# Yearly Status Report - 2019-2020

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1. Name of the Institution** | **SIKKIM INSTITUTE OF HIGHER NYINGMA STUDIES (SHEDA), PANGTHANG, TAKTSE, GANGTOK** |
| Name of the head of the Institution | **Khenpo Dr. Sonam Bhutia** |
| Designation | **Principal(in-charge)** |
| Does the Institution function from own campus | **Yes** |
| Phone no/Alternate Phone no. | **+919735931153** |
| Mobile no. | **8145146383** |
| Registered Email | **sihnssheda@gmail.com** |
| Alternate Email | **jwangchuk35@gmail.com** |
| Address | **SGIHNS Sheda, Pangthang, Taktse, Gangtok, East Sikkim** |
| City/Town | **Gangtok** |
| State/UT | **Sikkim** |

| Pincode | 737103 |
| --- | --- |

## 2. Institutional Status

| Affiliated / Constituent | Affiliated |
| --- | --- |
| Type of Institution | Co-education |
| Location | Rural |
| Financial Status | state |
| Name of the IQAC co-ordinator/Director | Dr. Pema Choden Rai |
| Phone no/Alternate Phone no. | +919733777831 |
| Mobile no. | 8881874666 |
| Registered Email | rai.pema@gmail.com |
| Alternate Email | tashichoden1@gmail.com |

## 3. Website Address

| Web-link of the AQAR: (Previous Academic Year) | https://sihnssheda.org |
| --- | --- |

| **4. Whether Academic Calendar prepared during the year** | Yes |
| --- | --- |
| if yes,whether it is uploaded in the institutional website: Weblink : | https://sihnssheda.org/assets/img/academic-calender-2020.pdf |

## 5. Accrediation Details

| Cycle | Grade | CGPA | Year of Accrediation | Validity | |
| --- | --- | --- | --- | --- | --- |
| | | | | Period From | Period To |
| 1 | B | 2.06 | 2019 | 01-Apr-2019 | 31-Mar-2024 |

| **6. Date of Establishment of IQAC** | 10-Apr-2012 |
| --- | --- |

## 7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
| --- | --- | --- |
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |

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## 8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| Institution | RUSA | UGC, GOI | 2020 00 | 150000 |
| Institution | Stipend | Government of Sikkim | 2020 00 | 100000 |
| [View Uploaded File](#) | | | | |

| | |
|---|---|
| **9. Whether composition of IQAC as per latest NAAC guidelines:** | No |
| Upload latest notification of formation of IQAC | **No Files Uploaded !!!** |
| **10. Number of IQAC meetings held during the year :** | 5 |
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website | Yes |
| Upload the minutes of meeting and action taken report | [View Uploaded File](#) |
| **11. Whether IQAC received funding from any of the funding agency to support its activities during the year?** | No |

## 12. Significant contributions made by IQAC during the current year(maximum five bullets)

Participated in Mahaparinirvana Anniversary of Mipham Rinpoche Plans for quality education Constituted different committee for learning and teaching environment

[View Uploaded File](#)

## 13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achivements/Outcomes |
|---|---|
| NIL | NIL |

| | |
|---|---|
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| | |
|---|---|
| **14. Whether AQAR was placed before statutory body ?** | No |
| **15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?** | No |
| **16. Whether institutional data submitted to AISHE:** | Yes |
| Year of Submission | 2020 |
| Date of Submission | 30-Sep-2020 |
| **17. Does the Institution have Management Information System ?** | No |

