SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SREE SANKARACHARYA UNIVERSITY OF SANSKRIT

SREE SANKARACHARYA UNIVERSITY OF SANSKRIT KALADY, KALADY P.O, ERNAKULAM, KERALA-683574

683574

ssus.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sree Sankaracharya University of Sanskrit (SSUS) has consistently upheld its vision of achieving excellence in Higher Education and enjoys the status of being amongst the best Sanskrit Universities in India. The **University was established in 1993 in Kalady, Kerala**. The foundational aim of the University is to impart knowledge in Sanskrit, other Indian and Foreign Languages, Social Sciences and Fine Arts. As an assemblage of multiple cultural heritages and an abode for traditional and modern art forms, the University is envisaged to realize harmony and wisdom through amalgamation of indigenous Sanskrit knowledge with modern institutional forms. The University Grants Commission has recognized the University with **2(f) status in 1994 and 12(B) status in 2005**. **In 2014 September, the University was accredited by NAAC with A Grade** and SSUS ranked as the first University in Kerala to receive an **A Grade** in the first cycle of accreditation. The University has eight regional campuses across Kerala, most of them in rural areas and more than ninety percent of students and research scholars are from economically and socially challenged communities and regions. The **Choice Based Credit and Semester System (CBCSS) was introduced in 2005 in SSUS**. **In 2018, the University implemented the system of Outcome Based Teaching Learning and Evaluation (OBTLE)** for PostGraduation thereby becoming the first in the state to do so. In 2020 OBTLE was implemented for the Under Graduate Programmes too.

24 Academic Departments and 4 Centers of Study of SSUS offer 26 PhD Programmes, 20 MPhil Programmes, 24 Post Graduate Programmes , 10 Under Graduate Programmes, 2 Post Graduate Diploma Programmes, 9 Certificate Programmes and 1 Diploma Programme. The University has issued notifications and procedures for recruitment of teaching staff as per the UGC regulations of 2018 are in full swing. There are 152 faculty members as against a sanctioned strength of 220 faculty positions.The University has employed around 123 qualified guest teachers, mainly at the regional campuses, who were until 2015 engaged only for five months together after which it was extended to eleven months on humanitarian grounds.

Vision

An abode of educational excellence where liberating knowledge is generated and productive dissemination is justified for self-actualization and social transformation by moulding creative young researchers and critical thinkers for the practical world with right attitude, adequate knowledge and scientific temperament.

Mission

Methodically tracing the historical heritage of India embedded in the rich Sanskrit traditions and interpreting and inculcating the same to the entire world to widen the horizons of indigenous knowledge and practice systems. To craft a constructive and transformative change in existential conditions of people, academic life of students and serve the society by imparting knowledge and training to equip them to overcome the challenges of life and guiding them in the pursuit of excellence. To emancipate the world from the clutches of superstitions and blindness with the illuminating light of reasoning by assimilating the truth which will ultimately carry the society through all the impossibilities to attain liberation.

Core Values of SSUS

Institutional Orientation

- To develop and maintain an inclusive and innovative academic culture in Higher Education.
- To imbibe and impart the values of the rich legacy of Sanskrit traditions and its engagements with different cultures and knowledge systems.
- To instill a culture of freedom of thought and expression among the academic community.
- To inculcate the importance of sustainable and eco-friendly environment.
- To promote the spirit of teamwork among students, research scholars, faculty members and administrative staff.

Contribution to Society

- To develop a bond between the society and the academic community through extension activities.
- Through research, collaborations and outreach promote sustainable development and a healthy, inclusive society.
- To encourage the University community to engage in effective social interventions and take ethical positions against any type of discrimination.

Student Support System

- To facilitate students to attain overall academic excellence.
- To indoctrinate critical thinking and a culture of questioning.
- To impart life skills like problem solving, adaptability and decision making.
- To enhance employability of students.
- To generate pro-active, secular and progressive attitude in students to nurture positive approach to life and society.

Future Goals

- To emerge as an academic institution of global repute in Sanskrit Studies, Humanities and Social Sciences.
- To create a University where individuals not only work and study, but also fully engage in the life of an exemplar campus of best practices in Kerala, India and the World.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Pioneering public University in South India focusing on Sanskrit Studies
- The only University in Kerala to secure NAAC 'A' grade in the first cycle of assessment
- Locational advantages – Headquarters and main campus located in Kalady, the birth place of Adi Sankara and the place where renaissance leaders like Swami Agamananda brought about wholesome reformation in educational and social realms.
- Regional campuses spread across the state in rural regions
- Connectivity – Well connected air, road and rail network. Cochin International Airport is only 8

kilometers from the main campus.

- Quality higher education settings and research facilities in Sanskrit, Humanities, Social Sciences and Fine Arts
- Multi-cultural academic atmosphere, motivating cultural atmosphere
- Interdisciplinary learning opportunities
- Highly qualified faculty with more than 90 percent faculty members having research degrees.
- Faculty members experts in *Shastric* learning and having trained under Gurus.
- Financially, highly affordable education and research possibilities
- Catering to large number of students and scholars from socially and economically backward regions and communities.
- Outcome Based Teaching, Learning and Evaluation System.
- Systematic Academic Calendar – Timely conduct of evaluation and assessment.
- Equal importance to Continuous Assessment and End Semester examinations
- Experienced and effective administrative system.
- 24 x 7 Wi Fi campus.
- Large collection of books, manuscripts and other repositories in the Library
- Dedicated student support system.
- Active and Alert Internal Complaints Committee, Anti Ragging Cell, SC and ST Cell and Students Grievances Redressal Committees.
- Representation of students and teachers in all Governing Bodies and Committees.
- Qualified Student's Counsellor of University to support students emotional needs.
- Career and Employment Guidance Bureau.
- Society – academic linkages through extension activities.
- Excellent opportunities and facilities for co-curricular and sports engagements.

Institutional Weakness

- University office automation still in progress
- Inadequate infrastructure facilities in the regional campuses
- A few regional campuses do not have sufficient class rooms
- ICT facilities are inadequate in regional campuses
- Inadequate hostel facilities in the main campus and regional campuses
- Limited number of publications listed in Scopus and Web of Science
- No patents
- Large number of guest faculty members
- Lack of International Students
- Very limited number of new programmes introduced in the last five years

Institutional Opportunity

- One of the best place for Sanskrit and liberal arts education in Kerala
- The only Sanskrit University in India with a multi-cultural perspective
- Potential for forming an academic network focusing on the interdisciplinary possibilities of Sanskrit Studies
- Prospects of becoming a completely automated university
- Potential to secure research funding from different agencies

- Prospects of becoming a Centre of Excellence for Fine Arts and Humanities and for production of Sanskrit Plays.
- Potential for research oriented Interdisciplinary programmes
- Potential for four year Liberal Arts UG programmes
- Promotion of Gender friendly practices with more than 67percent of students being women
- The Greenest Campus
- Strong society academic linkages
- University can function effectively as a rural support system, because of the regional campuses located in rural areas.

Institutional Challenge

- Financial crunch for infrastructure development of regional campuses
- Noncreation of new teaching and non-teaching posts by government makes it difficult for the University to introduce new programmes
- All monitoring and funding agencies have became more industry oriented marginalizing Indigenous Knowledge, Arts and Humanities
- Profit orientation of the education system drastically reducing the meaning of University into a skill development institution catering to Industry
- Decreasing number of students and scholars who are genuinely interested in Sanskrit learning
- Lack of long term Planning and Integration

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SSUS, with its identifiable dedication to widening horizons of Sanskrit learning has integrated rare *Shastric* texts and Sanskrit texts of national repute into almost 90 percent of Under Graduate and Post Graduate Programmes. The curricular framework has a resourceful amalgamation of indigenous knowledge with modern institutional forms. They bear definite interdisciplinary and skill development focus with an accent on employability. Learning/ creative writing skills are honed within a clear Outcome Based approach laying out three levels of Outcomes, viz., Programme Outcomes, Programme Specific Outcomes and Course Outcomes for every Programme both at Under Graduate and Post Graduate levels. These outcomes concur with the Vision, Mission and Core Values of SSUS delineating the learning and skill acquisition to be anticipated by the students.

Frontier knowledge courses on Gender, Environment and Sustainability, Human Values and Professional Ethics are assimilated with the traditional systems of *Shastric* learning. Continuous assessment of the syllabi leads to periodic revisions and in the last five years, 75 percent of the programmes had their syllabi revised. The syllabi of all PG courses in Sanskrit Departments and their Internal Elective Courses are in Sanskrit while those for External Elective courses offered to other Departments like History, Philosophy, Geography, Sociology, Theatre, Fine Arts, Bharatanatyam, etc., that complement and support the learning of Sanskrit texts, are in Sanskrit and English. Framed in CBCSS mode, there is considerable academic flexibility with an extensive range of Elective Courses from among traditional, modern and interdisciplinary knowledge backgrounds available and supported with LMS platform.

Innovative Programmes like BA Sanskrit with IT, Diploma in Ayurveda Panchakarma & International Spa Therapy, PG Diploma in Wellness and Spa Management, Certificate Course in Kerala Tradition of Architecture: Study Based on Sanskrit Sources as well as Courses like Informatics impart contemporary relevance to Sanskrit learning apart from field based/internships as well as MOOC Courses. Students are encouraged to actively participate in online platforms like NPTEL, ARPIT, SWAYAM. SSUS has a systematic feedback collection system with 100 percent students giving feedback through the automated system. Syllabus revision and implementation of OBTLE is based on such feedback from various stakeholders.

Teaching-learning and Evaluation

SSUS is a university where a substantial number of students come from socially and economically disadvantaged backgrounds and of whom 67 percent are women. This impels to envision a serious transformative role while preparing the blueprints of teaching and learning in the University. By emulating the practice of eminent high ranking institutions in the country, a common entrance test is conducted for admissions to the Post Graduate and Research Programmes. Effective student centric methods have been adopted and the Outcome Based Teaching, Learning and Evaluation system was introduced.

The teaching/learning process involves extensive use of ICT tools backed up by the LMS portal that has come to vital assistance now in the pandemic times. Interactive methods of learning and evaluation like *Vakyarthavichara*, *Salakapareeksha, Subhashita* chanting, participative learning as in dialogue mode for *Kavyasastras,* problem solving methodologies as based on *Tantrayukti*, use of hermeneutics in the teaching of knowledge texts and *Kavyas,* etc. are encouraged. The University has an Advanced and Slow Learners' Policy and   Mentor Programmes catering to student diversity and providing remedial coaching .The *Utkarsha* Initiative focuses on developing soft skills and offers support to slow learners. Diverse evaluation methods like *Vakyarthasabhas ,Vakyarthavarnana, Vakyarthasadas, Sutrakanthapatha, Padyakanthapatha ,Samvadah, Sastrayuktinam Charcha,* etc. are in practice.

Continuous evaluation and formative assessment are the core of the assessment process and with the help of the automated examination wing the results of each semester are declared within 30 days after the examination. Optimum number of student teacher ratio is 1:20 and the overall pass percentage is 84. It is a notable fact that 83 percent of teachers have PhD, 80 percent are research supervisors and 70 percent have more than 20 years of teaching experience at University level .There are many who have won recognitions like the President's Medal and have trained under eminent Gurus .Eminent scholars trained under renowned Gurus and teaching in prestigious Universities are regularly invited as Visiting Professors to enable a continuity of *Shastric* learning from *pathsalas* to the modern University. Numerous Seminars, Conferences and Workshops in each Department enriches the teaching/learning process significantly

Research, Innovations and Extension

SSUS envisages a convergence of research, innovations and extension of traditional knowledge in contemporary contexts with an **innovative and contemporary policy for research** and provides state of the art research facilities. Furthering research goals, critical editions of unpublished manuscripts, commentaries and translations of Sanskrit/*Shastric* texts and journals like *Pratyabhijna*, were published. Study materials as e-books, YouTube links, etc. are available on official website for ancient and modern texts in the syllabi. For Sanskrit Departments, writing thesis and dissertation in Sanskrit is encouraged. Resources for research involves around Rupees 50 Lakhs. SSUS has a code of ethics on plagiarism to ensure quality of research. Around 250

PhD Degrees were awarded during the last five years. All researchers receive fellowships while around 57 teachers received assistance for research.17 teachers won national and state awards and 6 awards for creative writing. Teachers published around 700 books and 160 articles.

As part of **collaborative initiatives**, joint publication programmes are promoted. Additional Skill Acquisition Programme, in collaboration with Higher Education Department of Kerala and National Skill Development Corporation (NSDC), funded by Asian Development Bank was introduced. More than 10 functional MoUs and 8 awards for innovation indicate the impetus given to research. Two Universities are mentored by SSUS. SSUS has a **Policy for Consultancy** and Rupees 0.50 crore was earned from consultancy.

Regarding **innovative practices**, around 280 manuscripts and approximately five hundred rare text book manuscripts in Sanskrit, Malayalam and Arabic were acquired by the Manuscript Repository and MOUs signed to digitise over hundred palm leaf manuscripts. SSUS has an Innovation Ecosystem comprising *Rupakalpana:* Business Incubation Centre, Lalita Kala Akademi Art Gallery, Studio in Painting, Psychology Lab and GIS Lab.

SSUS conducted around 200 **extension programmes** winning 6 prestigious awards on this count. Apart from screening Sanskrit films, appreciation of *Kootiyattam, Chakkyarkooth and Pathakam*, forty one Model schools were provided funds for conducting two evening classes, *Prarambha* and *Anaupacarika* in addition to an evening Course on *Sree Sankara Darsanam: Samakalika Vichintanam*. Teachers prepared study materials for this and also participated in live commentaries/ lectures/Discussions in print and electronic media.

Infrastructure and Learning Resources

SSUS recognises that quality education requires an enabling infrastructure and learning resources. One classroom of every Department is designed as a **smart classroom** with LCD projectors and sound system. Departments of Theatre and Dance have classrooms replicating the structure of *Koothambalam*. Departments of Music, Theatre and Dance have acquired instruments while Painting and Sculpture have clay mixing units and baking kilns. Department of Geography has a well set **GIS laboratory** and the Department of Physical Education is well endowed. A **Recording Studio and Lecture Capturing System** has been set up and **Media Centre** gives media training sessions.

The Headquarters at Kalady has five air conditioned seminar halls. The Silver Jubilee Auditorium, Activity Centre, Open Air Auditorium and Amphitheatre are ideal for cultural events. SSUS has an effective laboratory for functional Sanskrit, an advanced Language Laboratory, Psychology Laboratory, Indoor and Outdoor courts, Gymnasium, Yoga Centre, Heritage Museum and Manuscript Conservation Centre. Besides the Health Centre, a Counselling Centre, Canteen and Crèche facility are available. Bank and its ATM and the Post Office is housed inside the Campus. Gender Sensitivity is ensured through the provision of a Common Room for Girls.

