besides Government schemes during the last five years*

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

**Response: 0**

**5.1.2.1 Number of students benefited by scholarships, freships, etc provided by the institution besides government schemes year-wise during the last five years. ?????? ?????? ??????**  
 ???-??  
 ??????????????????????????????????????

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships besides government schemes in last 5 years (Institutional data as per Data Template)	<a href="#">View Document</a>

**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**

?? ???? ???

- 1.????????????????????????????
- 2.????-?????-?????????
- 3.???????????????? (???? ??)
- 4.?????-?????-??

**Response: C. Any 2 of the above ?. ???? ???**

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4**

**Percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years (Institutional data as per Data Template)	<a href="#">View Document</a>

**5.1.5**

**The Institution adopts the following for 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**

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 ?????????? -

- 1.????????????????????/????????????????????? ?????????????????????? ??????????????????????**
- 2.????????????????? ?????????? ??? ? ?????????????????????? ?????????? ????????????**
- 3.????????????????????? ?????????? ??????????????/????????????????? ??????????????????**
- 4.????????????????????? ?????? ?????????? ????????????**

**Response:** D. Any1 of the above ?. ??? ? ??????????????? ?? ?????? ??

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, Internal Complaints Committee prevention of sexual harassment committee and Anti-Ragging committee	<a href="#">View Document</a>
Institutional data prescript format as per Data Template	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

### 5.1.6

*Efforts taken by Institution to enhance the capabilities of students for both speaking and writing in Simple Standard Sanskrit fluently, correctly and naturally.*

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

**Response:**

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda is primarily a Tibetan-medium institution, with Sanskrit taught at the pre-graduate and undergraduate levels. As a result, we have not made any efforts to improve students' abilities to speak and write simple standard Sanskrit fluently, correctly, and naturally. However, we instruct them with great care, and nearly all students can read, write, and even recite Sutras.

File Description	Document
Any Additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

*Percentage of placement of outgoing students during the last five years*

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

**Response:** 5.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	2	4	4	3

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Institutional data as per Data Template)	<a href="#">View Document</a>

**5.2.2**

**Percentage of students progressed to higher education during the last five years**

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

**Response:** 1.16

**5.2.2.1 Number of outgoing students progressed to higher education year wise during the last five years**  
?????? ?????? ??????? ?????????????????? ?????? ?????????????? ?????????? ????????

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	0	0	1

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Institutional data as per Data Template)	<a href="#">View Document</a>

**5.2.3**

**Percentage of students qualifying in state/ national/ international level examinations during the last five years**

(eg: NET/SLET/ TOEFL/Civil Services/State government examinations)

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????????? ???????? ????? (???.????-??????-??????-????????????-????????????????????)

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	0	0	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	0	0	0

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years (Institutional data as per Data Template)	<a href="#">View Document</a>

**5.2.4**

*Support mechanism and initiatives taken out by the institution for preparing the students to participate, succeed in reputed examination and indepth shastra knowledge/ Avadhana/ shastrartha to the students and encouraging them to take various shastra exams conducted by different organisations in addition to regular teaching.*

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

**Response:**

At the Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda, the institution is deeply committed to preparing students for both academic and philosophical excellence, particularly in mastering Nyingma Shastras, Buddhist Shastras and participating in seminars and conference. Several mechanisms and initiatives have been established to ensure that the students not only succeed in their regular coursework but also excel in all specialized shastra knowledge, Avadhana, and Shastrartha (Debate).

Following key initiatives have been implemented to help students succeed in competitive exams and engage in activities like Avadhana and Shastrartha:

1. **Curriculum & Resources:** A well-rounded curriculum with access to rare texts and specialized courses, providing students with deep knowledge in various Shastra disciplines.
2. **Workshops & Seminars:** Organizing seminars, workshops, and inviting guest lecturers to enhance students' understanding and exposure to expert practices.
3. **Exams & Practice:** Regular exams and debate sessions to simulate real exam conditions and improve critical thinking, debate, and articulation skills.
4. **Mentorship:** Offering personalized guidance by assigning mentors to guide students in their academic and exam preparations.

These measures help students gain in-depth knowledge and excel in various Shastra-related exams and activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional Information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

*Number of awards/medals for outstanding performance in 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:** 1

5.3.1.1 Number of awards/medals for outstanding performance in cultural activities at Inter-university,



State/ national/international level (award for a team event should be counted as one) year-wise during the last five years  
 ?????? ?????? ?????? ?????????????????????-?????-??????-????????????-  
 ?????????? ?????????????????? ?????????????????????? ?????????? ?????????????  
 ?????????????/????????? ?????????? ?????????? (????? ?????????? ?????????????????? ??????)

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in cultural activities at national/international level during the last five year (Institutional data as per Data Template)	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

**5.3.2**

*Number of awards/medals for outstanding performance in sport activities at Inter-university, State/ national/international level (award for a team event should be counted as one) during the last five years*

????????? ?????? ?????????? ?????????????????????????????-?????-????????-????????????????-????????????  
 ?????????????????? ?????????????????-????????????? ?????????????? ?????????????????? ?????????????????/?????????  
 ?????????? (????? ?????????????? ?????????????????????? ??????)

**Response: 0**

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports activities at national/international level during the last five year (Institutional data as per Data Template)	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

### 5.3.3

#### *Presence of an active Student council/Chatra-parishat/ Chatra-mandal and representation of students on academic and administrative bodies/committees of the institution*

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

#### **Response:**

The Student Union of our institute, established in 1984 under the Sikkim Nyingma Sheda Welfare Association, holds a significant place in fostering student participation and leadership, especially in the context of the institute's rich Buddhist traditions. The traditional structure of the Student Council reflects the values and principles upheld by the institution, ensuring a harmonious blend of student governance and cultural preservation.

#### **Key Features of the Student Union/Student Council:**

##### **1. Historical Foundation & Legal Recognition:**

- The Student Union is backed by a robust legal framework as it operates under the Sikkim Nyingma Sheda Welfare Association, which is registered under the Societies Registration Act, 1860. This ensures that the Union functions with legal legitimacy, offering students a structured platform for representation and advocacy.