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Part B

</div>

## CRITERION I – CURRICULAR ASPECTS

### 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The various learning centres established in Sikkim over time have contributed greatly towards preserving Buddhism and the other components of the cultural heritage of Sikkim. To give additional fillip to the objective of the critical business of preserving Sikkim's delicate heritage in the background of the fast-advancing times with ever changing trends, Sikkim Government Institute of Higher Nyingma Studies, Sheda, an elemental organ of the Education Department, Government of Sikkim, affiliated to Sampurnanand Sanskrit University, Varanasi, UP, and assessed and accredited by NAAC with B grade, which came into being as the Nyingma Sheda, is an outcome of the visionary efforts of the then Drejong Miwang Chogyal Chenpo Palden Thondup Namgyal, established in 1964. It was supposed to be an organization to act as a catalyst towards preserving and promoting the centuries old distinct religious, cultural heritage of Sikkim and the philosophy of omniscient Longchenpa, Rongzom Pandita and Mipham Rinpoche of Nyingma School of thoughts, in particular. Besides being one of the repositories of the age-old Nyingma traditions and customs, this institute equips learners to get on with the business of life in a meaningful way, alongside inculcating in them an attachment of the teachings of the great Buddhist path. As far as formal instruction is concerned, it imparts class room teachings in Nyingma Philosophy (Sampradaya Shastra), Buddhist Philosophy (Mool Shastra), Tibetan /Bhutia Language, Buddhist religious history, Sanskrit, Pali, English and Environmental Studies. The institute offers Nine years Integrated course and five years PhD. Programme consisting of Purva Madhyam I and II (equivalent to classes IX and X for two years), Uttar Madhyam (equivalent to classes XI and XII for two years), Shastri I, II, III (equivalent to under graduate level for three years), and Acharya I and II (equivalent to post graduation for two years), Ph.D. Programme including course work (five years). Apart from these classes, there is also an elementary level class called Selop, which prepares students for admission to Purva Madhyam. The students of the

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|---|---|---|---|---|---|
| NIL | NIL | Nil | 0 | NIL | NIL |

## 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|---|---|---|
| Nill | NIL | Nill |
| No file uploaded. | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|---|---|---|
| Nill | NIL | Nill |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

|  | Certificate | Diploma Course |
|---|---|---|
| Number of Students | 0 | 0 |

## 1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---|---|---|
| NIL | Nill | 0 |
| No file uploaded. | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---|---|---|
| Nill | NA | 0 |
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## 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| Students | Yes |
|---|---|
| Teachers | Yes |
| Employers | No |
| Alumni | No |
| Parents | Nill |

**1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)**

| Feedback Obtained |
| --- |
| Academic Excellence: Colleges that provide challenging academic program and uphold high standards of education are well-liked by teachers. They favour academic institutions that place a significant emphasis on academic progress and achievement, have knowledgeable and interesting faculty members, and have modern facilities. Supportive Learning Environment: Institute that offer students a welcoming and supportive learning environment are valued by teachers. They value organizations that helps students to thrive academically, such as tutoring services, academic counselling, and mentorship programs. Student Engagement: Colleges that aggressively promote student engagement both within and outside of the classroom are well-liked by teachers. They favour schools that provide a wide range of clubs, organizations, and extracurricular activities so that students can pursue their interests and hone their leadership abilities. Collaboration and communication: Colleges that encourage collaboration are useful to teachers. |

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
| --- | --- | --- | --- | --- |
| Acharya | Nyingma Philosophy & Buddhist Philosophy | 50 | 10 | 10 |
| Shastri | Nyingma Philosophy, Buddhist Philosophy, Religious History, Tibetan Grammar, English and EVS | 50 | 17 | 17 |
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### 2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
| --- | --- | --- | --- | --- | --- |
| 2019 | 51 | 10 | 11 | 11 | 11 |

### 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using | ICT Tools and resources | Number of ICT enabled | Numberof smart classrooms | E-resources and techniques used |
| --- | --- | --- | --- | --- | --- |

| | ICT (LMS, e-Resources) | available | Classrooms | | | |
|---|---|---|---|---|---|---|
| 11 | 2 | 25 | 1 | 1 | 0 |

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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

| None |
|---|

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|---|---|---|
| 191 | 11 | 1:17 |

## 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|---|---|---|---|---|
| 5 | 5 | 7 | 5 | 8 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---|---|---|---|
| Nill | NIL | Nill | NIL |

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## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|---|---|---|---|---|
| Acharya | 6669 | Year | 22/12/2020 | 10/10/2021 |

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

**The institute could not initiate such reforms due to Covid-19 Pandemic.**

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

**The Principal issued a notification regarding the conduct of the Annual University Examination, scheduled to take place from 22nd December to 30th December 2020. The notification specified that all conditions mentioned in the Notice Reference No. 23/SIHNS/20-21, dated 17/12/2020, should be followed.**

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|---|---|---|---|---|---|
| 6669 | Acharya | Nyingma Philosophy & Buddhist Philosophy | 10 | 10 | 100 |
| 6669 | Shastri | Nyingma Philosophy, Buddhist Philosophy, Religious History, Tibetan Grammar, Buddhist Astrology, English and EVS | 51 | 51 | 100 |