All the campuses of the University have uninterrupted internet connectivity. The University has set up a Data Centre and provide campus wide free Wi-Fi and LAN connectivity. The **Web Centre, Info-Net Lab and two Labs for ICT training** are used by the University community. LMS , Portal Centralized login system for students for Course registration, Exam registration and Exam results are available. Students Services portal , and a liaison with *Bharathvani* Portal are added benefits.

The **Central Library**, *Saraswatham* has a vast and updated collection of more than one lakh books and journals besides rare collections like 30 Volumes of *Brahmavidya* from 1954 to 2018 and DVDs of *Samaveda*

chanting in *Jaiminiya* tradition. Online OPAC helps searching and reserving books from anywhere. There are more than 25 e-resources in Sanskrit and numerous e-book libraries besides Inflibnet access.

SSUS has a **Policy on Maintenance of Infrastructure** to ensure maintenance of resources to facilitate a resourceful campus life.

Student Support and Progression

SSUS recognises that students are the foremost stakeholders of an educational institution and has consistently upheld the provision of student support. Induction programmes take place for the newcomers of PG and UG Programmes. To provide safe, secure and a just environment, Director of Students' Services, Students' Grievance Redressal Mechanism, Anti-Ragging Committee, SC/ST Cell and Internal Complaints Committee are in place as per UGC Regulations. Students' representation is ensured in the Syndicate, Academic Council, IQAC, RUSA Monitoring Committee, Student's Grievances Redressal Cell, Anti-Ragging committee, etc.

About 13,512 students benefitted from scholarships and fellowships and around 2000 students benefitted from guidance for competitive exams in the last five years. Students are supported with Career counselling, Soft skill development, Remedial coaching, Language lab and Yoga training. Above 450 students received placement, over 250 pursued higher studies in 2018-19 and above 600 qualified in exams like JRF, NET, SET. As part of Additional Skill Acquisition Programme (ASAP), Courses in Communicative Skills, Soft Skills like Personal Skills, Life Skills, Social Skills, Professional Skills, Communication Skills in English and IT were offered. E-Content Development in Sanskrit for Research Scholars, annual *Vakyarthasabhas*, *Vakyarthavichara* training, Spoken Sanskrit sessions and *Salakapareeksha* are conducted. Student's publications in print and other type of productions have invited critical acclaim.

Students participate actively in Inter-University, Intra-University youth festivals, Sanskrit youth festivals and cultural events. Around 70 sports and cultural activities / competitions were organised in the last five years by the Elected Students Union .66 students won national acclaim in sports/cultural events. Students from Sanskrit departments won prizes at National Level in cultural and academic Sanskrit competitions. University organized *Upanyasarachana*, Sanskrit Poetry Recitation on Sankara's compositions and *Prashnottari* annually for University students, *Vakyarthasadas* involving national scholars, students and public, as a part of the Sankara Jayanthi celebrations. Competitions in Sanskrit Elocution, Sanskrit poetry recitation, *Upanyasarachana* and *Prasnottari* for school/university/college students and National level *Vakyarthasadas* are conducted during Sanskrit Week celebrations .

The alumni members of SSUS Alumni have won national recognition and actively donate books and furniture and contribute towards extension activities.The alumni have made notable contributions to flood relief in 2018.

Governance, Leadership and Management

SSUS has consistently upheld its vision of achieving excellence in higher education and enjoys the status of being amongst the best Sanskrit Universities in India. The institutional leadership, systems of governance and participatory management constitute the inherent strengths of the University, enabling it to make its own mark in the Higher Education sector. The Syndicate is the chief executive body of the University .The Academic Council, the principal academic body of the University, advises the Syndicate on academic matters. The Vice-Chancellor exercises general supervision and control over University affairs. A Decentralised Perspective of

planning that embraces teaching/learning, research and development, community engagement, extension programs, resource planning, infrastructure, etc. is well in place. Teachers and students are present in all bodies like the Academic Council, Planning Board, IQAC, Governing bodies of RUSA, Board of Studies, Faculty, etc. ensuring maximum transparency and efficiency in governance. Budget Estimates, revision of Curriculum and Syllabi, infrastructure developments are all done in consultation with the stakeholders.

In terms of strategies for development, E-governance ensures transparency and efficiency. Research, Academic and Examination calendars are framed and followed. Various grievance redressal mechanisms exist for the University community and Silver Jubilee Welfare Fund for students. Establishment of *Sastrasamvardhini*, a centre for traditional *Sastra* training has promoted academic distinction. Professional development programmes and financial assistance for research are some of the faculty enriching strategies. Annual appraisal system for teachers (PBAS) and performance appraisal for administrative staff ensure quality performance.

Financial management and resource mobilization are characterised by bottom-up budget planning and allocation for institutional growth. More than 0.35 Crore Rupees was received from NGOs and individuals for research promotion. Regular Internal auditing and Local Fund Auditing of Government of Kerala guarantees elimination of objectionable financial transactions.

Internal Quality Assurance system, since 2010, does commendable service formulating various policies, conducting academic and administrative audits, collecting, analysing and devising actions based on feedbacks, regularly submitting AQAR to NAAC, submitting data to NIRF, AISHE and Chancellor's Award annually, ensuring timely implementation of UGC regulations, monitoring effective implementation of OBTLE, etc. More than 20 quality initiatives have been pursued for quality assurance.

Institutional Values and Best Practices

SSUS acknowledges that every educational institution should progress upholding the ideals of institutional values and social responsibilities. In fulfilling this declared aspiration, several courses on human values/ethics/environment awareness and over 100 programmes for promotion of universal values were initiated. Cultural Programmes for promoting value based education and a Professional Code of Ethics amplifies the insistence on quality and values. Eminent academicians, internationally renowned scholars and artists participate in Seminars, Workshops, *Sastrasadas and Vakyarthasadas.* More than 200 programmes were conducted engaging the local community.

 The University safeguards the safety and security of the community with security personnel and a 24 X 7 helpline. Over 43 programmes promoting gender equity were conducted. Entry timings to Women's Hostels has been extended to 9.30 pm and adequate lights have been provided on campus for ensuring safe mobility. Lady security guards were posted in the Women's Hostels and Common room facilities for women are arranged in the campus. Internal Complaints Committee functions effectively in the Head Quarters and Regional Campuses to address issues related to sexual harassment in the work place and a Policy against Sexual Harassment is in place. The services of a Student Counsellor support students in their times of need.

        The University is deeply aware of the need to promote environment friendly practices. Solid, liquid and e-waste Management, rain water harvesting, provision of bicycles for the academic community (as part of LIFE project) and Green Campus initiatives like encouraging public transport, use of pedestrian friendly roads, ensuring plastic free campus, paperless office, green landscaping with trees and plants are some measures in this direction. Differently- abled friendly campus initiatives are strongly in place.

In administrative matters the University maintains complete transparency in its financial, academic and administrative activities thereby making it amenable to social audit. Two Best Practices of the University include Energy Sustainability through Solar Power Plant and *Sastrayan,* an open House programme showcasing academic activities of the University to the public. Strengthening of Sanskrit Studies programme was a well acclaimed initiative that resulted in growing public acquaintance of the valuable knowledge repositories spread over centuries.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SREE SANKARACHARYA UNIVERSITY OF SANSKRIT
Address	SREE SANKARACHARYA UNIVERSITY OF SANSKRIT KALADY, KALADY P.O, ERNAKULAM, KERALA-683574
City	ERNAKULAM
State	Kerala
Pin	683574
Website	ssus.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Dharmarajan P.k	0484-2463580	9447913160	0484-2463583	vc@ssus.ac.in
IQAC / CIQA coordinator	Saju T S	0484-2463480	9446389010	0484-2464922	iqac@ssus.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	25-11-1993
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	01-03-1994	[View Document](#)
12B of UGC	27-04-2005	[View Document](#)

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	SREE S ANKA RACHA RYA U NIVER SITY OF SA NSKRI T KAL ADY, K ALADY P.O, ER NAKUL AM, KE RALA-683574	Rural	55	483311	BA, BFA, MA, MSc, MPES, MFA, MSW, MPhil, PhD, PG Diploma, Certificat e Progra mmes		
Regional Centres	*Sree Sa nkarach arya Un iversity Of Sankrit Regiona l Campus Thiruva*	*Urban*	*1.1*	*1419.41*	*BA, MA*	*25-11-1993*	*01-03-1994*

	nanthap uram, V anchiyo or G H S, Vanc hiyoor P O, Thiru vananth apuram- 698035						
Regional Centres	*Sree Sa nkarach arya Un iversity Of Sanskrit Regiona l Campus Panman a, Panman a P O, K ollam-6 91583*	*Rural*	*1.65*	*1346.62*	*BA, MA, Certificat e Progra mmes*	*02-05-1995*	*03-05-1995*
Regional Centres	*Sree Sa nkarach arya Un iversity Of Regonal Campus Thuravo or, Panc hayat L P School Compou nd, Puth enchant ha, Thur avoor P O Alapp uzha-68 8532*	*Rural*	*0.5*	*450*	*BA, MA*	*02-05-1995*	*03-05-1995*
Regional	*Sree Sa*	*Urban*	*1.09*	*1270.13*	*BA, MA,*	*01-06-1994*	*02-06-1994*

Centres	nkaracharya University Of Sanskrit Regional Campus Ettumanoor, Ettumanoor P O, Kottayam -686631				PG Diploma, Diploma		
Regional Centres	Sree Sankaracharya University Of Sanskrit Regional Campus Thrissur, Municipal Building, West Fort, Thrissur-680004	Urban	0.2	323.42	MA	01-06-1996	02-06-1996
Regional Centres	Sree Sankaracharya University Of Sanskrit Regional Campus Tirur, Thazhethara, Thirunnavaya P O, Malappuram, K	Rural	3	2693	BA, MA, MSW	25-11-1993	01-03-1994

	erala-67 6301						
Regional Centres	*Sree Sa nkarach arya Un iversity Of Sanskrit Regiona l Campus Koyilan dy, Nad uvathur P O, Ko yilandy Kozhiko de-6733 30*	*Rural*	*16.62*	*2200.73*	*BA, MA, MPhil, PhD*	*01-06-1994*	*02-06-1994*
Regional Centres	*Sree Sa nkarach arya Un iversity Of Sanskrit Regiona l Campus Payyann ur, Edat P O, Kannur, Kerala-670327*	*Rural*	*3*	*3542.01*	*BA, MA, MSW*	*02-05-1995*	*03-05-1995*

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				9				21				190
Recruited	2	1	0	3	9	3	0	12	67	70	0	137
Yet to Recruit				6				9				53
On Contract	0	0	0	0	0	0	0	0	37	56	0	93

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				286
Recruited	130	105	0	235
Yet to Recruit				51
On Contract	6	24	0	30

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				21
Recruited	12	3	0	15
Yet to Recruit				6
On Contract	16	11	0	27

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	28	34	0	17	16	0	19	13	0	127
M.Phil.	0	0	0	0	1	0	3	7	0	11
PG	0	0	0	0	0	0	7	3	0	10

Temporary Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	19	36	0	55
M.Phil.	0	0	0	0	0	0	2	11	0	13
PG	0	0	0	0	0	0	16	8	0	24

Part Time Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	3	1	0	4
Visiting Professor	1	0	0	1

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Sree Sankaracharya University of Sanskrit	Swami Vivekananda Chair	UGC

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Pre Doctoral (M.Phil)	Male	31	1	0	0	32
	Female	78	1	0	0	79
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	102	1	0	0	103
	Female	238	1	0	0	239
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	170	1	0	0	171
	Female	704	4	0	0	708
	Others	0	0	0	0	0
UG	Male	509	3	0	0	512
	Female	662	3	0	0	665
	Others	1	0	0	0	1

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Details of Programmes conducted on Indian Knowledge Systems

Sl.No	Programmes	No of Programmes
1	Number of Shastra Adhyapana Prashikshana Programmes conducted in last five years	19
2	Number of Shastra Vakyartha Prashikshana Programmes conducted in last five years	10
3	Number of Sanskrit Drama Training Programmes conducted in last five years	10
4	Number of Manuscriptology Training Programmes conducted in last five years	5
5	Number of Sanskrit Drama Festivals held in last five years	5
6	Number of Sanskrit Poetry Writing Training Programmes held in last five years	5
7	Number of Sanskrit Sambhashana Shibirams held in last five years	6
8	Number of Teachers Training Programs	6
9	Number of Translations Training Programs	5

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
A	3.03	naac peer report.pdf		
Cycle 2	Accredation			

Extended Profile

1 Program

1.1

Number of Programmes offered year-wise for last five years

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

2019-20	2018-19	2017-18	2016-17	2015-16
83	81	81	81	79

2 Students

2.1

Number of students year-wise during the last five years

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

2019-20	2018-19	2017-18	2016-17	2015-16
3824	3842	3818	3812	3680

2.2

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
1335	1477	1460	1571	1297

2.3

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
1494	3270	3293	3362	3152

3 Teachers

3.1

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
164	173	177	181	180

3.2

Number of sanctioned posts year-wise during the last five years

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

2019-20	2018-19	2017-18	2016-17	2015-16
220	220	220	220	220

4 Institution

4.1

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
2193.18	2911.53	2895.49	2079.22	3027.18

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Sree Sankaracharya University of Sanskrit, offers a wide range of academic Programmes for both Under Graduate and Post Graduate levels which respond to challenges of local, regional, national and global needs. Deeply rooted in the teachings and philosophy of the great sage Sankara, the University attempts to amalgamate traditional knowledge with a modern institutional frame. The vision of the University: **????????? ?? ????????? Liberation through Knowledge** empowers students to transform into morally upright, psychologically integrated, physically healthy, spiritually enlightened, socially committed and intellectually competent leaders.

Post Graduate Programme Outcomes(**??????????????? ?????????????????**) of the University are set out on (a) **?????????????????:**_Critical Thinking_ for taking informed actions after identifying assumptions from different perspectives that frame our thinking (b) **????????????????** _Communication_ which involves speaking, reading, writing clearly by connecting people, ideas, books, media and technology (c) **??????????**: _Ethics_ that recognizes different value systems and creates awareness of moral dimensions of decisions and accepting responsibility for one's own decisions (d) **????????? ??????????** : _Self-Directed and Life-Long Learning_ involving dealing with continuous change in our lives and practice of a profession and making learning as a life-long pursuit. The Programme Specific Outcomes vary in each discipline and are attached as additional information.