##### **2. Traditional Setup Aligned with Buddhist Values:**

- The council follows a traditional setup, which is deeply rooted in the cultural and spiritual ethos of Buddhism. This not only preserves the integrity of the Buddhist traditions but also emphasizes values such as harmony, respect, humility, and collective responsibility.

##### **3. Key Positions in the Student Council:**

- The council comprises several positions, including Genda (General Captain), Genda Zhonbo (Vice General Captain), Shak Lopens(Domitory Mentor), U-dzed (Lead Chanter) and Ku-nyer(Caretaker of prayer hall). These positions enable students to contribute

meaningfully to various academic, cultural, and welfare activities organized by the council.

#### 4. Encouraging Student Participation:

- The Student Union encourages active participation by all students in the governance of the institution. By selecting representatives who reflect the diversity and needs of the student body, the Union creates a platform for students to voice their concerns, suggest improvements, and contribute to the overall development of the college.

#### 5. Cultural and Spiritual Activities:

- The Student Union plays a pivotal role in organizing events that promote Buddhist cultural and spiritual practices. These could include celebrations of Buddhist festivals, meditation retreats, and academic discussions on Buddhist philosophy, thus enriching the student experience both academically and spiritually.

#### 6. Collaboration with Administration:

- The Student Union acts as a liaison between the students and the administration, ensuring that students' needs are communicated and addressed effectively. This could include matters related to academic support, campus infrastructure, and welfare services, as well as creating a peaceful environment conducive to learning.

#### 7. Conclusion:

The establishment of the Student Union in 1984 and its alignment with the traditional Buddhist values of our institution provides a unique structure that not only empowers students with leadership opportunities but also nurtures their sense of responsibility, spirituality, and community service. The traditional setup, ensures that the Student Council remains an active and integral part of the institution's governance and cultural life

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

#### 5.3.4

*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:** 1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

**5.3.5**

*Percentage of students' participation in Simple Standard Sanskrit training sessions regarding communication practice during the last five years.*

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

**Response:** 0.63

5.3.5.1 Number of students participated in Simple Standard Sanskrit training sessions regarding communication practice year-wise during the last five years ??????? ?????? ???????  
 ???  
 ??????????

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	1	1

File Description	Document
As per Data Template	<a href="#">View Document</a>
Any Additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

*The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years*

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

**Response:**

The Sikkim Nyingma Sheda Welfare Association, as a registered and fully functional alumni association, plays a crucial role in supporting the growth and development of SGIHNS, Sheda. Even though the alumni association has a relatively small membership, its members are highly engaged and dedicated, contributing significantly to the institution’s well-being and progress.

**Key Contributions of the Alumni Association:**

**1.Support for Institutional Needs:**

- The Alumni Association has been proactive in addressing the practical needs of the institution. A notable recent contribution includes the donation of two large gas stoves with cylinders, which was a major requirement for the institute. This kind of contribution highlights the alumni's commitment to supporting both the everyday needs of the institution and its overall infrastructure.

**2.Small but Engaged Membership:**

- While the alumni association has a small number of members due to the institution's relatively low enrollment, the strong involvement of each member makes a significant impact. The alumni are readily available to support the institution in various capacities, whether through financial donations, resource sharing, or mentorship.

**3.Alumni-Turned-Teachers:**

- A remarkable feature of SGIHNS, Sheda is the fact that many of the current faculty members are proud alumni of the institution. This creates a strong bond between the past and present. Alumni who return as teachers not only bring their own academic and

professional expertise but also their deep understanding of the institution's values and cultural traditions, enriching the academic environment.

- These alumni-turned-teachers are crucial in preserving the traditions of the institution, fostering a sense of continuity, and imparting the same values to the current generation of students. Their role helps bridge the gap between the legacy of the institution and the evolving needs of modern education.

**Conclusion:**

The Sikkim Nyingma Sheda Welfare Association plays an integral role in advancing the mission of SGIHNS, Sheda. Despite the small size of the alumni body, their deep commitment and active participation ensure that the institution's needs are met, both practically and academically. The contributions from alumni, combined with the presence of alumni-turned-teachers, help maintain a strong sense of tradition, continuity, and community, ensuring the ongoing success and enrichment of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

**5.4.2**

*Alumni contribution during the last five years (Amount in Rupees)*

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

**Response:** E. Less than Rs. 25,000/- ? . ?? . ??,??/-???????? ???????

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Alumni association audited statements (Institutional data as per Data Template)	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

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

**Response:**

The governance structure of the Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda is aligned with the institution's mission to promote and preserve Nyingma Buddhist philosophy and contribute to the holistic education of students. This is reflected in several aspects of the institution's leadership and management:

- **Clear Alignment with Vision and Mission:** The leadership of SGIHNS Sheda ensures that all activities, academic programmes, and community outreach initiatives are in line with the core vision of advancing Buddhist studies, spiritual growth, and societal well-being. The institution operates with a commitment to nurturing students' intellectual, ethical, and spiritual development, in harmony with the values embedded in the institute's mission.
- **Structured and Participative Governance:** The governance model involves various stakeholders, including faculty, administrative staff, and students, ensuring participative decision-making. The Principal In-charge is responsible for key administrative work in collaboration with the the Directorate of Higher Education, Government of Sikkim. This structured coordination ensures that policies and strategic decisions support both academic excellence and the ethical tenets of the Nyingma tradition.
- **Academic Leadership and Quality Assurance:** Under the leadership of the Principal In-charge and other senior faculty members, including all the Departments, the institution adheres to a quality-focused academic plan. The Internal Quality Assurance Cell (IQAC), led by the IQAC Coordinator, regularly monitors and evaluates the academic processes to ensure they meet the standards of higher education and reflect the institution's goals.
- **Community and Cultural Leadership:** The institution's leadership fosters a deep connection with the local community and beyond, aligning with the vision to serve society through education, spiritual practice, and community engagement. Activities such as the NSS unit's cleanliness drives, awareness programs, and events like International Environment Day are reflective of the institution's dedication to societal and cultural upliftment.