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## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

NA

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|---|---|---|---|---|
| Nill | 0 | NIL | 0 | 0 |

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### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|---|---|---|
| NIL | NIL | |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|---|---|---|---|---|
| NIL | NIL | NIL | Nill | NIL |

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsered By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---|---|---|---|---|---|
| NIL | NIL | NIL | NIL | NIL | Nill |

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## 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|---|---|---|
| 0 | 0 | 0 |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|---|---|
| NIL | 0 |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---|---|---|---|
| Nill | NIL | 0 | 0 |

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|---|---|
| Nyingma Philosophy Department | 2 |

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|---|---|---|---|---|---|---|
| NIL | NIL | NIL | Nill | 0 | NIL | 0 |

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|---|---|---|---|---|---|---|
| NIL | NIL | NIL | Nill | 0 | 0 | NIL |

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|---|---|---|---|---|
| Presented papers | 2 | 0 | 0 | 0 |

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## 3.4 – Extension Activities

**3.4.1** – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---|---|---|---|
| NIL | NIL | 0 | 0 |

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**3.4.2** – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---|---|---|---|
| NIL | NIL | NIL | 0 |

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**3.4.3** – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activites | Number of students participated in such activites |
|---|---|---|---|---|
| NIL | NIL | NIL | 0 | 0 |

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## 3.5 – Collaborations

**3.5.1** – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---|---|---|---|
| NIL | NIL | NIL | 0 |

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**3.5.2** – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---|---|---|---|---|---|
| Language | PhoPhoNo | Tokyo University of Foreign Studies (TUFS) | 03/07/2017 | 01/12/2021 | 1 |

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**3.5.3** – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---|---|---|---|
| NIL | Nill | NIL | 0 |

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## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
| --- | --- |
| 1250000 | 65125 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
| --- | --- |
| Others | Existing |

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### 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
| --- | --- | --- | --- |
| NIL | Nill | NIL | 2020 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
| --- | --- | --- | --- | --- | --- | --- |
| Text Books | 10000 | 62500 | 0 | 0 | 10000 | 62500 |

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives &amp; institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
| --- | --- | --- | --- |
| NIL | NIL | NIL | Nill |

| No file uploaded. |
| --- |

### 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/ GBPS) | Others |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Existing | 25 | 1 | 0 | 0 | 1 | 1 | 7 | 0 | 0 |
| Added | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 25 | 1 | 0 | 0 | 1 | 1 | 7 | 0 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| 40 MBPS/ GBPS |
| --- |

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|---|---|
| NIL | Nill |

## 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurredon maintenance of physical facilites |
|---|---|---|---|
| 1250000 | 65125 | 0 | 0 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

| NA |
|---|
| https://sihnssheda.org |

# CRITERION V – STUDENT SUPPORT AND PROGRESSION

## 5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|---|---|---|---|
| Financial Support from institution | Stipend | 191 | 100000 |
| Financial Support from Other Sources | | | |
| a) National | NIL | 0 | 0 |
| b)International | NIL | 0 | 0 |
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implemetation | Number of students enrolled | Agencies involved |
|---|---|---|---|
| NIL | Nill | 0 | 0 |
| No file uploaded. | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passedin the comp. exam | Number of studentsp placed |
|---|---|---|---|---|---|
| Nill | NIL | 0 | 0 | 0 | 0 |
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|:---:|:---:|:---:|
| 0 | 0 | 0 |

## 5.2 – Student Progression

### 5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|:---:|:---:|:---:|:---:|:---:|:---:|
| Nameof organizations visited | Number of students participated | Number of stduents placed | Nameof organizations visited | Number of students participated | Number of stduents placed |
| NIL | 0 | 0 | NIL | 0 | 0 |
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### 5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Depratment graduated from | Name of institution joined | Name of programme admitted to |
|:---:|:---:|:---:|:---:|:---:|:---:|
| Nill | 0 | NIL | NIL | NIL | NIL |
| No file uploaded. | | | | | |

### 5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|:---:|:---:|
| Nill | 0 |
| No file uploaded. | |

### 5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|:---:|:---:|:---:|
| NIL | NIL | Nill |
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## 5.3 – Student Participation and Activities

### 5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| Nill | NIL | Nill | Nill | Nill | Nill | NIL |
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### 5.3.2 – Activity of Student Council &amp; representation of students on academic &amp; administrative bodies/committees of the institution (maximum 500 words)

> The students council could not function due to Covid-19 Pandemic.