??????????? ????????????????? Under Graduate Programme Outcomes:

PO1. **????????????????????????** Disciplinary Knowledge, **PO2.?????????????? ??????** Effective Articulation, **PO3.????????????** : Analytical Reasoning,**PO4. ????????????** : Research-oriented and General Critical Spirit of Inquiry, **PO5.?????????????????** Multicultural Competence, **PO6**. **???????????????? ??????????** :Independent, Life-long Learning and Adaptability. The Programme Specific Outcomes vary in each Under Graduate Programme and are attached as additional information**.**

Rare Shastric texts adopted in the syllabus having relevance to the local developmental needs: Kerala has a history of exemplary Sanskrit scholars and strong Sanskritic traditions of various genres that produced texts like-

- _Prakriyasarvasvam_ by Melpathur Narayana Bhattatiri
- _Paribhashasangraha_ by Rama Varma Raja

- Sanskrit version of *Advaitachintapaddhati* by Chattambiswamikal,
- *Upadeshasahasri* by Sree Sankaracharya
- *Vakyavritti* by Sree Sankaracharya
- Sanskrit version of *Atmopadesasataka* by Sreenarayana Guru
- *Keralodayam* by K.N. Ezhuthachan
- *Kristubhagavatam* by P.C. Devasya
- *Balaramabharatam* by Karthika Tirunal Balarama Varma.

Texts of National Repute

- *Kasikavrtti* by Jayaditya and Vamana
- *Yaskanirukta*
- *Siddhantakaumudi*
- *Nyaya Kusumanjali* by Udayanacharya
- *Nyaya Manjari* by Jayanta Bhatta
- *Dhvanyaloka* by Anandavardhana
- *Vyaktiviveka* by Mahimabhatta
- *Vakroktijivita* by Kuntaka
- *Natyasastra* by Bharatamuni.

Other Departments follow Sanskrit knowledge by incorporating *Prachinakavyas* of Kalidasa, Bhasa etc, Bharata's *Natyasastra*, theories of Indian Aesthetics etc. The Theatre Department specializes in *Kootiyattam* [Sanskrit theatre of Kerala].

The presence of eminent academicians from various research institutions, feedback from the alumni and other stakeholders help to make the syllabi relevant to the societal as well as global needs. The University enjoys the environment of the co- existence of mutually strengthening Programmes like Indian and Foreign Languages, Performing Arts, Fine Arts, Social Work, Philosophy and Social Sciences that complement and support the learning of Sanskrit texts.

Though located in a rural area, the students hail from diverse backgrounds. The Courses offered sensitive students towards gender issues, social development, environmental sustainability, etc. Faculties have been designed with the objective of encouraging specializations and integrations of other disciplines with that of Sanskrit.

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Provide link for additional information (??????????????? ?????????)	[View Document](#)

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

Response: 74.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
60	60	60	60	60

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

2019-20	2018-19	2017-18	2016-17	2015-16
83	81	81	81	79

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

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

Response: 89

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

2019-20	2018-19	2017-18	2016-17	2015-16
1154	992	1104	1055	1021

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
1161	1222	1196	1211	1201

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

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

Response:

Syllabi of Post Graduate Programmes of all the five **Sanskrit Departments – Sahitya, Vyakarana, Vedanta, Nyaya and Sanskrit General** and the Syllabi of the M.A. Programme of Centre for **Vedic Studies** are available through Sanskrit medium.

List of Post Graduate Courses having Sanskrit Version: 2019 Syllabi

Name of the Programme	Total Number of Courses	Number of Core Courses having Sanskrit version	Number of Internal Electives having Sanskrit version	Number of External Electives having Sanskrit version	
M.A. Sanskrit Sahitya	44	12	16	16	
M.A. Sanskrit Vyakarana	29	12	10	7	
M.A. Sanskrit Vedanta	34	12	12	10	
M.A. Sanskrit Nyaya	24	12	8	4	
M.A. Sanskrit General	36	12	12	12	
M.A. Vedic Studies	31	12	9	10	

Syllabi of the Under Graduate Programmes having Courses in English Language and Literature, Hindi, Malayalam and Sanskrit have syllabi in their own respective languages. The first two semesters consists of **2 Courses** in English Language and Literature, **1 course** in any Additional Language such as Hindi, Sanskrit or Malayalam;**1 Core Course** and **2 Complimentary Courses.** The third and fourth semesters consists of **1 course** in English Language and Literature, **1 course** in any Additional Language, **1 Core Course** and **2 Complimentary Courses**. The fifth semester consists of **4 Core Courses**, **1 Open Course**, that is chosen from any department other than the parent department of the student and **a Project Couse** for which the students have to submit project reports. The sixth semester consists of **5 Core**

Courses and one among them is a choice based course. Hence, lists of Sanskrit Courses are given below.

List of Under Graduate Courses having Sanskrit Version: 2020 Syllabi

Name of the Programme	Total Number of Sanskrit Courses	Number of Courses having Sanskrit Version			
		Core Courses	Complimentary Courses	Open Courses	Common Courses
B.A. Sanskrit Sahitya	27	14	6	1	N.A
B.A. Sanskrit Vyakarana	26	12	8	4	N.A
B.A. Sanskrit Vedanta	28	14	8	2	N.A
B.A. Sanskrit Nyaya	29	15	8	3	N.A
B.A. Sanskrit General	44	18	18	4	4

List of Under Graduate Courses having Sanskrit Version: 2015 Syllabi

Name of the Programme	Total Number of Sanskrit Courses	Core Courses	Complimentary Courses	Open Courses	Total No Courses
B.A. Sanskrit Sahitya	27	14	5	1	20
B.A. Sanskrit Vyakarana	26	14	6	1	21
B.A. Sanskrit Vedanta	28	11	6	Nil	17
B.A. Sanskrit Nyaya	23	10	6	1	17
B.A. Sanskrit General	32	9	6	6	21

The UG Programme in Sanskrit and Information Technology has 22 core and complementary Courses of which 11 Courses are in Sanskrit, related to the Sanskrit Sastra subjects like Vyakarana, Nyaya and Mimamsa. It is suggested that the medium of instruction for these courses should be Sanskrit as far as possible. Students write the exam in Sanskrit language using Devagnagari script.

File Description	Document
Provide UG and PG Syllabus prepared in Sanskrit	[View Document](#)
Provide link of the University website	[View Document](#)

1.2 Academic Flexibility

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

Response:

The University fulfills its role in designing innovative Programmes through innovative teaching methods with special priority to Sanskrit Courses in emerging areas. The Under Graduate Programme **BA Sanskrit with IT**, unique to the University, is offered to equip students with contemporary knowledge technologies. The Department of Ayurveda offers **Diploma in Ayurveda Panchakarma & International Spa Therapy** and **PG Diploma in Wellness and Spa Management**. The Department of Vastuvidya offers a **Certificate Course in Kerala Tradition of Architecture: Study Based on Sanskrit Sources**.

For the Under Graduate Programmes in Sahitya, Vyakarana, Vedanta, Nyaya and Sanskrit General**,** courses on **Informatics** are offered with contents ranging from the concept of artificial intelligence, intelligence in functional knowledge, major Informatics initiatives in India, Digital Knowledge Resources, concepts of IPR, Copyrights, Plagiarism and Journal and Academic services.

The University has a well established Laboratory for **functional Sanskrit**. **Sanskrit and Information Technology**, a Course for the Under Graduate Programme, is offered in the best interest to give intensive training to students to utilise the possibilities of IT and for the advancement of teaching-learning of Sanskrit. The strength of having large number of words in Sanskrit (approximately 1.63 lakh) is expected to be made use of in developing Sanskrit as an intermediary language in computing. The Lab consists of 10 computers with software installed to give training on computer languages such as C and VB, database management, SQL server, Sanskrit tools, Sanskrit informatics etc.

The University offered a Course on **Yoga as an Add-on Course** with the objective of teaching and practicing yoga systematically. The students of the University and those interested from the neighbourhood attend the sessions. Various Departments in the Faculty of Arts and Social Sciences, Humanities, Indian Languages, Foreign Languages, Science have incorporated the knowledge disseminated through Sanskrit language in their respective syllabi. In this sense, interdisciplinary exchanges on the basis of Sanskrit knowledge are encouraged and promoted in the University. To uphold this, the Research Committees of all Departments are constituted with the presence of faculty members from different Departments.

Innovative Courses –

- PVYM/S 10419 *Keraleeya Sastrakavyaparamparyam*,
- V. D. 142. Sg. Yoga and Kerala Schools of Holistic Science,
- IV.B.114 Sg. Kerala School of Mathematics,

- PVEM 2170 Sri Sankara Philosophy and its Modern Interpretations

are some examples. [See *additional data.]*

Courses in Emerging Areas –

- PSGS 10130 Informatics, Computational Linguistics and Sanskrit,
- PVEM 8218 Translation Studies,
- PVYM 2320 Comparative Phonetics in Sanskrit and English,
- PSAM 2045 Manuscript Studies, Academic Writing and Translation

are some examples. [See *additional data*]

Sanskrit Based Courses including Scientific and Technical Literature –

- PVEM 2161Technical Literature in Sanskrit,
- PSGM 10106 Science in Sanskrit,
- PVEM/S 8242 Classical and Contemporary Phases of Yoga System,
- PSGM 10107 Economic Administration in Arthasastra,
- SSS128 Contribution of Kerala to Ayurveda,
- PSAS 2007 Sanskrit Sources of Science and Technology

are some examples. [See *additional data.]*

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Minutes of relevant Academic Council/BOS meeting(??????????????/????????????? ??????????????????)	[View Document](#)
Provide link for additional information (??????????????? ?????????)	[View Document](#)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented (Preceeding academic year data)
???????????????????????????????/ ??????????????????????? ???????????? ????????????? ?????????? (???????????? ????????)

Response: 100

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

| Response: 83 | |

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Minutes of relevant Academic Council/BOS meetings (?????????????/ ???????????? ??????????????????)	[View Document](#)
Institutional data (Data Template)(????????????????? ???? (???????????????))	[View Document](#)

1.2.3 University provides the flexibility of bringing together the conventional face-to-face mode, MOOCs, online education and allow students to choose and combine the courses they are interested in. Provide details. ??????????????? ?????????????????????? ?????????????????????????????????? (MOOCs) ???????????????????? ? ??????????????? ??????? ?????????, ??? ?????????????????? ???????????? ???? ?????? ? ???????? ???????? ??????????????????? ??????

Response:

Situated at Kalady, the birthplace of the great and illustrious Guru Sree Sankaracharya, whose teachings and philosophies have spread far and wide, the SSUS gives primary importance to face to face teaching and learning. The inter-personal communication between the mentor and mentee helps to create a good rapport between them and make transfer of knowledge possible. The semester for Post Graduate and Under Graduate Programmes start with an orientation wherein the mentor meets the mentee providing them with a wider outlook about the Programme they are enrolled in. The classrooms are technologically enhanced enabling use of ICT and equal importance is given to classroom teachings and discussions, tutorial systems and remedial methods. The tutorial system of the Department helps to identify the level of cognition of the students. The tutor arranges the students differently as advanced, average and slow learners after various sessions of interactions. Mentoring for the slow learners is offered individually and peer mentoring is also promoted.

Seminars, Project work, Assignments, Assignments as Book Reviews, Play Production, Fieldwork Report, Installation, Choreography, *Vakyarthavicara, Salakapareeksha, Padyarachana, Katharachana*, Translation, Precis - writing, Group discussion and Presentations (with audio-visual aids) are encouraged which allows the flexibility of role reversal. The University values participatory learning as it involves the active participation of the students. The Scholars of the University engage in online teaching methods, for instance, the You-Tube channel of the Malayalam Department *Kalady Malayalam*, online content writings on *Swayam* platform, etc. The Students at the University are encouraged to actively participate in online platforms like NPTEL, ARPIT, SWAYAM, etc. The System of Elective Courses offer flexibility to students to choose and combine the Courses they are interested in. For instance, a student belonging to the History Discipline gets the opportunity to choose an Elective Course from a different discipline like Sanskrit Vedanta or Department of Theatre.

In the COVID19 Pandemic situation, the University Departments have become fully functioning through online teaching modes. For the Under Graduate and Post Graduate Programmes, the official University

LMS platform is used for teaching, resource sharing, feedback and interaction along with other net platforms like Google Meet, Zoom, etc. Intensive training has been given to teachers and students to use the online platforms for better accomplishment of the teaching-learning process. For researchers, Ph.D Open Defence /Viva Voce and Pre-Submission Seminars are being conducted through online platforms. University has issued necessary guidelines for the above procedures.

Teachers are encouraged to offer independent Courses on MOOC platform. The teachers in the Department of Philosophy offer Courses on this platform. Several teachers have availed sanction to offer Courses on MOOC platform. The University will permit the credit transfers, once these Courses have been successfully uploaded.

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Provide Link to MOOCs, online Platform(??????????????????????????????????? ?????????????????,)	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The SSUS provides considerable space for cross cutting issues like Gender, Environment and Sustainability, Human Values and Professional Ethics in its curriculum. The University is committed in integrating ancient knowledge system discussed in Sanskrit and other traditional texts in research and teaching-learning process. The regular conduct of *Vakyarthasadas, Sasthrasabha, Grandhasameekshas, Rengavatharanam, Vistarakriyakalapa* etc. and the intensive discussion platforms of researchers and faculty members function for the smooth conduct of the dissemination of traditional knowledge fitting to the modern and contemporary society. The cross cutting of disciplinary boundaries and mutual exchange of knowledge is promoted at all levels of the academic activities. The initiatives of the University in this respect are reflective in the following:

GENDER

The curriculum of the university approaches gender as a complex and multifaceted social construction.