In summary, the governance of the institution is characterized by effective leadership that upholds the vision of academic and spiritual excellence. Through its structured, participative approach and alignment with the values of Nyingma Buddhist philosophy, SGIHNS Sheda effectively reflects the core mission of the Institute.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.1.2**

*The institution practices decentralization and participative management*

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**Response:**

The governance structure of the Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda reflects a strong commitment to its mission of preserving and promoting Nyingma Buddhist philosophy while fostering holistic education. Several key elements illustrate this alignment:

**1. Clear Alignment with Vision and Mission**

The leadership at SGIHNS Sheda ensures that all its academic programmes, community outreach, and institutional activities align with the core vision of advancing Buddhist studies, spiritual development, and societal well-being. The institution prioritizes the intellectual, ethical, and spiritual growth of students, promoting a learning environment that integrates Buddhist principles with contemporary academic knowledge.

**2. Structured and Participative Governance**

The governance structure is inclusive and participatory, involving faculty, administrative staff, and students in decision-making processes. The Principal, along with key administrative leaders, works closely with the Directorate of Higher Education, Government of Sikkim, ensuring that policies and strategic decisions uphold academic rigor while reflecting the ethical foundations of the Nyingma Buddhist tradition. This collaborative approach ensures that all stakeholders are invested in the institution's success and mission.

**3. Academic Leadership and Quality Assurance**

SGIHNS Sheda emphasizes academic excellence, with a focus on continuous quality improvement. The Principal In-charge and senior faculty members lead the institution's academic efforts, while the Internal Quality Assurance Cell (IQAC) ensures that all academic activities meet high standards. This cell plays a critical role in monitoring and evaluating the educational processes, ensuring they are aligned with the institution's goals of fostering intellectual and spiritual growth.

**4. Community and Cultural Leadership**

The institution's leadership extends beyond academics, engaging with the local community and society at large. The leadership fosters initiatives that support societal upliftment, such as cleanliness drives,



environmental awareness programmes, celebration of sacred buddhist days and cultural events. These initiatives not only serve to promote social responsibility but also enhance the institution's role in promoting Buddhist values of compassion, mindfulness, and environmental stewardship.

## Conclusion

SGIHNS Sheda's governance structure is a model of effective leadership that upholds its mission of academic and spiritual excellence. By ensuring alignment with the values of Nyingma Buddhist philosophy and embracing a participatory approach, the institution creates a balanced environment for academic achievement, spiritual growth, and community engagement. Through this structure, SGIHNS Sheda continues to contribute significantly to the preservation of Buddhist philosophy and the holistic development of its students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 6.1.3

**Sanskrit-Version of vision, mission statement of the institution, Official notification/information are available on institutional website**

**Sanskrit is adopted as medium in the process of administration/ management/ writing of notes on files/ official notification on notice board/ faculty information etc., in the institution**

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

**Response:**

**Affiliation with Sampurnananda Sanskrit Vishwavidyalaya**

SGIHNS Sheda's affiliation with a Sampurnananda Sanskrit Vishwavidyalaya underscores its strong connection to the traditional Sanskrit-based knowledge systems that are foundational to Buddhist philosophy, particularly in the context of classical Buddhist texts, scriptures, and teachings. While the institute operates as a Buddhist higher education institution, its affiliation with a Sanskrit University allows it to access a rich academic and intellectual tradition in Sanskrit studies, which is vital for understanding the historical roots of many Buddhist scriptures.

However, while Sanskrit serves as the foundation for many Buddhist texts, the core teaching and administration of SGIHNS Sheda are in Tibetan and English, focusing on Nyingma Buddhist philosophy and contemporary Buddhist education.

## **Buddhist Institute with a Focus on Nyingma Philosophy**

The institution is essentially a higher education Buddhist institute, with a specific emphasis on the Nyingma tradition of Tibetan Buddhism. As such, its academic curriculum focuses on:

- Buddhist philosophy and spiritual practice from the Nyingma perspective, including texts and teachings that are integral to the lineage.
- The study of Tibetan Buddhist scriptures, many of which have their origins in Sanskrit but are primarily taught in Tibetan.
- Holistic education, which combines intellectual learning with spiritual growth, grounded in Buddhist ethics and meditation practices.

## **Role of Sanskrit in Buddhist Studies**

While Sanskrit is not the medium of instruction at SGIHNS Sheda, its importance is still significant because:

- Sanskrit is the original language of many key Buddhist texts (especially those from the Mahayana and Vajrayana traditions), and understanding these texts is critical for advanced Buddhist studies.
- The affiliation with the Sanskrit University likely provides access to Sanskrit resources, enabling students and faculty to study classical texts in their original form, which is crucial for in-depth scholarly research and understanding.
- Sanskrit remains an important part of the scholarly background of the institution, enriching the academic environment, even though it is not actively used for teaching or administration.

## **Vision and Mission Statements**

- The vision and mission statements in English emphasize the institute's dedication to preserving the Nyingma Buddhist tradition and offering students an education that balances intellectual inquiry with spiritual and ethical development.

## **Administrative Medium: Tibetan and English**

The primary languages of instruction and administration at SGIHNS Sheda are:

- Tibetan, for teaching Buddhist philosophy and spirituality, which forms the core of the Nyingma tradition.
- English, for administrative processes, academic communication, for certain courses such as English and EVS.

These languages ensure that the institution can effectively balance traditional Buddhist teachings with the needs of modern higher education.

## **Conclusion:**

SGIHNS Sheda, as a higher education Buddhist institute focused on the Nyingma tradition, operates primarily in Tibetan and English while still benefiting from its affiliation with a Sanskrit University. While Sanskrit is not used directly in teaching or administration, it plays a key role in Buddhist

scholarship, particularly for advanced studies related to the origins of Buddhist texts. The institution successfully blends traditional Tibetan Buddhist education with modern academic practices, offering a unique and holistic approach to higher education in the Buddhist context.