## 5.4 – Alumni Engagement

### 5.4.1 – Whether the institution has registered Alumni Association?

**Yes**

**A colleges reputation and level of achievement are significantly influenced by**

its alumni. Here are some important aspects regarding the role and significance of college alumni: Network and Connections: Alumni form a strong network that offers connections, mentorship, and employment opportunities for current students and fellow graduates. They serve as valuable professional contacts and contribute to a robust alumni network. Brand Ambassadors: Alumni act as brand ambassadors for their alma mater, showcasing the institutions values, accomplishments, and educational opportunities. Their success stories and achievements reflect positively on the college, attracting prospective students and enhancing its reputation. Professional Advice and Mentoring: Alumni can provide invaluable professional advice, mentorship, and industry insights to current students and recent graduates. Their expertise helps guide students in making career decisions, navigating career paths, and achieving success in their chosen fields. Institutional Development: Alumni participation and engagement in college affairs contribute to the overall development and growth of the institution. They can offer feedback on educational programs, participate in curriculum development, serve on advisory boards, and help shape the colleges future direction. Continuous Learning: Alumni often engage in lifelong learning and professional development. They participate in workshops, seminars, and conferences sponsored by the college, promoting a culture of continuous learning and intellectual growth. Pride and Contribution: Alumni take pride in their alma mater and uphold its traditions throughout their lives. They make significant contributions to society through their achievements and contributions in various fields, reflecting the colleges high standards of education and values. In conclusion, college alumni play a crucial role as stakeholders in supporting the expansion, reputation, and success of their alma mater. Their networks, support, knowledge, and pride in the institution make them invaluable resources for the university and its current and prospective students.

5.4.2 – No. of enrolled Alumni:

| 500 |
| --- |

5.4.3 – Alumni contribution during the year (in Rupees) :

| 55000 |
| --- |

5.4.4 – Meetings/activities organized by Alumni Association :

| Meetings |
| --- |

# CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

| Nil |
| --- |

6.1.2 – Does the institution have a Management Information System (MIS)?

| No |
| --- |

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
| --- | --- |
| Admission of Students | The college administers admissions in compliance with the guidelines established by the Institute under Education Department, Government of |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governace area | Details |
| --- | --- |
| Nill | NIL |

## 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
| --- | --- | --- | --- | --- |
| Nill | NIL | NIL | NIL | 0 |

| No file uploaded. |
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
| --- | --- | --- | --- | --- | --- | --- |
| 2020 | Online Induction/Orientation Programme | N/A | 10/12/2020 | 08/01/2021 | 1 | Nill |
| 2020 | Online Refresher Course | N/A | 16/11/2020 | 28/11/2020 | 1 | Nill |
| 2020 | Online Faculty Induction/Orientation | N/A | 27/12/2019 | 09/01/2020 | 1 | Nill |

| Programme | | | | |
|---|---|---|---|---|
| | | View File | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---|---|---|---|
| Induction/Orientation Programme | 1 | 10/12/2020 | 08/01/2021 | 28 |
| Refresher Course | 1 | 16/11/2020 | 28/11/2020 | 12 |
| Induction/Orientation Programme | 1 | 27/12/2019 | 09/01/2020 | 19 |
| | | View File | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|---|---|---|---|
| Permanent | Full Time | Permanent | Full Time |
| 10 | 12 | 10 | 0 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|---|---|
| NIL | NIL | NIL |

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Every year, M/s Sushil Das and Associates are entrusted with performing audits for a facility under the jurisdiction of the Government of Sikkims Education Department. In order to analyze the institutions financial records, ensure compliance with rules and norms, and assess the overall efficacy of financial management, this auditing agency, known for its expertise, is essential. The annual audit acts as a thorough examination, drawing attention to any inconsistencies, making suggestions for enhancements, and encouraging transparency in the institutions financial processes. The Education Department shows its dedication to financial honesty and accountability within Sikkims educational sector by working with M/s Sushil Das and Associates.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|---|---|---|
| Nil | 0 | NIL |
| | No file uploaded. | |