Interconnectedness of gender and curriculum is established through classroom teaching, discussions and extension activities. The Department of Sanskrit Sahitya offers five courses, the Sanskrit General Department and Centre for Vedic Studies offer one course each in this regard. Some other Departments like History, Sociology, Social Work, Geography etc are offering courses sensitising gender equality. **Dakshayani Velayudhan Centre for Women Studies** exclusively for addressing gender issues and for promoting women studies. **Table I of Additional Information.**

ENVIRONMENT & SUSTAINABILITY

The university explores all possible means to have endurance of sensibility among all stakeholders about the environment and sustainability. All teaching departments have successfully incorporated various dimensions of the environment in the syllabus. The Departments of Sahitya, Vyakarana, Vedanta, Nyaya and General, altogether, offer 14 courses in this respect. The Department of Geography, Sociology, English, Comparative Literature, History and Social Work departments offer, four, three, and one course each, respectively. **Table II of Additional Information.**

HUMAN VALUES & PROFESSIONAL ETHICS

The cross-cutting issues of Human Values and Professional ethics described in ancient Indian Philosophy, Vedic Scriptures, Classical Texts etc. have been brought into the Curriculum of the University, in furtherance of its mission. The Department of Sanskrit Vedanta itself offers 13 such courses in its PG and UG programmes. The other Departments such as Sanskrit General, Sahitya, Vyakarana, and Centre for Vedic Studies and the Centre for Comparative Literature also offer courses imparting human values and ethics. **Table III of Additional Information.**

TRADITIONAL SYSTEM OF SHASTRIC LEARNING

All Sanskrit Departments have designed the curriculum with the objective of in-depth study of traditional Sanskrit texts. The reading of the original works facilitate the increase of the genuine academic interests in the learning process. Dedicated training and exposure through *Vakyarthasadas,* workshops by the traditional scholars etc. encourage the scholarly discussions in the realms of the University. *Salakapareeksha, Dhatupadhakanthasthikarana,* etc. orient students and prepare them for state and national level competitions. In *Sasthrasamvardhini*, the programme designed by the University, traditionally learned experts teach the texts in original form and methods. All Sanskrit Departments take initiatives in organising them on rotation basis. Students are given opportunity to participate in such intensive programmes organised in different parts of the state.

File Description	Document
The list of courses where the above topics are included ?????????? ???????????? ???? ???? ?????????????? ????????	View Document
Any additional information ?????????? ??????	View Document
A description of courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics, traditional system of shastric learning ????????????????????????, ??????????? ?????????? ???????? ???????????- ??????????-??????????????????	View Document

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

Response: 12

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	0	0	2

File Description	Document
List of value added courses (Data Template) combined with 1.3.3 ????????????????????????? ???? ????????????????????? ????????????????? 1.3.3 ???????? ???????	View Document
Brochure or any other document relating to value added courses ???????? ?????????????????? ???????? ?? ???????????? ???????????????????????? ???????	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2. 1.3.2 ??????? ??????? ???????????? ???????????? ? ????????? ??????????? ????????? ?????????

Response: 1.57

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years ??????????????? ???????????? ??????????????????

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

2019-20	2018-19	2017-18	2016-17	2015-16
103	92	0	31	71

File Description	Document
List of students enrolled (Data Template) combined with 1.3.2 ???????????? ????????? ???? (???????????????) 1.3.2 ???????? ???????	[View Document](#)

1.3.4 Percentage of students undertaking field projects/ internships/ training programmes/ summer assignments etc. (Preceeding academic year data) ?????????????????????? ???????????????? ???????????????????? ???????????????????????? ??????????? ????????? ????????? (????????????)

Response: 38.96

1.3.4.1 Number of students undertaking field project or internships ?????????????????????? ???????????????? ???????? ?????????/ ??????????????? ???????????? ????????? ????????

Response: 1490

File Description	Document
List of Programmes and number of students undertaking field projects / internships (Data Template) ????????????? ??? ??????????????????????? ?????????????????? ?????????/ ??????????????? ???????????? ????????? ???? (???????????????)	[View Document](#)
Any additional information	[View Document](#)

1.3.5 University Curriculum has units and sub-units of the modern subjects like History, Political Science, Education, Psychology, Economics and statistics etc. have contents from Sanskrit based knowledge and being taught in Sanskrit medium. Modern Sanskrit Literature is also included in the curriculum, Provide details. ??????-???????????-????????????-?????????-?????????????-???????????-??????????????????????????-????????????: ??? ??????????????? ?????????: ?????? ????????????????????????? ?????????????????????????, ?????? ??????

Response:

Sanskrit Departments give and receive inputs from modern subjects like History, Psychology, Sociology, Geography, Philosophy, Theatre, Music, Dance, etc. and teach them in Sanskrit medium. The examination

is also conducted in Sanskrit Medium.

English version of the Course names and the Departments offering them are cited below:

- SSS 113 Sanskrit Historiography (Dept. of Sanskrit Sahitya)
- VD137Ve Vedanta and National Movement (Dept. of Vedanta)
- IV.B.114 Sg. Kerala School of Mathematics (Dept. of Sanskrit General)
- PSGM 10107 Economic Administration in *Arthasastra* (Dept. of Sanskrit General)
- I.C. 127 VY Methodology of Humanities (Dept. of Vyakarana)
- SSS 119 Sanskrit for Literary and Cultural Studies (Dept. of Sahitya)
- SSS 150 Indian Renaissance (Dept. of Sahitya)

Modern Sanskrit literature is also included in the syllabus of Sanskrit Departments and the teaching and evaluation process is through Sanskrit medium. For instance,

- IIIC128.Ss Modern Sanskrit Literature (Dept. of Sahitya)
- SSS 117 Indian Poetics and Modern texts (Dept. of Sahitya)
- PVYM/S 10419 *Keraleeya Sastrakavyaparamparyam* (Dept. of Vyakarana)
- VI.E.145Sg. Orientation to Modern Sanskrit (Dept. of Sanskrit General)
- PSGS 10117 Vista of Contemporary Writings in Sanskrit (Dept. of Sanskrit General)
- PVEM/S 8242 Classical and Contemporary Phases of Yoga System (Dept. of Vedanta)
- PVDM 12409 Interpretation of Veda: Traditional and Modern (Dept. of Vedic Studies)
- PVEM/S 8230 *Advaita* Philosophy through Malayalam Literature
- PVEM/S 8232 Contributions Of Swami Agamananda to Kerala Renaissance
- PVEM/S 8234 Social Philosophy Of Ayya Vaikundaswamikal
- PVEM/S 8239 Kerala Contribution to *Advaitavedanta*
- PVEM/S 8243 Kerala Renaissance and Philosophy of Sree Narayana Guru

SSUS has been designed in such a way as to facilitate the distinctiveness of the teaching-learning process of Sanskrit. One of the distinguishing features of the University is the Statutory provisions for interdisciplinary research. University Curriculum has units and sub units of modern subjects like History, Political Science, Education, Psychology, Economics and Statistics, etc. having contents from Sanskrit based knowledge. For instance,

- PPHM/S 11217 Philosophy of Later *Advaita* Tradition (Dept. of Philosophy)
- 11218 Philosophy of *Purvamimamsa* System (Dept. of Philosophy)
- PMOM11003 *Abhinaya* Aspects in *Balaramabharatham* and *Natyasastra* (Dept. of Mohiniyattam)
- PSAM 2040 Society Motivation and Sanskrit (Dept. of Social Work offered by Dept. of Sahitya)
- PTHM 11704 *Prabhanta Koothu* (Dept. of Theatre)

In order to ensure the exchange of knowledge traditions with different languages, social sciences, arts, humanities and science discipline, the teaching departments are organized to facilitate the stated vision and mission of the University. In this sense every teaching Department has all the provisions of exchanging and collaborating in the production of knowledge. Research Centres and Study Centres are established with this objective.

File Description	Document
List of units and sub-units of the modern subjects ??????-??????????????? ?????	<u>View Document</u>
Any additional information ?????????? ??????	<u>View Document</u>

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents for design and review of syllabus semester wise/year-wise ?????????????????????, ????????????????????? ?? ????????????????? ???????????? ??????? ??????????? ??????????? - ?. ????????? ?. ??????????? ?. ????????????? ?. ???????????????? ?. ????????????

Response: A. Any 4 of the above (?. ???? ???????????? ???????? ???????)

File Description	Document
Institutional data as per Data Template(???????????????????)	<u>View Document</u>
Any additional information (Upload) ?????????? ?????? (???????????)	<u>View Document</u>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) ??????????? ???????????????? ?????????? ?????????? ????????????? ??????????????? ??????????? ????????	<u>View Document</u>
URL for stakeholder feedback report URL ??????????? ????????????????? ???????????	<u>View Document</u>	

1.4.2 Feedback processes of the institution may be classified as follows: ????????? ?????????????????????? ????????????? ?????? ??????? –

Response: A. Feedback collected, analysed, action taken and available on website(?. ???????????? ?????????, ??????????, ???????????? ?, ????????? ??????? ??)

File Description	Document
Upload Stakeholder feedback report, Action taken report of the university on it as minuted by the Governing Council, Syndicate, Board of Management. ??????????? ????????????????? ?????????, ?????????? ????????????????? ????????????????? ????????????? ??????????? ?????????????	[View Document](#)
Upload any additional information ?????????? ?????? ???????????	[View Document](#)
URL for feedback report ??????????? ????????????????? ??????????? ?????????	[View Document](#)

1.4.3 The feedback thus obtained is • Discussed in the Statutory Bodies of the University like Academic Council/ Executive Council etc. • Is used for restructuring the curriculum • Discussed with Traditional scholars/ Peers ????? ????????? ??????????? - · ??????????????? ?????????????/ ??????????/ ???????????/ ??????? ??????????? ???????? · ????????????? ???? ????????? ?????????? · ??????????? ????????? ????????? ?? ????????

Response:

The IQAC has been collecting feedback from various stakeholders in a systematic and scheduled manner. This feedback collection process is one of the important quality enhancement mechanisms for the University. The feedback system of SSUS is a three-stage process.

At the first stage, at the end of every semester, feedback is collected from every student regarding the Courses, teachers and student support systems. A combined Feedback Report of the Department on teachers and Courses are sent to all Heads of Departments for further discussion at the Department Council and to initiate appropriate measures for quality enhancement. The IQAC ensures that all Departments submit an Action Taken Report. A cumulative report on overall feedback is reported to the statutory bodies of the University.

At the second stage, feedback on curriculum collected from various stakeholders are discussed in the Department Councils, Board of Studies, among academic peers, with traditional scholars and at curriculum revision workshops.

In final stage, the collected feedback analysed and actions suggested by the statutory bodies incorporated into the syllabi revision.

Some of the aspects/questions covered in the feedback format are as follows

- How much has the present syllabi been able to provide understanding of concepts?
- How much has the present syllabi been able to link traditional repositories of knowledge with current academic concerns and systems?
- How much has the present syllabi been able to provide critical awareness of the world and issues of

daily life?

- How much has the present syllabi been able to generate research inquisitiveness?
- How much has the students been able to demonstrate the essential skills offered by the discipline at PG level (as advanced from UG level)?
- How much has the present syllabi enabled a student to express her/his thoughts in an academic language?
- How much interdisciplinary understanding has the present syllabi offered.
- How much has the present syllabi been competent with the International and National level Programmes of the same nature?
- How much has the present syllabi of the Programme been able to help the students to get placement (other than teaching in schools and colleges)?
- How much has the present syllabi helped the students to be recruited for research to the reputed institutions Nationally/ Internationally?
- How much has the present syllabi been socially relevant in the contemporary context?

Based on the feedback received, analysis and the action suggested by the statutory bodies, each Department was asked to revise the curriculum and syllabi within the following broad guidelines.

- Revision should be holistic and updated.
- Ensure advance from UG Courses for each Course of the PG Programme.
- Ensure essential knowledge components in each Course – concepts, methods, skills, and applications.
- Ensure enough attention is given to incorporating the Sanskritic traditions from Kerala.
- Keep in mind the local needs and understanding while designing every Course.
- Ensure national/international level competence and links with Sanskrit Programmes elsewhere.

File Description	Document
Upload the Minutes of the Academic Council/ Executive Council etc. ????????????????? ????????? ?????????	View Document
Any additional information ?????????? ?????? ???????????	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years ??????? ?????? ?????? ????????? ????????? ????????????? ??????????? ???????? ????????? ??????????? ??????

Response: 0.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	4	1	5

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

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

Response: 304.9

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

2019-20	2018-19	2017-18	2016-17	2015-16
8513	7737	6673	6460	5988

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

2019-20	2018-19	2017-18	2016-17	2015-16
2334	2294	2326	2327	2321

File Description	Document
Institutional data as per Data Template(???????????????????)	[View Document](#)
Any additional information ?????????? ??????	[View Document](#)

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

Response: 77.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
710	730	764	722	786

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

2019-20	2018-19	2017-18	2016-17	2015-16
919	966	968	969	986

File Description	Document
Institutional data as per Data Template(???????????????????)	[View Document](#)
Any additional information ?????????? ??????	[View Document](#)

24-06-2021 11:37:19

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 spoken Sanskrit shibirams/ camps/ workshops/ summer schools etc.) for advanced learners and slow learners ????????? ???????????? ?????? ?????? ??????????? ???????, ???????????????? ?????????????? ? ???? ????????? ????????????????? (????????????????????/ ?????????????/ ?????????/ ?????????????????? ??????) ????????

Response:

SSUS has a comprehensive plan of action implemented as part of the University's commitment to the advancement of students in learning. Upon admission to the Programmes, students are made to undergo a week long **Induction Programme.** Orientation lecturers are offered to create awareness among the students regarding the benefits of University education and to equip them to exploit the multifaceted opportunities thrown open by the physical and academic /intellectual space of SSUS.For assessing the students' writing and speaking ability, learning skills, and other curricular and co-curricular abilities, several intervention programmes are arranged.

The University has adopted *Advanced and Slow Learners' Policy* to identify the levels of learning and skills of students. Criteria employed in identifying slow and advanced learners are:

Marks secured in the:

- common entrance examinations
- qualifying examinations and previous academic programmes
- classroom performance in the first semester
- assessment of their co-curricular and other talents

Mentor Programmes

Slow Learners

All students of the Departments are assisted by mentor. Slow learners are especially provided with intensive guidance and support. Steps taken to this end are:

- Extra classes are provided in the areas of study where difficulty is identified.
- Individual attention is given to the students in the tutorial classes.
- Slow learners are specially advised and counselled by the teacher.
- Group activities are encouraged.
- Bridge programmes are conducted
- Spoken Sanskrit classes to improve communication skills

Advanced Learners

- *Budhasangamam* : Department of Sahitya conducts weekly seminars for Post Graduates and Research Scholars every Wednesday. Additional classes on traditional texts are provided.
- Students are encouraged to participate in National/ International *Vakyarthasadas /*

Salakapareeksha /Seminars /Workshops /Conferences / Academic and Cultural competitions.

- Advanced learners are assigned with the responsibility of students groups helping others in taking notes and studying.

Utkarsha **Initiative**

Utkarsha with its motto *Yogah Karmasu Kausalam* is an academic initiative by the Department of Vedanta focusing on developing soft skills, offering support to slow learners and motivating students to be socially responsible, ethically enriched and creatively efficient. Seminars and debates, introducing basic knowledge related to Indian Philosophy, Psychology, Indian History, Economics, Development and Changing Economy, Archaeology, Environmental issues, Changes in Society, Life-Style Diseases, etc. were conducted.