File Description	Document
Provide the weblink of the Sanskrit version of all documents	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*Perspective/Strategic plan and deployment documents are available in the institution*

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

**Response:**

Yes, the institute has a perspective/strategic plan based on policies that align with its vision, mission, and objectives. Everyone in the institution is collectively responsible for collaborating to achieve these goals.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 6.2.2

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

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

**Response:**

The institutional bodies, like committees, departments, and administration, are doing their jobs

successfully and efficiently without wasting time or resources. Their operations are guided by clear rules and guidelines. The roles and responsibilities are well defined, and employees are appointed according to Government rules and requisitions, following the Nyingma Tradition. The institution also carries out its work with proper procedures.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 6.2.3

#### *Implementation of e-governance in areas of operation*

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

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

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

**Response:** C. Any 2 of the above ?. ????????????? ?

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View Document</a>

### 6.2.4

*Institution has a strategy to implement Simple Standard Sanskrit in the following ways:*

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

**Response:** E. Not expressed ?) ??????????????



The institution is rooted in Buddhist traditions and primarily focuses on Tibetan language as a medium of instruction and communication. Currently, it lacks a formal framework for integrating Simple Standard Sanskrit as a medium of teaching . As all courses are predominantly taught in Tibetan and local languages.

File Description	Document
Any Additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.8

*Institution has adopted the strategies for implementation of Simple Standard Sanskrit as medium of entertainment or cultural programs.*

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??

**Response:**

The institute does not have specific strategies for implementing Simple Standard Sanskrit as a medium of entertainment, but it does recognize and understand its essence. However, the institution has adopted strategies for incorporating prayers in Sanskrit during various programmes as a mark of respect for the language and to signify auspiciousness.

File Description	Document
Any Additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

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??

**Response:**

At SGIHNS Sheda, the well-being of employees is a top priority, fostering a supportive community among faculty and students. In times of sickness, loss, or personal challenges, members come together to offer assistance. The institution facilitates a variety of benefits for both teaching and non-teaching staff,

including a General Provident Fund (GPF), National Pension System (NPS), medical leave, maternity leave, medical reimbursements, group insurance, and access to loans from GPF accounts. The Sikkim Nyingma Sheda Welfare Association, our alumni group, also plays a role in providing support. These initiatives help create a positive and nurturing work environment for everyone involved.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 6.3.2

*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 during the last five years ?????? ?????? ???????  
 ?????????????/????????????? ??????????, ???  
 ?????????????????? ?????????????? ?????????????? ??????????

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Institutional data as per Data Template)	<a href="#">View Document</a>

### 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: 0.2**

6.3.3.1 Number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year wise during the last five years ?????? ??????  
 ??????? ????????????? ?????????????????????, ?????????????????????????????????????  
 ?????????????????????? ?????????????????? ?????????????? ??????????

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	0	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Reports of Academic Staff College or similar centers	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the institution for teaching and non teaching staff (Data Template)	<a href="#">View Document</a>

### 6.3.4

*Percentage of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years*

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

**Response:** 36.84

6.3.4.1 Number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years ??????? ?????? ??????? ?????????????????????-????????????????????-  
 ?????????????????????-?? ??????????????  
 ?????????????? ??????????

**Response:** 7



File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development Programmes during the last five years (Institutional data as per Data Template)	<a href="#">View Document</a>

### 6.3.5

#### *Institution has Performance Appraisal System for teaching and non-teaching staff*

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#### **Response:**

The Sikkim Government Institute of Higher Nyingma Studies, Sheda, employs a robust Performance Appraisal System (PAS) to evaluate the performance of both teaching and non-teaching staff. For teaching staff, this system aligns with the UGC Career Advancement Scheme (CAS) 2018 and its subsequent amendments, aiming to enhance accountability, motivation, and professional development.

#### **Key Features of the Teaching Staff Appraisal System**

1. **Annual Self-Assessment:** Faculty members perform an annual self-assessment, reflecting on their teaching effectiveness, research contributions, and service activities. This self-evaluation forms the foundation of the appraisal process.
2. **Promotion Criteria:** Promotions are based on the PBAS proforma, evaluated through Academic Performance Indicators (API) scores, ensuring that advancements are merit-based and transparent.
3. **Recognition of Additional Contributions:** Faculty are encouraged to engage in various activities beyond their core responsibilities. Voluntary contributions are duly recognized in their overall assessments, promoting a culture of involvement.
4. **Advance Notification:** Faculty members are informed in advance of their eligibility for promotion, allowing them to prepare adequately.
5. **Screening Committee Review:** Those eligible for promotion must present before a screening-cum-selection committee, which assesses their qualifications based on API scores.

#### **Non-Teaching Staff Appraisal**

For non-teaching staff, the appraisal system includes:

1. **Annual Confidential Reports:** Employees are evaluated through comprehensive annual reports assessing various performance parameters.
2. **Cumulative Grading:** Overall assessments are compiled by Reporting Officers or Heads of Departments and forwarded to the Director for final review.
3. **Promotion and Financial Upgradation:** Satisfactory performance results in promotions and financial advancements, incentivizing continuous improvement.

## Overall Impact

The implementation of the Performance Appraisal System significantly enhances accountability and fosters professional growth among staff. By encouraging self-reflection and recognizing contributions, the institute cultivates an environment of motivation and excellence, ultimately benefiting the entire academic community.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 6.3.6

*Percentage of participation of non-Sanskrit background teachers/Non-teaching staff in programs of communication practice in Simple Standard Sanskrit/ Sanskrit training sessions etc., during the last five years.*

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

**Response:** 4.17

6.3.6.1 Number of non-Sanskrit background teachers/Non-teaching staff participated in programs of communication practice in Simple Standard Sanskrit/ Sanskrit training sessions etc., during the last five years: ?????? ?????? ??????? ?????????????????/????????????????????????????  
 ???  
 ?????????????????/?? –

**Response:** 1

6.3.6.2 Number of non-Sanskrit background teachers/Non-teaching staff during the last five years: ?????? ?????? ??????? ??? –

**Response:** 24

File Description	Document
As per Data Template	<a href="#">View Document</a>

### 6.3.7

*Strategies adopted for capacity building of all staff by giving training etc., necessary for making Simple Standard Sanskrit as medium of administration and management.*

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

**Response:**

Our institution is a fully Tibetan-medium institution, and therefore, till date, there are no strategies in place for making Simple Standard Sanskrit the medium of administration and management. All teaching and administrative functions are conducted in Tibetan or English, except for the Sanskrit courses that are taught to students as part of the curriculum.

File Description	Document
Provide copy of the training schedule	<a href="#">View Document</a>
Provide link for written directions given to all with time frame	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

*Institution conducts internal and external financial audits regularly*

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

**Response:**

Our institution does not conduct internal financial audits; however, we undergo external audits regularly as per the accountant's statement. This ensures that our financial practices are reviewed and evaluated by an independent entity, maintaining transparency and accountability in our financial management.