6.4.3 – Total corpus fund generated

| 0 |
|---|

## 6.5 – Internal Quality Assurance System

**6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?**

| Audit Type | External | | Internal | |
|---|---|---|---|---|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | NIL | No | NIL |
| Administrative | Yes | C.S. Das and Associates | Yes | A.G |

**6.5.2 – Activities and support from the Parent – Teacher Association (at least three)**

The institute has maintained an alumni register and actively organizes Alumni-Faculty-Student meets on an annual basis. These events provide an opportunity for alumni, faculty, and current students to connect and foster meaningful relationships. As part of the alumni engagement initiatives, the institute has also conducted lectures and value-added education programs led by respected alumni resource individuals, namely Dr. Namdol Bhutia and Mr. Tshering Thendup Bhutia. Additionally, some alumni have generously contributed to the construction of the Guru Lakhang (Prayer Hall), which also serves as the College Auditorium. To promote effective communication and collaboration between parents, teachers, and students, the institute conducts Parent-Teacher-Student meetings at the end of the year before the Winter Break. These meetings serve as a platform for providing parents with feedback regarding their wards progress and areas for improvement. The Parent-Teacher Association (PTA) plays a vital role in maintaining a strong rapport among parents, teachers, and students. The institute diligently maintains the contact information, including mobile numbers and home addresses, of parents to facilitate efficient communication. Parents are encouraged to regularly engage with the Hostel Warden to stay informed about hostel-related matters and the well-being of their wards. These practices highlight the institutes commitment to fostering connections and collaboration among alumni, faculty, students, parents, and teachers. By maintaining strong relationships and open lines of communication, the institute strives to create a supportive and engaging educational environment.

**6.5.3 – Development programmes for support staff (at least three)**

The institute actively encourages its support workers to seek further education since it understands the importance of lifelong learning and career development. Support staff workers are encouraged to continue their education and pick up new skills. The institute offers maternity leave for a year and paternity leave for a month in terms of parental leave. Support staff members receive their full pay while on leave, with no deductions, ensuring their financial security and peace of mind throughout this crucial time. The institute additionally provides technical and digital support to speed up the application process and produce exam-related documents. With this support, administrative activities can be made simpler while also becoming more efficient and paperless. The institute also offers advance payment for holidays, enabling support staff employees to easily enjoy holidays and take care of their own financial obligations. These procedures show how dedicated the institute is to the health and career advancement of its support workers. The institute fosters a welcoming and inclusive workplace by promoting higher education, extending maternity leave benefits, providing technical support, and paying festival advance pay.

**6.5.4 – Post Accreditation initiative(s) (mention at least three)**

To improve its facilities and create a favorable environment for studying, the institute has launched a number of infrastructure development projects. These consist of: 1. Creation of Two New Departments: The Institute has created two

new departments specifically for English and Environmental Education in recognition of the importance of these subjects. This growth makes it possible to study these fields in depth and gives students access to specialized learning areas. 2. Canteen Construction: The institute has built a new canteen to accommodate the requirements of the staff and students. This building acts as a gathering place for meals, conversation, and rest, enhancing the general wellbeing of the campus community. 3. Purchase of New Furniture for Staffroom: The institute has purchased new furniture, including sofas and a sizable center table, for the staffroom. 4. College campus beautification: The institute is dedicated to fostering an aesthetically pleasant environment by establishing flowerbeds and young tree saplings. This campus beautifying project improves the atmosphere overall, making it more welcoming and educationally beneficial. The institutes dedication to giving its students, faculty, and staff a contemporary, cozy, and fulfilling educational environment is reflected in these infrastructure development projects.

6.5.5 – Internal Quality Assurance System Details

| a) Submission of Data for AISHE portal | Yes |
|---|---|
| b)Participation in NIRF | No |
| c)ISO certification | No |
| d)NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|---|---|---|---|---|---|
| Nill | NIL | Nill | Nill | Nill | 0 |

| No file uploaded. |
|---|

# CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|---|---|---|---|---|
| | | | Female | Male |
| NIL | Nill | Nill | 0 | 0 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

| Percentage of power requirement of the University met by the renewable energy sources |
|---|
| Due to Covid-19 Pandemic the institute could not initiate any programs. |