Other Initiatives:

- The students are motivated to strive for higher goals and provided inputs for better career planning through special coaching for competitive examinations like NTA, NET, etc.
- Quiz, seminars, etc. are organised and students are deputed with financial support to participate in programmes and seminars conducted outside the University
- Advanced learners are made supporters to the average and slow learners.

Bridge and Remedial classes

- Bridge and remedial classes, with the help of different visual aids are engaged.
- Special coaching sessions are designed to bridge the gap between slow learners and advanced learners.
- Bilingual explanations and discussions.
- Simple and standard lecture notes are provided.

Development of Soft and Professional Skills

- Training provided on communication skills, personality development, time management and motivational sessions.
- Academic and Personal counselling provided through **Student Counselling Cell (SCC)**, in addition to mentor system.

File Description	Document
Upload any additional information ?????????? ?????? ???????????	[View Document](#)
Provide link for additional information ??????????????? ????????	[View Document](#)

2.2.2 Student - Full time teacher ratio ????????? ????????????????????? ? ???????

Response: 25:1	
File Description	**Document**
Any additional information ?????????? ?????? ???????????	<u>View Document</u>

2.3 Teaching- Learning Process

2.3.1 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. ??????????? ??????, ?????? ??????, ???????????? ?????? ??????? ??????????????????, ??????????? ???????, ??????????? ????????? ? ????? ?????????????????? ?????????????????????????? ? ????????????????????? ???????????

Response:

SSUS has adopted **student-centric teaching/learning programmes** for both advanced and slow learners, at all levels. Sanskrit Departments have adopted both traditional and modern methodologies according to the nature of courses taught. For teaching *Kavyas* methods like projects, dissertations, focus group discussions and collaborative dialogical methods have been adopted to empower students intellectually.

Interactive Method

- *Vakyarthavichara*, *Salakapareeksa*, *Subhashita* chanting are done by students of all Sanskrit Departments
- Classes on poetry are engaged through recitation of *Sastra* texts through learning *Karikas* like *Dhvanyaloka, Vyaktiviveka, Vakroktijivita*. The application of Sanskrit aesthetic theories on ancient and modern literary works and *Vakyarthavicara* and *Sastraspardha* have become part of internal assessment.
- Students are trained to compare different commentaries of important texts of Vedanta philosophy like the different commentaries of Sankara's *Bhashya* on *Brahmasutra, Bhagavadgita and Upanishads*. Arranging exhibitions and poster displays enhance participatory learning.
- In addition to the above mentioned strategies, the following student-centric methods are also employed:
- Participative learning (dialogue mode for *Kavyasastras*)
- Problem solving methodologies (based on *Tantrayukti*)
- Class seminars on course related topics outside the syllabus
- Rendition of *Sutras* from texts like *Siddhantakaumudi*, *Karikas* from *Patanjalayogasutram* & *Vakyapadiyam*.
- Music concerts are arranged in and outside the Department of Music, as part of assignments. Students are given assignments to review recorded as well as live concerts.
- Programmes like *Vox Populi*, organised in connection with the *Shastrayaan*, are other interactive programmes designed to learn the local history and narrations of local people about the culture and traditions of the neighbouring communities.
- Interactive sessions between students and the local public are organised. For instance, the experiences of the flood in the 1950s was shared in the context of 2018 flood in Kalady.

Problem Solving Methodology

- Prakriya texts like *Siddhantakaumudi*, and *Prakriyasarvasva* are taught as essential components of the curriculum. Students are assigned to do the derivations in the classroom sessions. *Sutrakanthapatha* and *Dhatukanthapatha* are practised by the students. *Vakyarthavicara* is part of internal assessment.

Collaborative and Creative method

- Students and faculty members are encouraged to acquaint themselves with the varied notions and aesthetics of both traditional and modern Theatre. Creative research projects are designed to raise awareness, generate community participation, foster self-expression, challenge stereotypes, evoke compassion and represent diverse perspectives.

Experiential and Participative Learning.

- The experiential and participative learning through community camps, PRAs, seminars, debates and dialogues have been made part of the Core and Elective Courses in the Departments, where this would be viable and suitable.
- Participatory learning is also done through seminars, assignments, workshops, discussions, field work, internships, quiz competitions, writing competitions and exhibitions.
- Departments of Geography and Social Work assign students to undertake seven to ten days' camp at any location in the state to learn different methods of data collection. Students of the University were facilitated to become part of the Heritage Walk in Kochi.
- The contributions of the faculty members and students of the Painting Department in the conduct of Cochin Biennale (International Art Exhibition) from the inception of the programme was well acclaimed.

File Description	Document
Upload any additional information ??????????????? ???? ????????	[View Document](#)
Link for Additional Information ?????????? ?????? ???????????	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. ?????-????????-???????(?.???.???)-???????-?????-??????(??.?.?)-?????????? ?? ?????-????????-?????????? (??.??.????) ??????????????????? ??????????? ?????????? ?????????

Response: 100:1

2.3.2.1 Number of teachers using ICT ?????-?????????-???????????? (??.??.????) ??????????? ??????????? ???????

Response: 152

File Description	Document
Upload List of teachers (using ICT for teaching) based on Data Template ??????????????????? ?????-???????-????????? (??.??.????) (?.???.???., ??.?.??) ?????????? ?????????? ???? ??????????	[View Document](#)
Upload any additional information ?????????? ?????? ???????????	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system" ????????? ??????? ?????? ???? ?????-????????-??????? (?.???.???) ???????-?????-????????? (??.?.?) ?????? ??????	[View Document](#)

2.3.3 Ratio of mentor to students for academic and stress related issues (preceding academic year data) ???????????????????, ?????????? ? ????????? ???? ?????????? ???????????? ??????? (??????????? ????????)

Response: 23:1

2.3.3.1 Number of mentors ??????????? ???????

Response: 164

2.3.4 University encourages the Grurukula method of teaching/ Pathashalas/ Traditional Oriental Learning System (TOLS)/ Gurukula/ Shastrapeethas ?????????????? ?????????????? ????????/ ????????/ ??????????????????????????????/ ?????????/ ???????????????? ? ???????

Response:

The educational system that prevailed in the ancient society of India was the *Gurukula* system. However, over a period of time the *Gurukula* system gave way to the modern educational system, which the University system advocates and follows. In the modern educational system, pedagogical processes are designed as per well defined criteria. In Kerala the Government introduced the policy of modernising the pedagogical system as a result of which Sanskrit, being an essential component of mainstream subjects, also follows the methods of modern educational system. Even while staying within the framework of modern educational system, the curriculum and the pedagogy of Sanskrit subjects incorporate the reading and studying of original texts in Sanskrit. Several original texts such as *Mahabhashya, Laghusabdendusekhara, Bhushanasara,* etc. are taught in the traditional way along with commentaries. Thus, the content of the Courses of study is very similar to that followed in the *Gurukula* System. Similarly, *Bhamathi, Advaitasiddhi, Brahmasutrabhashya , Vedantaparibhasha, Rasagangadhara, Sahitya Darpana, Citra Mimamsa , Dhvanyaloka,* etc. are. taught in the traditional way with commentaries in Sanskrit. The texts like *Vaiseshikasutra*, N*yayasiddhantamuktavali*, *Nyayakusumanjali*, *Vakyarthasadas, Salakapareeksha,* etc. are taught by employing the traditional pedagogy, which improves the skills of the students in learning Sanskrit. Thus, it is a resourceful amalgamation of both the traditional and the modern.

SSUS takes all efforts in incorporating such experts, who have in-depth traditional Sanskrit knowledge, in its formal academic space. The students as well as the teachers are the beneficiaries of such initiatives of the University. Dr. V. Ramakrishna Bhatt, Visiting Professor in Vedanta has been serving as a resource person for young faculty members and research scholars who wish to learn *Sastras* in the traditional way. National Workshops like the one on the 'Philosophy and Aesthetics of Abhinava Gupta' facilitated the disseminatoin of traditional knowledge with erudite lectures by and active interactions with eminent scholars like Prof. Navjeevan Rastogi, Prof. C.Rajendran and Prof. Sachidananda Misra. Classical texts like *Isvarapratyabhijnakarika, Dhvanyalokalocana and Abhinavabharati* were also deliberated upon at length. Although the *Gurukula* System is not followed in its traditional form, the University ensures all means to incorporate the possible aspects of this age old system and wisdom of our sages and scholars. Seminar presentations by the scholars, the teachers and peers make a meaningful exchange of traditional ideas between Gurus and the University possible. Similarly, dissertations, projects of the students and scholars focusing on ancient texts are considered as ventures that enable the dissemination of traditional knowledge through the modern University system.

File Description	Document
Upload any additional information ?????????? ??????	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 78.45

File Description	Document
Institutional data as per Data Template(???????????????????)	[View Document](#)
Any additional information ?????????? ??????	[View Document](#)

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

Response: 86:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
145	148	151	157	153

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

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

Response: 20:1

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

Response: 3326

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

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

Response: 2:1

2.4.4.1 Number of full time teachers receiving awards from state/ national/ international level from Government recognised bodies year-wise during the last five years ?????????????????? ?????-???????-??????????????????????, ???????-?????????????????????????? ????????? ??????????? ??????????????????????? ??????????????

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	4	2	5

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

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

Response: 3:1

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained (Data Template) ?????????????? ??????????? ??????????????????? ????? ???????? ???????? ??? ??? ?????????? ?????????? (???????????????)	
Any additional information ?????????? ??????	

2.4.6 University has devised a mechanism to enable the young faculty to learn shastras under learned Gurus. Specify the names of Gurus from whom the teachers/ faculty members have studied Shastras/ Veda Shakhas. ????????????? ???????????? ???????????? ??????? ??????????????? ???????????? ??????? ?????? ???????? ?????? ????????? ?????????? ????????? ?? ?????????? ???????????????

Response:

The SSUS has as its primary aim to promote the growth and dissemination of traditional knowledge in various branches of Sanskrit to the next generation. The University has adopted several mechanism to enable young faculty as well as research scholars to learn Shastras under learned Gurus.

Centre for Traditional Sanskrit Sastra Studies–*Sastrasamvardhini*:

The University has established a permanent Centre for Traditional Sanskrit Sastra Studies *Sastrasamvardhini*, which aims to preserve and encourage Sastra studies in Sanskrit in the traditional way. This was established by the University under the aegis of Strengthening of Sanskrit Studies Project. Under this project the Department of Vedanta conducted learning on *Application of Navyanyaya theory* with Dr. V. Ramakrishna Bhatt, disciple of Panditaratnams like Hosamane Ramachandra Sastri, Ganapathy Hebbara Sastri, and Subrahmanyasastri. The second Course was on "Nyaya Bodhini" in Nyaya Sastra. It was also delivered by the Hon.Director of the Centre Dr. V Ramakrishna Bhatt from 9th January 2020 to 3rd March 2020, with a total of 34.3 hours class.

Teaching of Traditional Texts by Renowned Scholars: In every financial year, the University provides funds to Departments especially to Sanskrit Departments to conduct Invited Talks/ Special Lectures of renowned scholars on Traditional Texts. Scholars like Dr.Manidravid Sastri, Dr. Ganesa Iswara Bhat, Dr.Vishnu Potty, Dr. K. Ganapathy Bhatt, Dr.Shripada Subramanyam, Dr. SLP Anjaneyasarma, Dr. G. Gangadharan Nair and Prof. K. V. Ramakrishnamacharyulu, were invited to teach traditional texts.

Conducting of Textual Workshops: This is another system adopted by the University to enable the young faculty to learn shastras. Under this Scheme, the University extends financial support to the Sanskrit Departments to conduct Textual Workshops by inviting traditional pandits and learned Gurus. Renowned Scholars like Prof..K. E. Devanathan, Dr.Shripda Subramanyam, Dr.,Vishnu Potty, Prof.Gopalakrishna Sastri, Prof. K. Viswanatha Sarma and Dr. V.N. Jha participated as resource persons in different workshops conducted by Sanskrit Departments during the last five years. The Department of Sanskrit Sahitya has also conducted National level workshop with Prof. Navjeevan Rastogi, Dr. C. Rajendran and Prof. Sachidananda Misra on Abhinavagupta's contributions. Workshops were also conducted on texts *Siddhantakaumudi, Dhvanyaloka, Vyaktiviveka and Vakroktijivita*. Dr. S. Radha, Dr.S.L.P. Anjaneya Sarma, Prof. K.P Kesavan, Dr P. Narayanan Namboothiri and Dr. E. Rajan were the resource persons.

Engament of Adjunct Faculty and Visiting Professors: The University engages eminent Scholars as Visiting Professors and Adjunct Faculty to enable young teachers and researchers to learn Shastras. Department of Vyakarana has Dr. K. Chandrasekharan Nair, Retd. Professor and President Awardee as the Visiting Professor to conduct classes on *Bhushanasara* and *Mahabhushana*. Dr. Ramakrishna Bhatt, Dr.C. Rajendran and Dr. P.V Ramankutty are also appointed as visiting professors.

Sanskrit Gurus

Several Teachers of the Sanskrit Departments of the University have studied Shastras under learned Gurus. Some teachers have studied Ayurveda from traditional gurus. Teachers of Theatre, Painting and Sculpture Departments had also studied their subjects from traditional Gurukula stream. Details of Teachers and the Gurus are mentioned in **Additional Information.**

File Description	Document
Upload any additional information ???????????????? ???? ????????	[View Document](#)
Link for additional Information ?????????? ?????? ???????????	[View Document](#)

2.4.7 Qualified faculty are available for new programmes/ emerging areas of study (computational linguistics, Computational Sanskrit, Translation Studies, Comparative Philosophy, Comparative Aesthetics, Yogic Science, Yoga Darshan, Samskrit Journalism, Sanskrit manuscriptology, Management, Jurisprudence, Cultural tourism, Temple Culture and Administration, Vastushastra, Medicinal Astrology etc.) ????????????????? ??????-?????????? (???????-???????????, ???????-????????, ????????????, ??????????????, ????????? ???????????????, ????????????, ????????, ????????????????, ?????????????????????, ???????????????, ????????????, ?????????????????, ????????????????? ??????? ?, ?????????????, ????????????????? ??????????) ???????? ?????????? ???????? ??????????

Response:

The university was established with the objective of facilitating the production and dissemination of knowledge in the Sanskrit language and tradition. **Qualified Faculty Members** in certain emerging areas linked with traditional studies in Sanskrit are given below:

Sanskrit and Information Technology

Name of the Faculty	Areas of Specialization
Dr. G. Narayanan	Resource person in Information Technology. the following topics. • Use of electronic resources in Sanskrit • Informatics: The Basics of Computer S • ICT in Research
Dr. K.M. Sangamesan	Resource person in Sanskrit Informatics. Des: in Sanskrit and IT.