File Description	Document
Provide link for additional information	<a href="#">View Document</a>

**6.4.2**

*Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III) (INR in Lakhs)*

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years (Data Template as of 6.4.2)	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

**6.4.3**

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

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

**Response:**

The institute has strategies for the mobilization of funds and the optimal utilization of resources from various government sources. It conducts financial audits regularly; however, there are no records of internal audits till date. An external audit of all financial aspects, including grants received from UGC, is performed by a private Chartered Accountant.

File Description	Document
Provide link for additional information	<a href="#">View Document</a>



???????? ??

2. ??????? ??????? ? ? ????????????? ?????????????????
3. ???
4. ???  
????????/?????-?? .

**Response:** D. Any 1 of the above (?) ?????????????????????????????

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## 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 and Institutional initiatives to celebrate/ organize national and international commemorative days, events and festivals during the last five years.*

??????? ?????? ???????? ???????? ?????????????????????? ?????????? ???????? ????? ?  
????????????-????????????????????????????????????? ?????????????????? ?????????? ?????????/?????????  
???????????? ??????????

**Response:**

#### **Promotion of Gender Equity**

The institute has fostered a culture of gender equity by integrating the core values of fairness, inclusivity, and respect into its daily operations. Grounded in Buddhist teachings, the institution emphasizes equality not only between genders but across all living beings. Buddhist principles advocate for compassion, kindness, and the removal of bias, which directly influence the institution's approach to gender dynamics.

While no major interventions have been deemed necessary due to the existing culture of equality, regular gender sensitization is provided through informal channels such as classroom discussions, hostel sessions, and interactions among students, faculty, and staff. These platforms serve as opportunities to reinforce the values of mutual respect and understanding, ensuring that there is no discrimination based on gender, social status, or background.

The institute's National Service Scheme (NSS) plays an active role in observing International Women's Day (March 8th). Events on this day include talks, awareness programs, and cultural activities that celebrate women as symbols of love, compassion, and wisdom, reflecting the Buddhist teachings of inherent equality for all beings. These celebrations help promote gender equality within the institution while emphasizing the importance of women in society.

#### **Commemoration of National and International Days**

The institute is deeply committed to fostering awareness and social responsibility by actively participating in various national and international observances. The NSS Unit organizes and promotes key events that engage the entire community—students, faculty, and staff. These observances offer opportunities to reflect on significant societal issues, encourage participation, and build unity within the community.

##### **1. International Women's Day (March 8th):**

- Celebrates women's achievements and promotes gender equality through discussions,

cultural events, and workshops.

**2. World Health Day (April 7th):**

- Raises awareness on global health issues, focusing on physical and mental well-being for all.

**3. Anti-Terrorism Day (May 21st):**

- Promotes peace, tolerance, and unity in combating terrorism, advocating for non-violence and unity.

**4. World No Tobacco Day (May 31st):**

- Focuses on the harmful effects of tobacco use and promotes healthy lifestyles through educational campaigns.

**5. World Environment Day (June 5th):**

- Organizes environmental awareness activities focused on sustainability, conservation, and climate action.

**6. World Blood Donor's Day (June 14th):**

- Encourages voluntary blood donations and raises awareness about the life-saving importance of donating blood.

**7. International Yoga Day (June 21st):**

- Promotes physical and mental well-being through the practice of yoga, in line with holistic health principles.

**8. Independence Day (August 15th):**

- Celebrates national pride through flag hoisting and community activities that reflect unity and freedom.

**9. NSS Day (September 24th):**

- Celebrates the contributions of the National Service Scheme and encourages participation



in social service and community development.

## Conclusion

The institute's commitment to gender equity and participation in national and international observances reflects its core values of equality, compassion, and social responsibility. Through continuous education, gender sensitization, and active engagement in these events, the institute cultivates a positive, inclusive, and compassionate campus culture. By aligning with Buddhist teachings and global humanitarian principles, the institution fosters a sense of social awareness and encourages personal and collective growth, ensuring a respectful and supportive environment for all.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

*The Institution has facilities and initiatives for.*

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and non-degradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment.

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

1. ?????????????? ??????? ??????????? ?????? ??????????????????????
2. ?????????????????????????????????????-????????????????????????????????????
3. ????????????????
4. ??????????????? ????????
5. ????????????????????????????????? ??????????? ? ??????????????

**Response:** A. 4 or All of the above ?. ??? ???? ?????????????? ?????????? ??? ???? ???? ?

File Description	Document
Upload supporting document	<a href="#">View Document</a>

### 7.1.3

*Quality audits on environment and energy regularly undertaken by the Institution.  
The institutional environment and energy initiatives are confirmed through the following*

1. Green audit / Environment audit
2. Energy audit



The teachings of the Noble Eightfold Path, as imparted by the Buddha, form the foundation for creating a space of understanding and mutual respect. By embracing these values, the institution ensures that students, faculty, and staff interact in an environment that honors diversity and fosters a sense of unity.

## **Constitutional Awareness and Sensitization**

In addition to promoting an inclusive environment, the institution actively educates its students and staff about their rights, duties, and responsibilities as citizens of the Republic of India, as outlined in the Indian Constitution. Through these initiatives, everyone is made aware of their constitutional obligations, encouraging active participation in the democratic process and fostering a sense of responsibility toward building an equitable society.

## **Cultural Programs and Celebrations**

The institution believes that celebrating cultural diversity is crucial in fostering unity and understanding. To this end, a variety of cultural programs and festivals are organized throughout the academic year. These events allow students and staff to showcase their cultural identities and engage with those of others. Some of the key initiatives include:

- **Annual Fest:** These events celebrate the traditions, music, dance, and art of the different communities of our state. Students have the opportunity to present their cultural heritage and learn about others in a joyful and respectful environment..
- **Cultural Festivals and national celebrations:** The institution celebrates a wide array of cultural and national celebrations, such as Pang Lhabso, Mipham Dachod, Independence Day etc. These celebrations serve to bring together students from various backgrounds to engage in shared experiences.

These cultural programmes promote mutual respect and understanding, enabling students to appreciate the richness of diversity while building a cohesive campus community.