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|---|---|---|
| Ramp/Rails | Yes | 0 |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadva | Number of initiatives taken to engage with and contribute to | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|---|---|---|---|---|---|---|---|

| ntages | local community | | | | | | |
|---|---|---|---|---|---|---|---|
| Nill | Nill | Nill | Nill | Nill | NIL | NIL | Nill |

**No file uploaded.**

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|---|---|---|
| NIL | Nill | NIL |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---|---|---|
| NIL | Nil | Nil | Nil |

**No file uploaded.**

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

| NIL |
|---|

## 7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practices: 1. Comprehensive Education: The institute is committed to providing a holistic education to its primarily monk students by integrating modern education with their traditional studies. This approach ensures that students receive a well-rounded education that prepares them to teach Buddhism and engage with a broader audience, including non-Buddhist students. The institute strives to produce competent Buddhist scholars who can effectively communicate and translate Buddhist teachings and scriptures on an international level. By emphasizing the importance of both external material development and inner mental development, the institute aims to contribute to global peace and harmony. 2. Inclusivity and Womens Empowerment: The institute takes pride in being the only educational institution in Sikkim that offers admission to girls, including female monks, providing them with equal opportunities for formal education in their chosen field of religion. The institute is dedicated to promoting gender sensitivity, inclusiveness, tolerance, harmony, and womens empowerment. Through annual gender sensitization programs, the institute raises awareness among students and staff about gender-related issues, fostering positive values and attitudes. Additionally, talks on topics like Birds and the Bees and Health and Hygiene are organized to address the specific needs and concerns of female students, while promoting gender equality and womens rights. These best practices demonstrate the institutes commitment to offering comprehensive education while championing inclusivity and womens empowerment. By fostering a supportive and inclusive learning environment, the institute strives to create a positive impact on its students and contribute to a more equitable and harmonious society. (Website is not functional)

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://sihnssheda.org

## 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

SHIHNS, Sheda, Pangthang has always embraced a motto centered around the holistic development of its students. With this guiding principle, the college

encourages students to participate in a wide range of extracurricular activities, including sports, cultural events, calligraphy, art, and community service. Our institution takes pride in celebrating all cultural events, regardless of their religious or national significance. Aligned with the mission of the Internal Quality Assurance Cell (IQAC), the college aims to identify, encourage, and nurture talent in extracurricular activities. We boast a strong football and badminton team, fostering sportsmanship and teamwork. Furthermore, the college actively engages in community development work through the National Service Scheme (NSS). The NSS Unit of our college has adopted a nearby village, where volunteers regularly visit to interact with the villagers and pledge their commitment to serve them. Additionally, NSS volunteers frequently organize cleanliness and plantation drives, involving the cleaning of the college campus and its surroundings, as well as the planting of tree saplings. Our institution plays a crucial role in preserving and promoting the rich and centuries-old religious and cultural heritage of Sikkim, with a particular focus on the Buddhist Dharma. As one of the custodians of the ancient Nyingma traditions and customs, our institute equips learners with the tools to lead a meaningful life while instilling in them a deep reverence for the teachings of the profound Buddhist path.

| Provide the weblink of the institution |
| :---: |
| https://sihnssheda.org |

## 8.Future Plans of Actions for Next Academic Year

Future plan for next academic session 1. Conducting activities to hone the creative skills of students and provide a platform to display their creativity. 2. Initiatives for an eco-friendly learning space. 3. Conducting student focused academic and skills development activities. 4. To create an enabling environment for holistic development of students, faculty and support staff. 5. To facilitate continuous upgradation and updating of knowledge, by faculty and students. 6. To fulfil its social obligations, in the manner of providing formal informal education, dissemination of knowledge, organizing programmes and activities for the benefit of the community. 7. To provide thrust to achieve excellence in all courses. 8. To monitor quality assurance and quality enhancement activities of the Institution. 9. To implement structural repairs to building and electrical repairs, on the basis of need. 10. To make available all Information online on the college web-site relating to admission, examinations, courses, rules, committees, attendance, activities, programmes, seminars, workshops, extension activities, others. 11. To foster and strengthen relationship of Alumni with the Institution. 12. To encourage faculty to organise faculty improvement programmes, National and International Conferences. 13. To continue to provide formal education to needy and deserving students, by providing - fee concessions, fee waiver, book bank facility, etc. 14. To Identify Talent among students for various sports cultural activities. 15. To initiate more scholarships to reward the students for various achievements.