Translation Studies and Comparative literature

Dr.V.G. Gopalakrishnan	Translated three modern Hindi works in to Mala • *Yamagatha* • *Kya Pata Comrade Mohan* • *Beech mein Vinay*
Dr. S. Preeya	Short Story & Film Studies. Published Works: • *Tiyezhuthukal* • *Strainasattayum Malayalakathayum* • *Indian Cinema 101 varshangal,101 Chit*

Emerging Areas Linked with Traditional Studies in Sanskrit

Name of the Faculty	Areas of Specialization	
Dr.P.V.Ouseph	*Vastuvidya*, *Chitrabhasa*, *Pratimsastra* and *Vrkshayurveda*	
Dr. T. Mini	Ancient Indian Sanskrit Architectural Texts. Published research papers in Vastuvidya	
Dr.Jacob Thomas Puthupallil	Ph D on the Traditional Massage System in Kerala. Specialised in Ayerveda Panchakarma, Wellness and Wellness Tourism. Conducting following Programmes: • Diploma in Ayurveda Panchakarma and International Spa Therapy. • PG Diploma in Wellness and Spa Management.	
Dr.Ajith Kumar K.V	Specialised in Ayurvedic Traditions. Published research articles in this field. Published work : Kerala's Ayurvedic Tradition and Sanskrit Sources	
Dr.K.Muthulekshmi	Presented papers related to methodology and philosophy of Ayurveda. Translated two books, Legacy of Charaka and Legacy of Susruta written by Dr.M.S.Valiathan from English to Malayalam. Published 4 articles related to Ayurveda	
Dr.N Vijayamohananpillai	Specialised in Manuscriptology Published papers are: a) Manuscriptology and Allied Subjects b) Critical Edition of Bhasa Plays- an Analysis c) Manuscriptology	
Dr.V.R.Muralidharan	Mimamsa Studies. Published research papers.. Ph D thesis 'Manameyodaya a critical study' published by University of Calicut	
Dr.P.V. Narayanan	Arthasastra. His thesis 'Science and Technology as reflected in Arthasastra' published by Un	

	Calicut .
	Published research articles on Arthasastra.
	Guided a Ph.D work, Professions and Labours in Arthasastra.
Dr.S.Suresh Kumar	Qualified Yoga Trainer and Instructor.
	Conducted UGC Add-on -Course on Yoga Tradition & Stress Management
Dr.K.K.Ambikadevi	Conducted seminars on Indian jurisprudence • Legal Procedures in Arthasastra • Perspectives on Ancient Indian Jurisprudence: Decoding the Criminal Pr Arthasasthra
Dr.K.R.Ambika	Ancient Indian Jurisprudence. Published books: • Dattakamimamsavyakhya Reflections on Adoption • Reflections on Dharma. UGC minor project on Nandapandita's contribution to Indian Jurisprudence
Dr. P.V.Rajee	Indian Jurisprudence. PhD in Vyavaharamala Published research papers
Shri. A K Jayan	Traditional Darusilpa(Wood Art) Artist. Specialised in Temple Architecture and Culture. Crafted *Gopuravathil* {Tower D Venkitachalapathy Temple, Botswana, South Africa and carried out renovation v temples in Kerala
Shri Saju Thuruthil	Mural Artist Specialised in Temple Culture and Temple Wall Paintings The restoration work of Mural Paintings in Thuravoor Mahadeva Temple. Executed mural work *'Vishnumaya Theyyam'* at the KIAL

File Description	Document
Upload any additional information ?????????? ?????? ???????????	[View Document](#)
Link for additional Information ???????????????? ???? ????????	[View Document](#)

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

Response:

Visiting Professor

- Dr.V. Ramakrishna Bhatt, **Department of Sanskrit Vedanta**
- Dr. K. Chandrasekharan Nair, **Department of Sanskrit Vyakarana**
- Dr.C. Rajendran, **Department of Sanskrit Sahitya**
- Dr.P.V.Ramankutty, **Department of Sanskrit General**
- Dr. Malini H, **Department of Music**
- Prof. M. Assoo, **Department of Urdu**
- Dr.Raseena Padmam, **Department of Psychology**
- Dr.T.Vasudevan, **Department of Comparative Literature**
- Mr. K.P Soman, **Department of Painting(Sculpture)**
- Prof. Dr. Manu Bhaskar, **Department of Sociology**

Adjunct Faculty

- Dr. Nandakumar D,**Department of Geography**
- Dr. B. Venugopal, **Centre for Intangible Heritage Studies**
- Dr.Methil Devika, **Department of Dance**
- Dr.Jacob Thomas Puthupallil, **Department of Ayurveda**

Post-Doctoral Research Fellows

Sl. No	Name	Department	Period	
1	Dr.Yamuna K.	Vyakarana	2014-2017	
2	Dr. Susan Thomas	History	2015-2018	
3	Dr. Sajitha K.R.	Malayalam	2015-2017	
4	Dr. Biju Vincent	Sociology	2016-2019	

| 5. | Prof. Istvan Perczel | Department of Medieval Studies, Central European University, Budapest, Hungary in History | Dec 2019 – Mar 2020 |

File Description	Document
Upload any additional information ???????????????? ???? ????????	[View Document](#)

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

Response:

The University has a system to recharge the teachers academically and to rejuvenate them to meet the challenges of the new era and also to cope with emerging areas of studies. The systems being followed in this respect are detailed below :

- Provides financial support to each and every Departments to conduct scholarly speech/Extension Lectures/Special Lectures of Traditional Pandits / Eminent Scholars / Renowned Artists. The details of such programs conducted during the last five years are detailed in **Table I of Additional Information**.
- The University facilitates Departments to conduct Erudite- the Scholar in Residence Programme envisaged by the Kerala State Higher Education Council to provide opportunities to the Teachers and Researchers to interact with distinguished scholars. Under this scheme, Extension Lectures /Invitation Talks /Interactive Sessions of Internationally Renowned Academicians and Eminent Scholars were conducted as mentioned in **Table II of Additional Information**.
- In every financial year the University provides sufficient funds in the Budget under Plan and Non Plan Schemes to organize International/ National/Regional Seminars, Workshops, Conferences, etc.The University has specific guidelines to ensure the participation of all its teaching Departments, Regional Campuses and Centres of Studies in this academic endeavour. The details of major programmes organised by the teachers are shown in **Table III of Additional Information.**

- The University deputes/nominates the teachers to National/International Seminars and Conferences by allowing Travel Grant and Special Casual Leave/Duty Leave with salary. The particulars in this regard are narrated in **Table IV of Additional Information** .
- In every academic year the University organizes training programs to the teachers under the auspices of Internal Quality Assurance Cell. The Research & Development Cell of the University has also organized certain training programs in different aspects. To meet the challenges of COVID 19 pandemic the IQAC has provided special training programs in conducting online classes/virtual classes. The details of all such programs organized in last 5 years are explained in **Table V of Additional Information**.
- The University sanctions Special Casual Leave/ Duty Leave with salary to the faculties for attending Refresher Courses and Orientation Programmes. The University has organized several orientation programmes to the teachers. The list of teachers attended such programmes is shown in **Table VI of Additional Information**.
- In every year, the University conducts Vyakarthasadas / Vyakarthavicaras as part of the Sankara Jayanthy Celebrations and the Sanskrit week Celebrations .
- Besides the Department of Sanskrit Vyakarana organizes Melpathur Narayana Bhattpada Memmorial **Vakyartha Sabha** at National Level and **Vakyartha Sadas** at State Level in connection with Kalakath Govindan Nambiar Endowment Programme every year . More over the Department of Sanskrit Sahitya at Regional Campus, Tirur organised Vakyartha Sadas in the past three years. The details of such programmes are furnished in **Table VII of Additional Information**.

File Description	Document
Upload any additional information ?????????? ?????? ???????????	[View Document](#)

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

Response:

The University through its various Sanskrit Departments has been able to impart to the students in depth *Shastra* knowledge. The following are the names of some of the faculty members through whom this dissemination is being made possible.

- Dr. K. Vishnu Namboothiri – Vyakarana
- Dr. C. H. Sathyanarayana Shastri – Vyakarana, Nyaya and Vedanta
- Dr.K. Chandrasekharan Nair – Vyakarana and Vedanta
- Dr. V. Ramakrishna Bhatt -President's Medal Awardee for Sanskrit Vedanta, Veda
- Dr. V. Vasudevan, Professor, Deparment of Sanskrit Nyaya - Nyaya and Visishtadvaita
- Dr. Satakopa Tatacharya, Professor, Deparment of Sanskrit Nyaya - Nyaya and Visishtadvaita
- Dr. P. V. Narayanan Professor,Deparment of Sanskrit Sahitya

- Dr. K. M. Sangamesan,Associate . Professor, Deparment of Sanskrit Sahitya - Sahitya and Kashmiri Saivism
- Dr.V. R. Muralidharan, Professor, Deparment of Sanskrit Sahitya -- Sahitya and Mimamsa
- Dr. E. Sreedharan, Professor, Deparment of Sanskrit Sahitya – Sahitya and Indian Astronomy and Astrology
- Eminent scholars who can train the acdemia in the conduct of *Shastrasadas* like Prof. Satagopa Thathacharya of Jagannath University, Puri, Dr. K. E.Venkitanandam from Bangalore, Sree Varada Gopalan from Tamil Nadu, Dr. Narasimha Moorthi, Prof. Krishna Kumar, Dr. O. R. Vijaya Raghavan , Dr. N. R. Sreedharan, Dr. K. E. Gopaladesikan and Dr.Thulasi Kumar Joshi contribute actively to the teaching and learning process in the University.

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year-end examination till the declaration of results during the last five years ??????????????, ????????????? ?????????? ? ?????????? ???????????????? ????????????????????????????? ????? ??????? ????????? ????????? -

Response: 74.4

2.5.1.1 Number of days from the date of last semester-end/ year-end examination till the declaration of results year-wise during the last five years. ??????????????, ????????????? ?????????? ? ?????????? ???????????????? ????????????????????????? ????? ??????? ???????????????

2019-20	2018-19	2017-18	2016-17	2015-16
42	50	64	110	106

File Description	Document
List of Programmes and date of last semester and date of declaration of results (Data Template) ?????????????, ?????????????????? ????????, ??????????????????????????? (????????????????)	[View Document](#)
Any additional information ?????????? ??????	[View Document](#)

2.5.2 Average percentage of student complaints/ grievances about evaluation against total number appeared in the examinations during the last five years. ???????????????, ????????? ??????????? ???????? ?????????????? ??????????/ ??????? ?? ??????? ????????? ?????????? ??????????

Response: 5.49

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	394	265	114	30

File Description	Document
Institutional data as per Data Template(??????????????????)	[View Document](#)
Any additional information ?????????? ??????	[View Document](#)

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

Response: 68.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
30	310	179	73	19

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	394	265	114	30

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system. ???????????????????????? ????????????? ?????????????? ????????? ???????????????? ? ??????? ??????? ?????????

Response:

1. Android Mobile Application for all examination related services.
2. Online payment of fees
3. Monthly statement of the attendance is uploaded in the student portal.
4. Internal grades are uploaded in the portal. The University makes use of the sheets of internal grades in calculating the final grades of the students.
5. The eligibility of attending final semester examinations are determined by the percentage of the minimum attendance required.
6. In the beginning of each semester, the Course Registration of the students is done with all details of Courses- whether Core/Elective, Name of Course, Course Code, Credits assigned, etc. which is registered online. Only those students who have registered thus can appear for semester exams.
7. Application for registration of semester examination and remittance of examination fee is notified around two months before the commencement of examination, for each semester, with provisions to remit fee without fine, with fine and with super fine for the benefit of students.
8. Hall tickets are issued online to eligible students, on verification of the applications and supporting documents submitted, within one week before commencement of examination.
9. Feedback submission through online
10. After the conduct of examination, answer scripts are coded with false numbers and evaluation process completed through centralised valuation.
11. Results are announced and Grade Sheets with SGPA are issued to students within one month after conduct of examination.
12. Continuous Internal Assessment including seminars, mid semester examinations and assignments are done in each Department and the Grade Sheets forwarded to the Examination branch only after redressal of grievances.
13. There is no practice of online evaluation of students in their end semester examination. However, under pandemic conditions assignments and presentations were successfully completed in online mode on LMS platform.
14. Internal components are evaluated by two teachers (T1 & T2)
15. End semester examination answer scripts are valued by internal experts and external experts.
16. The end semester examinations are conducted in the month of April and October.
17. Examination results are published in the month of May and November
18. The results of the students are published within 30 days.
19. Grievances redressal mechanism through University portal
20. From 2019 admissions onwards, University has implemented the Outcome Based Teaching Learning and Evaluation system (OBTLE), giving more space to the students to set their learning outcomes at different cognitive levels and knowledge categories and to achieve them. This has been implemented at both the UG and PG levels.
21. For M.Phil Programme, the Regulations were modified in 2015 and 2017. The number of credits and methods of evaluation remain the same; however, *Urkund* software has been used to detect plagiarism in the dissertations and published articles.
22. Examination procedure is fully integrated with IT facilities such as for Course registration, exam registration, online fee remittance, online hall ticket download, online attendance updating, online internal mark entry, etc. and the software for publishing results and issuing mark lists is in place.

File Description	Document
Upload any additional information ?????????? ??????	[View Document](#)

2.5.5 Status of automation of Examination division along with approved Examination Manual- ??????????????? ?????????????? ?? ??????????? ????????????????????? ?????? -

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS) (?. ??????????????? 100% ??????????????, ???????-????????-?????????? ??????????? ? ?)

File Description	Document
Current Manual of examination automation system ???????-?????????????-?????????? ???????? ???????	[View Document](#)
Any additional information ?????????? ??????	[View Document](#)
Annual reports of examination including the present status of automation (Data Template) ??????????? ??????????????????? ????? ?????????? ???????? ??????? (???????????????)	[View Document](#)

2.5.6 Use of Sanskrit as a medium for Question Paper setting and Answering in Examination. ?????????????? ??????????????????? ???????? ?????????? ? ?????????????????????

Response:

From the very beginning the medium of instruction in all Departments of the Sanskrit disciplines (Sahitya, Vedanta, Nyaya, Vyakarana, General and Vedic Studies) have been in Sanskrit. Even though there were some students from varying backgrounds in UG programmes who had lesser exposure to Sanskrit, bridge courses and remedial teaching were provided as supporting measures. Thus, the conduct of all examinations and assessments is in the medium of Sanskrit in Sanskrit disciplines. Students also have to take examinations in the medium of Sanskrit. The students from non-Sanskrit disciplines, who choose electives from Sanskrit Courses, are allowed to write the answers in the language of their own option.