## **Creating a Harmonious and Tolerant Environment**

By combining the Bodhisattva principles with constitutional education and cultural celebrations, the institution ensures that its community is built on a foundation of tolerance, respect, and harmony. Through cultural programs, students learn to celebrate and respect differences, promoting unity in diversity.

The institution's focus on constitutional values, alongside its efforts to create a culturally inclusive environment, encourages students and staff to actively contribute to society by embodying the principles of equality, justice, and social responsibility. These efforts ensure that every individual feels valued and empowered to contribute to the collective well-being of the community

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

???.???.?????? ?????????????? ?????????????? ??????? ?????????? ?????????? ??????????  
 ?????????????? ??????????

**Response:**

#### **Best Practice 1: Gurukula System of Education**

**Objective:**

To integrate the traditional Gurukula system with modern academic methods, promoting personalized mentorship, spiritual growth, and community learning.

**Context:**

The Gurukula system, where students live closely with their teachers, emphasizes intellectual, ethical, and spiritual development. This approach combines ancient wisdom with contemporary academic knowledge to offer a holistic educational experience.

**Practice:**

- **Personalized Mentorship:** Faculty provide one-on-one guidance, fostering strong teacher-student relationships. This mentorship supports both academic progress and spiritual growth.
- **Holistic Development:** Students engage in meditation and self-reflection alongside their academic curriculum, nurturing intellectual and personal growth.
- **Community Learning:** Informal interactions between faculty and students strengthen collaboration, mutual support, and shared learning.
- **Modern Integration:** Traditional teachings are integrated with modern academic practices, ensuring students receive both contemporary knowledge and classical wisdom.

**Evidence of Success:**

- **Student Satisfaction:** Students report high satisfaction with personalized mentorship, highlighting its impact on both academic and personal development.

- **Balanced Growth:** Graduates excel academically and spiritually, reflecting the effectiveness of the Gurukula system.
- **Strong Teacher-Student Relationships:** Faculty emphasize the deep bonds with students, fostering trust and mutual respect.

#### Resources Required:

- **Faculty Training:** Ongoing training sessions for faculty to effectively implement the Gurukula mentorship model.
- **Infrastructure:** Financial support to maintain small class sizes and conducive learning environments.
- **Support Systems:** Resources for spiritual and academic development, such as meditation spaces and libraries.

### Best Practice 2: Promoting Inclusivity for Female Monks and Underprivileged Sections

#### Objective:

To ensure equal educational access for female monks (nuns) and students from underprivileged backgrounds, promoting gender equality and social equity in Buddhist education.

#### Context:

Female monks and marginalized communities historically had limited access to Buddhist education. The institution strives to provide equal opportunities for all students, irrespective of gender or social background.

#### Practice:

- **Admission for Female Monks:** Female monks are integrated into academic programs, ensuring equal access to Buddhist studies.
- **Reservation and Financial Aid:** The institution offers reservations and facilitates financial support for students from ST, SC, and OBC communities, including stipends and hostel accommodations.
- **Inclusive Environment:** Hostels and study spaces are designed to support marginalized students, creating a nurturing academic environment.

#### Evidence of Success:

- **Increased Participation:** Higher enrollment and participation of female monks and underprivileged students.
- **Higher Retention Rates:** Improved retention and graduation rates among marginalized students.
- **Positive Feedback:** Students express gratitude for the inclusive environment, which supports their academic and spiritual growth.

#### Resources Required:

- **Government and Private Support:** Financial aid, scholarships, and partnerships with NGOs.

- **Infrastructure Upgrades:** Investment in accessible facilities for marginalized groups.

## Conclusion

The integration of the Gurukula system with modern academic practices, alongside initiatives for gender inclusivity and support for underprivileged students, reflects the institution’s commitment to holistic and equitable education. These best practices foster academic excellence, personal growth, and social equity

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 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:**

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS) Sheda, is a unique institution deeply rooted in Sikkim’s spiritual and cultural heritage. Its most distinctive area of focus is preserving and promoting the ancient Buddhist tradition, especially the Nyingma lineage, which has played a vital role in shaping Sikkim’s identity.

**Preserving the Nalanda Tradition and Nyingma Philosophy**

SGIHNS is committed to conserving and promoting the Nalanda tradition, which has been passed down through great Buddhist scholars such as Nagarjuna, Arya Deva, Asanga, Vasubandhu, Digna, Dharmakirti, and so forth. This rich tradition forms the foundation of the institute’s academic curriculum. The Nyingma Philosophy program is central to SGIHNS’s mission, offering students in-depth education in Buddhist scriptures, commentaries, and philosophical texts.

The syllabus was revised in 2015-16 to better meet modern educational needs while preserving the traditional framework. This enables students to engage meaningfully with their spiritual heritage while preparing them for the challenges of the contemporary world. SGIHNS’s holistic approach to education emphasizes not only academic rigor but also ethical conduct, compassion, and wisdom—core principles in Buddhist teachings.

### **Inclusivity in Education**

SGIHNS stands out for its inclusive approach to education, particularly in providing opportunities for female monks (nuns) and students from underprivileged backgrounds. Female students, especially nuns, who traditionally had limited access to religious education, now have a pathway to pursue formal studies in Buddhist philosophy.

The institute offers a nine-year integrated course, including classes from Purva Madhyam to Acharya (post-graduation). To support students from weaker sections, SGIHNS conducts remedial courses sponsored by the University Grants Commission (UGC). Additionally, the institute practices a reservation policy for Scheduled Tribe (ST) and Other Backward Class (OBC) students, who also receive government stipends to support their education. This commitment to inclusivity reflects the institute's broader mission of providing equitable education to all.

### **Environmental Responsibility**

SGIHNS also places a strong emphasis on environmental sustainability, aligning with Buddhist principles of interdependence and respect for all life forms. In June 2024, the institute adopted a plastic-free policy, demonstrating its commitment to reducing its environmental impact. The Environmental Studies department plays a key role in raising awareness among students about environmental issues, ensuring that they are prepared to contribute positively to society.