File Description	Document
Upload any additional information (?????????? ??????)	[View Document](#)
Upload a few answer papers of some programs written in Sanskrit. (??????????????? ?????????????? ????????? ????????????? ???????? ?????????????)	[View Document](#)
Provide link for Additional Information (??????????????? ????????)	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme outcomes, Programme specific outcomes and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students. ???????????? ???????????? ???????? ????????????? ????????, ????????????? ??????????????,????????????? ???????? ? ?????????????? ????????????, ???????????? ?, ????????? ?????????? ? ???? ????????????

Response:

An Outcome Based Teaching Learning and Evaluation System was adopted by the University based on the UGC guidelines from 2019 admissions onwards. .The Syllabi is based on expected Outcomes of different Cognitive Domains and Knowledge Categories.

UG Programme Outcomes (POs)

PO1. Disciplinary knowledge: Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an Under Graduate Programme of study, emphasizing an awareness on traditional Indian wisdom.

PO2. Effective articulation: Comprehend complex information and texts and express thoughts and ideas effectively in writing and orally; communicate using appropriate media and present information in a lucid and concise manner to different groups; formulate coherent arguments; to plan, execute and report the results of an investigation.

PO3. Analytical reasoning: Evaluate the reliability and relevance of evidence; identify logical flaws in the arguments of others; analyse and synthesise data from a variety of sources, addressing opposing viewpoints; draw valid conclusions and support them with evidence and examples.

PO4. Research-oriented and general critical spirit of inquiry: Develop a sense of inquiry and capability to ask   relevant /appropriate questions, problematise, synthesize and articulate; critically evaluate arguments, claims, beliefs, practices, policies and theories on the basis of empirical evidence; identify relevant assumptions; recognize cause-and-effect relationships, formulate hypotheses and test them, following a scientific approach to knowledge production.

PO5. Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures including one's own and develop a global perspective; effectively engage in a multicultural society and interact tolerantly and respectfully with diverse groups.

PO6. Independent, life-long learning and adaptability: Work independently with acquired knowledge and skills and to participate in self-paced learning activities throughout life aimed at personal development and for social well-being; adapt to changing trades and demands of workplace through continuous knowledge and skill development

PG Programme Outcomes:

1. **Critical Thinking**: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, personal) from different perspectives.
2. **Communication**: Listen, read, comprehend, speak and write clearly and effectively in person and through electronic media in English/regional language/language of the discipline and exhibit sound domain knowledge including academic concepts and terminologies.
3. **Self-directed and Life-long Learning**: Engage in independent and life-long learning in the broadest context of socio-technological changes.
4. **Ethics**: Understand different value system including one's own, as also the moral dimensions of actions and accept responsibility for it.

Based on the Programme Outcomes listed above Program Specific Outcomes and Course Outcomes have been formulated by each Department and updated on the website as well. Information regarding the same was sent out from individual Departments and an Orientation Programme was conducted to create awareness among students. The parents , students and other stakeholders have been informed about the system during admission procedures.

File Description	Document
Upload POs, PSOs, COs for all courses ???????? ????????????? ???????? ????????????? ??????????????, ????????????? ???????? ? ??????????????? ???????????	[View Document](#)
Upload a description of Mechanism of Communication ??????????????????????? ??????? ????????????	[View Document](#)
Provide the URL ??????????????? ???????????	[View Document](#)

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

Response:

- Sree Sankaracharya University of Sanskrit is the first University in Kerala to adopt OBTLE system replacing Choice Based Credit and Semester System. Earlier, SSUS had been the first in adopting CBCSS in the state.
- The Programme Outcomes set in place by the University are the guiding principles for each Department to evolve its Programme Specific Outcomes.
- The Course Outcomes for both Core and Elective Courses designed by the Departments aim at fulfilling the Programme Specific Outcomes.
- There is an integral link between Programme Outcomes, Programme Specific Outcomes and Course Outcomes which together enable fulfilment of the aims of the Programme of study.
- The Internal Assessment component which is half of the total assessment comprises three units of
  - oral presentation that has to be submitted in written form as well
  - varied forms of assignments that are designed in accordance with the needs of each Department and
  - mid semester examinations.
- Criteria for Seminar assessment are that students shall be proficient in seminar writing, presentation and in raising questions to initiate healthy debates.
- It is mandatory for all students to participate in discussions after the presentations.
- Grading of the oral presentation of seminars are specified in three components, viz., a)Content and Understanding b) Methodology and Analysis and c) Presentation and Discussion.
- Seminars of each Course are assessed by two faculty members.
- Questions for the mid-semester examination include all cognitive domains and cover all categories of knowledge.
- However, the Course Instructor has the freedom to devise different types of examination models like open book test, take home examinations, and creating portfolios in appropriation to the course.
- Any type of assessment tool that could test any of the Learning Domains or Knowledge Categories. For instance, Book Reviews, Play Production, Fieldwork Report, Installation, Choreography, *Vakyarthavicara*, Sastraspardha, Padyakanthapatha, Sutrakanthapatha, Dhatupathakanthapatha, *Salakapareeksha, Padyarachana, Katharachana*, Translation, Precis -writing, Group discussion and Presentations (with audio-visual aids),etc. based on the nature of the course.
- Appropriate components are developed for assessment and stated beforehand to ensure transparency.
- The assessment task is properly tagged to the Course Outcomes for the mapping of Course Outcome attainment.
- The questions, in the question papers, and the seminars are also tagged to assess the attainment of Course Outcomes and through them the Programme Specific and Programme Outcomes.
- The University is in the process of assessing the attainment of these Outcomes for the Post Graduate Programme from 2019 admission onwards and for Under Graduate Programmes from 2020 admission.
- The external evaluation is conducted by the University.
- The questions set for the written exams take into account the cognitive level of the students and ensure their personal as well as social development.
- Feedback from students are collected at the end of each semester.

File Description	Document
Upload any additional information ?????????? ??????	
Provide link for Additional Information ???????????????? ???????	

2.6.3 Average pass percentage of students ?????????? ??????????????????????? ?????????

Response: 77.53

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

Response: 1035

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

Response: 1335

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) ?????????????, ?????????? ??????????? ????????? ???????, ??????????????????? ??????????? ????????? ???? ? ???????????(????????????????)	
Provide link for the annual report ??????????????????? ?????????	

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

Response:

The University has adopted various mechanisms to evaluate the performance of students. There are three components for the internal assessment namely Assignment, Seminar and Mid Semester Examination. The Sanskrit Departments use Vakyarthasadas, Sastrarthasabha, Padyakanthapatha, Sutrakanthapatha and such traditional methods in evaluating the performance of students as part of the assignments for internal evaluation. In the Fine Arts Departments also, performance of students are evaluated through traditional methods. The Department wise details are as follows:

Department of Vedanta internally evaluates students through *kanthapatha* (PVEM 10318 Bhagvad Gita, IVB114VeAtmabodha) and *Vakyarthavarnana* (PVES 10309 Brahmasutrasankarabhashya, PVES 10311 Advaitasiddhi) ensuring the outcomes related to cognitive levels of *remember* and *understand and apply and evaluate* of OBTLE syllabus.

Department of Vyakarana internally evaluates students through *Vakyarthasadas* (PVYM10401 Prakriyavyakaranam-I, PVYM10403 Prakriyavyakaranam-II and PVYM10406 Prakriyavyakaranam-III), *Vruttisahitasutrakanthapatha (*IB111Vy Samjnasutras and paribhashasutras and IIB112Vy Subanta), *Shabdarupakanthapatha* (IIC130Vy Basic Sanskrit Grammar) *Dhaturupakanthapatha* (VIB119Vy Dhatuparichaya) and *Shastraspardha* (PVYS10409 Shekharah and PVYS10405 ShabdabodhaI) ensuring the cognitive levels of remember, understand, analyse, apply and evaluate .

Department of Nyaya internally evaluates students through *Sastrarthavarnana* (PNYS10206 Vyutpattivada) and *Lakshanasamanvya with dalapryojana* *(*PNYS10210 Avayavaprakarana and Hetvabhasa) with outcomes related to understand, apply and evaluate.

Department of Sahitya internally evaluates students through *Padyakanthapatha* (PSAM12502 Classical and Modern Poetry, PSAM12503 Aesthetic Studies I PSAM12506 Aesthetic Studies II) and *through Prabhashana (*PSAM12507 Indian Philosophy and PSAS12504 Traditional Knowledge Systems) for the outcomes of *remember, understand and apply*.

Department of Sanskrit General internally evaluates students through

Slokakanthapatham (PSGS10104 Sanskrit Poetry IVC131S), *Sutrakanthapatham* (PSGM10115 Vaidikadarsana) *Karikakanthapatham* (PSGM10116 Indian Semiotics II) *Nama-Dhtukanthapatham* (IB111Sg Fundamentals of Sanskrit Language), *Samvadah* (PSGS10122 Vista of Contemporary Writing in Sanskrit) and *Sastrayuktinam Charcha* (PSGM10101 Ancient Indian Methodological Devices) for the outcomes of remember, understand, evaluate and apply.

Painting

The Department has both modern and traditional streams of painting (Mural), Sculpture and Darusilpa. In Mural Painting paint making, measures & technics, preparation of base for painting etc. are taught and evaluated using traditional methods. In Darusilpa, preservation of wood in natural way and rules & measuring systems of wooden sculpture are taught and evaluated in traditional system.

Music

In the traditional performance of Carnatic Music, *Manodharmasangita* is an essential element,which has been an integral part of the syllabus at UG and PG level. *Megharanjini,* the association of students provide opportunities for them to perform concerts in the traditional way.

Dance

The Department uses traditional methods in teaching and evaluation.The tradition of **Kacheri** performance system is taught to students and evaluation is done on the basis of performance. The students are also given opportunity to create a new piece of choreography based on this style.

Theatre

Both classical and folk traditions are used as performing technics. Traditions of **Kudiyattam,** its *sanketas* as well as *sanketas* of **Kathakali** and folk art forms are used in teaching. Creative performances of students based on ancient dramas are done using the technics and evaluated accordingly.

File Description	Document
Upload any additional information ?????????? ??????	<u>View Document</u>

2.7 Student Satisfaction Survey

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

Response: 3.47

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and Research Committee to monitor and address issues related to research and the same is uploaded on the institutional website. (Yes /No) ?????????? ???????????? ?????????? ??????????????? ????? ?????? ???????????? ????????? ?????????, ???????????? ??????? ?????????? ??????????????? ?????? ???????? ????????? ????????? ????????? ?????????? (??? /?)

Response: Yes

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

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

Response: 2.89

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs) ??????? ??????????????? ???????????? ?????????? ???????? ?????????????? (??????)?

2019-20	2018-19	2017-18	2016-17	2015-16
4.7	4.25	5.5	0	0

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

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

Response: 35

3.1.3.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years ?????????????? ??????????????? ???????????? ???????????????????(JRF) ???????????????????? (SRF) ????????????????????? (PDF) ??????????????????? ???????? ? ???????????? ?????????? ???????-

2019-20	2018-19	2017-18	2016-17	2015-16
4	7	8	8	8

File Description	Document
List of research fellows and their fellowship details (Data Template) (???????????? ????, ??????????????????? (????????????????))	<u>View Document</u>
Any additional information(?????????? ??????)	<u>View Document</u>

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

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

Response: A. Any six facilities exist (?. ???????????? ???????? ????????????? ?????)

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

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

Response: 0

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

3.1.5.2 Number of departments offering academic programme ??????????????????? ??????????????? ????????? ???????

Response: 29

File Description	Document
Institutional data as per Data Template(??????????????????)	View Document
e-version of departmental recognition letters or other award letters (???????-??????-?????????????? ?????????? ???? ?????????????????)	View Document

3.1.6 Does the university has the following – 1. Scheme for preparation of critical edition of unpublished manuscripts for research projects and research degrees 2. Sanskrit as the compulsory medium of writing thesis/ dissertation/ Project Report etc. 3. Provision for the translation of Sanskrit/Shastric texts as part of formal research degree? 4. Incentive to write Sanskrit-Teeka-s/ commentaries on Sanskrit texts 5. Scheme for production of Study materials in Sanskrit ?????????????? ???????????? ????? – 1. ??????????????????? ??????????? ? ???? ?????????????????????? ?????????????????? ????????????????? 2. ?????????/ ????????????/ ?????????????????? ?????????????????? ???????? 3. ???????-?????????-???????????? ????????????????? ?????????????????? ????????? ???????????? 4. ???????-?????????-??????????? ???????? ??????????????? ????/??????????????? ??????????? 5. ?????????????? ??????????????????????????? ?????

Response:

1) University has the scheme for preparation of unpublished manuscripts for research projects and research degrees as follows:

This scheme is framed with the main objective to collect, preserve and publish ancient manuscripts.

- The University Departments shall promote research and critical edition schemes related to manuscript studies in the University.
- In the works involving Critical Edition and Publication, the systematic methods suggested in authenticated texts shall be followed with respect to its recessions and emendations.
- A coordinator among the teaching staff of the University is assigned to supervise and ensure smooth implementation of this scheme.
- **Strengthening of Sanskrit Studies** in the university leads the process of identifying, cataloguing and digitisation of manuscripts.
- Rare manuscipts in Palm leaves are also preserved and digitised in the **Manuscript Resources Centre.**
- Those unpublished works identified during research or Ph.D. works are collected, preserved, digitised and are made available for future research endeavours.

A list of the Ph.D works in the critical edition of unpublished manuscripts for research projects and research degrees is attached in the additional information.

University encourages writing thesis, dissertation, etc. in Sanskrit in Sanskrit Departments. All forms of supports by the faculty members are given to those scholars who choose to write in Sanskrit. A recognisable number of dissertations are done in Sanskrit in each Department. One of the commendable

efforts were taken by the Department of Vyakarana, where almost all the dissertations were submitted in Sanskrit.

2) University has provisions for the translation of Sanskrit/Shastric texts as part of formal research degree. Example: Panchalisvayamvarachampu of Melpathurnarayanabhatta – A Grammatical Study with English Transalation by Neethu V S, Research Scholar.

The University encourages Research Scholars and Faculty members to take up Transalation Works as Projects. Example: Tamil Transalation of *SREEBHASHYAM* of Sri Ramanujacharya by Dr.V Vasudevan and *Mallinathas Sanjivani Commentary on Meghadutha–A Study and Transalation* by Dr.Poornima G.