### **Collaborative Academic Governance**

Academic decision-making at SGIHNS is inclusive, with staff members actively involved in shaping the institution's policies and curriculum. This collaborative approach ensures diverse perspectives are considered, fostering a sense of shared responsibility. The Internal Quality Assurance Cell (IQAC) continually monitors and enhances the quality of education provided, ensuring that the institution remains aligned with its mission.

Through its commitment to preserving the ancient Nalanda tradition, promoting inclusivity, and fostering environmental responsibility, SGIHNS remains a distinctive institution in Sikkim. It continues to uphold its mission of nurturing compassionate and responsible individuals while preserving the region's unique spiritual and cultural heritage.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

<b>Other Upload Files</b>	
1	<a href="#">View Document</a>
2	<a href="#">View Document</a>
3	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

The Sikkim Government Institute of Higher Nyingma Studies (SGIHNS), Sheda, is profoundly dedicated to engaging with both local and broader communities through an extensive array of outreach initiatives. Recognizing the importance of fostering mutual understanding and respect among diverse cultural and religious groups, the institute implements programmes that are thoughtfully designed to promote the teachings and practices of Nyingma Buddhism.

It organizes regular public lectures featuring esteemed scholars, practitioners, and guest speakers who explore various aspects of Buddhist philosophy, ethics, and practices. The institute actively participates in and hosts cultural events that celebrate the rich heritage of Tibetan Buddhism. Buddhist festivals, such as Tse Chu, Nyer nga, Saga Dawa, Mipham Dachod, and Nyingma-specific ceremonies, are organized, inviting community members to partake in rituals, teachings, and traditional performances. These events not only enhance communal bonds but also serve as opportunities for participants to immerse themselves in the cultural and spiritual richness of the Nyingma tradition.

In addition to educational and cultural initiatives, SGIHNS is committed to social outreach programs that address local community needs. The institute organizes charitable activities, including health camps, environmental conservation efforts, etc. By actively participating in community service, SGIHNS aims to embody the Buddhist values of compassion and altruism, thereby contributing positively to society.

### **Concluding Remarks :**

The Sikkim Government Institute of Higher Nyingma Studies, Sheda occupies a pivotal role within the realm of Buddhist education, serving as a central nexus for both scholarly inquiry and spiritual practice. Through its dedicated efforts to preserve the core tenets of Nyingma Buddhism, the institute fosters an environment characterized by intellectual rigor and spiritual development.

SGIHNS, Sheda not only contributes to the academic landscape but also enhances the cultural and spiritual fabric of Sikkim and the broader Buddhist community. By offering a curriculum that integrates theoretical knowledge with practical application, the institute equips students and practitioners with the tools necessary for profound understanding and engagement with Buddhist teachings.

Furthermore, SGIHNS's unwavering commitment to fostering academic excellence is complemented by its promotion of spiritual understanding. The institute encourages a holistic approach to education, where scholarly pursuits are intertwined with contemplative practices. This dual focus enriches the learning experience, allowing individuals to cultivate both their intellect and their inner lives.

In sum, the Sikkim Government Institute of Higher Nyingma Studies is an indispensable institution for those seeking to deepen their knowledge and engagement with this venerable tradition. Its contributions to education, research, and community outreach reflect a profound dedication to the advancement of Nyingma Buddhism, making it a vital force for cultural and spiritual enrichment in Sikkim and beyond.



**6.ANNEXURE**

**1.Metrics Level Deviations**

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	<p><i>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</i></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>?????? ???? ???? ???? ???? ???? ?????????????????????? ??????????                  ?? ? ?????????? ???? ?????????/ ??? ?                  ?? ??????? –</p> <ol style="list-style-type: none"> <li>1. ?? ?????????????????????/ ??????????????????</li> <li>2. ?????????/??? ??????????????????????</li> <li>3. ??/ ??????????????????????????????????????/ ?????????????????????????????????? ????????????????????? ?????? ??????????</li> <li>4. ?? ?????????????????/?????????????????????</li> </ol> <p>Answer before DVV Verification : 2. Any 3 of the above ? . ??? ???? ?????????????? ????? ?                  ?????</p> <p>Answer After DVV Verification: 4. Any 1 of the above ? . ??? ?????????????? ????????? ??</p> <p>Remark : As per revised documents provided by HEI, and proof for the option 3 only provided, thus DVV input is recommended.</p>
1.2.4	<p><i>Number of employment generating Add-on/ value added courses including skill oriented vocational courses introduced during the last five years.</i></p> <p>???????? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ????                  ?????????????????-????????/ ??? ?????????</p> <p>Answer before DVV Verification :                  Answer After DVV Verification :0</p> <p>Remark : As per revised documents provided by HEI, and data for the metric id 1.2.2 should not be again claimed in this metric, thus DVV input is recommended.</p>
1.2.5	<p><i>Percentage of students pursuing such courses specified in 1.2.4 during the last five years.</i></p> <p>???????? ???? ???? ???? .??.? ?????????????? ?????????????? ?????????????? ??????????????                  ????????? ???? ???? ???? ?</p> <p>1.2.5.1. Number of students pursuing employment generating Add-on/ value added courses specified in 1.2.4 year-wise during the last five years ??????? ???? ???? ???? .??.? ??????????????</p>

????????????? ??????????????-????????/????????????????????????????? ??????????? ??????????  
????????? ??????????

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	60	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : As per revised documents provided by HEI, and data for the metric id 1.2.3 should not be again claimed in this metric, thus DVV input is recommended.

1.3.2

**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 during last five years : ?????? ?????? ?????? ???????????????/ ???????????????/ ?????????????????????? ?????????????????????? ?????????????????????? ?????????????????? ??????? –

Answer before DVV Verification : 1  
Answer after DVV Verification: 01

1.3.2.2. Number of courses across all programs (without repeat count): ?????? ?????????????? ??????????????? ??????? (????????????????????? ?????) -

Answer before DVV Verification : 62  
Answer after DVV Verification: 09

Remark : As per revised documents provided by HEI, and data for the metric id 1.3.2.2 must be same as the data for the metric id.1.2, thus DVV input is recommended.

2.4.3

**Average teaching experience of full time teachers in the same institution (Data to be provided only for the latest completed academic year, in number of years)**

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

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

Answer before DVV Verification : 144  
Answer after DVV Verification: 92

Remark : As per revised documents provided by HEI, and excluding adhoc faculties, thus DVV input is recommended.

2.6.3 **Pass percentage of Students during last five years**

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

2.6.3.1. Number of final year students who passed the university examination year wise during the last five years ??????? ?????? ??????? ?????????????????? ?????????? ???????????????  
????????????????????? ?????????? ?????????? ??????????

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	7	6	4	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
00	55	73	68	51

2.6.3.2. Number of final year students who appeared for the university examination year wise during the last five years ??????? ?????? ??????? ?????????????????? ?????????? ???????????????  
????????????? ?????????? ??????????

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
5	7	6	4	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
00	55	73	68	51

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

3.3.5 **Number of books/ Monographs edited in areas other than those specified in 3.3.4 above (excluding awarded works) per teacher during the last five years.**

????????? ?????? ??????? ?????????????? ?????????? ??? ?????????????????? ?.?.? ??? ???????????????  
????????????????? ?????????????? ??????????????? ??????????????/ ??????????????????  
?????????? (????????????????????????? ??????)

3.3.5.1. Number of books/Monographs edited in areas other than those specified in 3.3.4 above (excluding awarded works) year-wise during the last five years. ??????? ?????? ??????? ???  
????????????????? ?.?.? ??? ?????????????? ?????????????????? ?????????????? ?????????????? ??????????????  
????????????????? ?????????? ?????????? (????????????????????????? ??????)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	1	0



2023-24	2022-23	2021-22	2020-21	2019-20
21	27	5	5	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
03	05	04	00	00

Remark : As reports and photographs are provided in the support of the claim, thus DVV input is recommended.

3.4.4 **Percentage of students participating in extension activities at 3.4.3 above during last five years**

???????? ?????? ??????? ???? ?..? ??????? ??????? ????????????????????? ??????????????  
???????????? ?????????? ???????

3.4.4.1. Total number of students who participate in extension activities listed at 3.4.3 above year-wise during the last five years ??????? ??????? ??????? ???? ?..? ??????? ???????  
???????????????????? ?????????????? ?????????? ?????????? ?????????? ??????????

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
120	140	179	169	191

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
110	125	60	00	00

Remark : As per changes done in the above related metric id 3.4.3., thus DVV input is recommended.

3.5.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

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

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the last five years ??????? ??????? ??????? ??????????????  
???????????????????? ??????????????????/ ????????????????????? ? ????????????????????????????? ??????????  
?????????

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	76	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : As HEI has not provided related documents as per SOP, thus DVV input is recommended.

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

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
952800	0951281 1	0	796813	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
9.52	0.95	0.0	7.96	0.0

Remark : As per the documents provided by HEI, and converting in to Lakhs, thus DVV input is recommended.

4.2.5 **Number of books based on Modern Knowledge System in Sanskrit knowledge tradition (Simple Standard Sanskrit) added to the library during the last five years.**

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

Answer before DVV Verification :

Answer After DVV Verification :70

Remark : As HEI has not provided related documents as per SOP, thus DVV input is recommended.

5.1.5 **The Institution adopts the following for 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**

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1. ?????????????????/????????????????? ?????????????????? ??????????????????
2. ?????????????? ?????????? ?? ? ?????????????????????? ?????????? ??????????
3. ?????????????????? ?????????? ?????????????/????????????????? ??????????????????
4. ?????????????????? ?????? ?????????? ??????????

Answer before DVV Verification : B. Any 3 of the above ?. ??? ???? ?????????????? ?? ??????  
 ??????

Answer After DVV Verification: D. Any1 of the above ?. ??? ?????????????? ?? ?????? ???  
 Remark : As per documents provided by HEI, thus DVV input is recommended.

6.2.4 **Institution has a strategy to implement Simple Standard Sanskrit in the following ways:**

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

Answer before DVV Verification : C. Written in the web pages only ?) ????? ??????????  
 ??????????

Answer After DVV Verification: E. Not expressed ?) ??????????????  
 Remark : As HEI has not provided related documents as per SOP, thus DVV input is recommended.

7.1.3 **Quality audits on environment and energy regularly undertaken by the Institution.  
 The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

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

- ?. ??????????????????????????????
- ?. ??????????????????????????????
- ?. ??????????????????????????????
- ?. ?????????????????????????????/?????????????????
- ?. ?????????? ??? ? ??????????????????????????????????

Answer before DVV Verification : B. Any 3 of the above ?. ??? ???? ?????????????? ?? ??????  
 ??????

Answer After DVV Verification: D. Any 1 of the above ?. ???? ?????????????? ?? ????? ???  
Remark : As per documents provided by HEI, thus DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programmes during the last five years (Without repeat count): ??????? ?????? ??????? ???????????????? ??????? (???????????????????? ?????):</p> <p>Answer before DVV Verification : 20 Answer after DVV Verification : 04</p>																				
1.2	<p>Number of courses during the last five years (Without repeat count): ??????? ?????? ??????? ???????????????? ??????? (???????????????????? ?????):</p> <p>Answer before DVV Verification : 56 Answer after DVV Verification : 09</p>																				
2.2	<p>Number of outgoing / final year students year wise during the last five years ??????? ??????? ???????? ?????????????? ?????????? ?????????? ??????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>6</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>80</td> <td>73</td> <td>69</td> <td>81</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	5	7	6	4	5	2023-24	2022-23	2021-22	2020-21	2019-20	42	80	73	69	81
2023-24	2022-23	2021-22	2020-21	2019-20																	
5	7	6	4	5																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
42	80	73	69	81																	
3.1	<p>Number of full time teachers year wise during the last five years ??????? ??????? ??????? ???????????????????????????????? ?????????? ??????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>20</td> <td>20</td> <td>15</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>13</td> <td>12</td> <td>14</td> <td>12</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	21	20	20	15	13	2023-24	2022-23	2021-22	2020-21	2019-20	13	13	12	14	12
2023-24	2022-23	2021-22	2020-21	2019-20																	
21	20	20	15	13																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
13	13	12	14	12																	
3.2	<p>Number of full time teachers during the last five years (Without repeat count): ??????? ??????? ????????? ????????????????????????????????? ??????? (???????????????????????? ?????) :</p> <p>Answer before DVV Verification : 27 Answer after DVV Verification : 19</p>																				