Translation of articles and books from Sanskrit to other languages and vice versa are promoted by the University. Example: *Shyamamadhavam, Tarkasangraha* etc. Initiated the translation of complete works of Sree Sankaracharya to English, Hindi and Malayalam.

3) SSUS encourages and promotes writing Sanskrit-Teeka-s/commentaries on Sanskrit texts. To promote the initiative, the University publishes such commentaries as free of cost. One of the recent publications of this kind was released as part of Silver Jubilee celebration. Commentaries from the experts outside the University are also published at free of cost to promote such initiatives.

4) University has a scheme for preparation of study materials in Sanskrit, the initiatives in this regards are:

1. University has prepared and published the study materials for informal education of school students and public.
2. Study materials in the form of e-books, YouTube links etc. are made available through University website.
3. Department of Sahitya prepared a text book on contemporary creative writing for P.G. students
4. A Committee has been instituted to prepare study materials in Sankrit for BA students.
5. A programme for developing e-content in Sanskrit started.

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, other allied organizations, national/international bodies, endowments, chairs in the institution during the last five years (INR in Lakhs) ????????? ???????????? ??????-??????????????-????????-?????????-??????????????????????? ????????? ?????????????????? ???????????? ?????????? ???? ????????????? ?????? ? (??????)

Response: 0.49

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, other allied organizations, national/international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs) - ????????? ????????????? ??????-???????????????-????????-?????????-??????????????????? ?????????? ?????????????????? ????????????? ?????????? ???? ???????????? ?????????? ???????????? (??????)-

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.49	0	0	0

File Description	Document
List of project and grant detail ????????????, ?????????????? (??????????????????? ??????????????????)	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government(??????????????????? ????????????? ?????????? ???? ??????????????????? ???????????????????)	[View Document](#)

3.2.2 Grants for research projects sponsored by the government sources like UGC, Rashtriya Sanskrit Sansthan, IGNCA, NMM, Sanskrit Academies, ICPR, DST, ICHR etc. during the last five years (INR in Lakhs) ??????????????? ???????????????????????-???????????????????????-??????????????????????????????-????????????????????????????-?????????????-???????????????????????????-??????????????????????????????: ????????????????? ????????????? ????????????? ???? ??????????????? (??????)

Response: 263.79

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years (INR in Lakhs) ??????????????? ?????????????????? ????????????? ?????????????? ???? ??????????????????? ???????????? (??????)

2019-20	2018-19	2017-18	2016-17	2015-16
87	9.87	26	13.92245	126.9987

File Description	Document
List of project and grant details (Data Template)(????????????, ??????????????? (???????????????))	
e-copies of the grant award letters for research projects sponsored by government(??????????????? ????????????? ??????????? ???? ??????????????????? ?????????????????)	

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years ??????????????? ???????????? ???????????????? ????????? ?????????? ????????? ?????????????? ?????????????????

Response: 0.11

3.2.3.1 Number of research projects funded by government and non-government agencies year-wise during the last five years ??????????????? ???????????? ??????????????? ????????? ?????????? ????????? ??????????????? ??????????????????? ???????????????

2019-20	2018-19	2017-18	2016-17	2015-16
3	5	2	2	8

File Description	Document
Supporting document from Funding Agency(?????????????????????? ????????? ??????????????)	
List of research projects and funding details (Data Template)(????????????, ????????????????????????????? (????????????????))	

3.2.4 University provide funds out of its internal resources for the promotion of research. Provide details ??????????????????? ???????? ?????? ??? ????????????????? ???????????? ??????????? ?????????? ? ?????? ??????

Response:

SSUS has a limited corpus of funds to provide support to the students, scholars and teachers for research. However, all efforts are made to allocate and utilise maximum funds for research. As part of the commitment of the SSUS in the promotion of research, a recognisable amount funds are allocated for

research activities of students and faculty members. Out of the funds received from the Government of Kerala and Government of India, fellowships and scholarships are given to the meritorious students. The following are the major funding schemes

University Research Fellowships

University financially supports all research students joining the SSUS, who do not receive any other funds, with a monthly research fellowship from the University's internal resources. Around Rupees **6.13 crores** have been utilised for this purpose in the last five years. MPhil scholars of the University are provided with a monthly fellowship of Rupees 3,500/- for the entire duration of their study. PhD scholars of the University are provided with Rupees 12,000/- monthly for the first two years and Rupees 14000/- monthly for the 3rd year of research.

Travel Grant for National/International Conference Participation

This is a scheme for grant of financial assistance to the academic community (Faculty Members/M.Phil./Ph.D.) of the SSUS to present research papers in International Conferences/Seminars outside India. The objective of this scheme is to provide travel and maintenance grant to encourage teachers and scholars to undertake original research, present research papers, participate in knowledge building and sharing on national and international levels and publish them in reputed journals or edited volumes. University provided more than Rupees18 Lakhs as travel grants to **61 scholars** and **teachers** in the past five years.

Research and Development Cell

The Research and Development Cell of the University has been established with an objective of promoting and coordinating various research activities. Several workshops and training sessions were organised towards this end.

Other initiatives & supports:

- Seed Money is given to promote research and frame proposals for major research projects in the select areas to teachers of the University through STRIDE Project.
- Special encouragements and supports are given to apply for research projects to different funding agencies.
- TA & DA are given to the faculty members for discussing on the collaborative efforts with governmental and non-governmental agencies.
- Collection of the rare Sanskrit texts and other historical sources have been promoted through the functioning of the Strengthening of Sanskrit Studies project.
- Students are given partial financial assistance in the endeavours to the collection of data and field visits/trips that would promote research culture in the University.
- Internal revenues are utilised to the conduct of workshops, training, orientation programmes etc. that encourage the inculcation of research culture among faculty members and students.
- Extension activities are funded as they are planned to promote research skills of the students.
- The University ensures the necessary infrastructure facilities such and computer rooms & labs, campus wide Wi-Fi, language lab and other laboratories to promote research.

Other Upload Files	
1	[View Document](#)
2	[View Document](#)
3	[View Document](#)
4	[View Document](#)

3.3 Innovation Ecosystem

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

Response:

In order to develop academic content and to disseminate the same through various modes, the University has initiated the following facilities to ensure best teaching learning resources to the stakeholders:

Manuscript Repository

The University has a Manuscript Repository under Strengthening of Sanskrit Studies to collect, Identify and preserve palm leave manuscripts from various sources. Research Assistants are appointed to prepare descriptive catalogue of 303 manuscripts collected to facilitate the teachers, research scholars and students regarding knowledge of ancient and rare manuscripts which are available in digital form. Recently the University signed an MOU with *Nilambur Amarambalam Idavannam Kovilakam* to digitalise over hundred palm leaf manuscripts.

Technology Business Incubation Centre (Rupakalpana)

The Incubator targets the manufacture of Fine Arts and Crafts objects, such as paintings, traditional and contemporary mural paintings, wood carvings, terracotta, ceramics and glass, metal works, handmade prints and graphic designing, textile printing and its sales under the brand name *Rupakalpana* and also to generate job opportunities. As an initial step, weaving machineries are installed and weaving of Kerala sarees and dhoties with textile printing have begun.The conduct of a paid residency programme is also on the anvil.

Geographic Information System (GIS) Laboratory:

The Department of Geography has a GIS and Remote Sensing Laboratory that provides facilities for Photogrammetry, Arial Photo Interpretation, Digital Image Processing and various spatial analyses. The fully air conditioned Lab is equipped with Desktops, Laptops, Total Station latest GIS, Remotes Sensing and Statistical software like QGIS, Arc GIS, MapInfo, Erdas and SPSS. During the COVID 19 Pandemic, a series of maps showing the spatial spread in the state of Kerala was prepared and published in the

Department Facebook page.

Psychology Laboratory:

Povides an experimental platform for the students to collect data from human participants by utilising various psychological instruments, machines and tools. The lab equip students with the right knowledge and skills to assess psychological measures such as intelligence, aptitude, personality, disorders etc. using standardized psychological tests/instruments.

Recording Studio:

Established to create high quality academic content in both audio and video formats and to provide facilities for recording musical tracks, intellectual talks of eminent personalities for live streaming, creating audio books of classics, audio books for visually impaired, sound bank of music students etc. The studio comprises five recording booths and a central console room, can board 20 artists for live recordings at a time. It is a fully comprehensive suite ideal for preproduction, production, mixing, tracking and mastering.

The Lalita Kala Akademi Art Gallery:

An in-house gallery facility for curating art exhibitions of students of the University for promotion and extension of skill and facilitate interaction at artists of national and international stature. It facilitates cultural exchange of students and conduct of several academic events including **Degree Show** of the students of Department of Painting.

Studios under Painting Department:

Five large studios with facilities for painting, preparation of colours, three dimensional design, print making and wood cutting and etching.

Physical Education Laboratory:

A number of instruments and machines for ready access to the students.

File Description	Document
Any additional information	[View Document](#)

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

Response: 0

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

years ??????? ????? ?????? ??????/ ???????? ?????????? ??????????? ???????????/ ????????? ????????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of innovation and award details (Data Template)(??????????????, ???????????????? (????????????????))	\text{View Document} [View Document](#)
e- copies of award letters (???????????????? ??????????????????)	[View Document](#)

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Upload letter from the University (mentor) /Mentee for the academic /infrastructure etc.(?????? ????????? ??????????????? ?????????????????? ??????????)	[View Document](#)
Institutional data as per Data Template(??????????????????)	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research (Yes /No) ??????????????? ?????????? ??????? ????????? ?????? ???????? ??????????

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

Response: Yes

File Description	Document
Institutional data as per Data Template (??????????????????)	<u>View Document</u>
Any additional information (?????????? ???????)	<u>View Document</u>
URL to be provided by the Institution (??????? ??????????????? ????????)	<u>View Document</u>

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/ awards (Yes /No) ?? ????????? ????????????/ ???????????/ ??????????????? ????????/ ?????????? ????????????, ?????? ???? ???????????? (???????????/ ? ????????????)

Response: Yes

File Description	Document
List of Awardees and Award details (Data Template)(???????????? ???? ???????????????? (???????????????))	<u>View Document</u>
e- copies of the letters of awards(??????????????? ??????????????????)	<u>View Document</u>

3.4.3 Number of Patents acquired/Creative writing / or critical Shastric writing composed in Sanskrit / copyright generated / hitherto unknown manuscripts brought to light through publication and awarded by State and National bodies during the last five years ??????????????? ??????????? ????????????????/ ?????????????????/ ???? ??????????? ?????? ??????????????????????????/ ???????????????????/ ?????????????????/ ????????????????? ????????? ???? ?????/??????????????? ??????????????????? ????????

Response: 6

3.4.3.1 Total number of the above awards - year-wise during the last five years ??????????????? ??????????????????? ????????? ??????? -

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	3	1	1

24-06-2021 11:37:48

File Description	Document
List of the year of the publications of the patents etc.(???????????????? ????????????????? ?????)	[View Document](#)
Institutional data as per Data Template (???????????????????)	[View Document](#)

3.4.4 Number of Ph.D.s awarded per teacher during the last five years ??????????????? ?????????? ?????????? ????????? ?????????????????????? ????????????? ????????

Response: 0.29

3.4.4.1 How many Ph.D's are awarded year-wise during the last 5 years - ??????????????? ?????? ??????? ?????????????????? ?????????? (?????????????) -

2019-20	2018-19	2017-18	2016-17	2015-16
49	40	45	32	21

3.4.4.2 Number of teachers recognized as guides year-wise during the last five years - ??????????????? ??????????????? ?????????? ?????????? ???????????????

2019-20	2018-19	2017-18	2016-17	2015-16
137	132	128	127	123

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)(?????????????? ???????????? ????? (????????????????))	[View Document](#)
Any additional information(?????????? ??????)	[View Document](#)
URL to the research page on HEI web site(????????? ????????? ?????????)	[View Document](#)

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

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

Response: 0.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	5	2	6	2

File Description	Document
List of research papers by title, author, department, name and year of publication (Data Template) (??????????????????? ??????????? (????????????????))	[View Document](#)

3.4.6 Number of books edited and chapters in edited volumes/ books published, monographs in Sanskrit and other languages, original creative writing in Sanskrit, Sanskrit Shastras etc. (excluding awarded works), per teacher during the last five years ???????????????? ???????????? ?????????????????/ ???????????????? ??????????????/ ?????????????????/ ?????????????????? / ??????? ??? ???????????????? ???????????????? ???????? (???????????????????? ?????)

Response: 3.83

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings monographs, creative writing year-wise during the last five years - ???????????????? ????????????? ??????????????????/ ????????????????? ??????????????/ ?????????????????/ ?????????-?????????????-????????????????????? ?????????????????/ ?????????????????? ??????????????

2019-20	2018-19	2017-18	2016-17	2015-16
114	170	160	102	115

File Description	Document
List books and chapters in edited volumes / books published (Data Template) (?????????? ?????????????? ????????????????? ???? (????????????????))	[View Document](#)
Any additional information (?????????? ??????)	[View Document](#)

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

Response:

The University publishes various research journals through which it enhances and exhibits the academic and critical potential of its research students and teachers.

Pratyabhijna: Pratyabhijna a biannual research journal in Sanskrit is published with an objective of promoting Sanskrit knowledge and encourage researchers and faculties committed in researching Sanskrit. The journal was started publishing since 2014 onwards, and has published 5 volumes with 2 issues each till date. **ISSN: 2349-5588.** The editorial board comprises the teachers working in the Department of Sahitya. The Chief Editor, Head of the Department of Sanskrit, is assisted by an Assistant Editor. The Editor and the Assistant Editor change for each issue of the journal. The **Pratyabhijña** has been included in the **UGC-CARE** list of Research journals (101020420).

Editorial Policy & Board:

Please see additional information

Kiranavali: is a peer reviewed journal of Sanskrit Research Foundation initiated by a group of faculty members of the University and published from Trivandrum with the intention of highlighting the regional traditions of Sanskrit. The journal covers contemporary trends in the study of Sanskrit and allied subjects and problems in methodology. It was first published in 2008. So far, ten volumes have been published, each volume having 4 issues. **ISSN: 0975-4067.** The *Kiranavali* has been included in the **UGC-CARE** list of Research journals.

Editorial Policy & Board:

Please see additional information

Chengazhi: **Chengazhi** is an initiative by the Department of Malayalam of the Payyannur Regional Campus of the University. The bi-lingual, bi-annual, peer reviewed research journal intends to promote themes like arts, literature, culture, history, politics, tribal culture, rural life, food, agriculture, education, business, etc. The journal was first published in Jan.2019. **ISSN: 2581-9585.**

Editorial Policy & Board:

Please see additional information

Bhavikam, a research journal by the Department of Malayalam, gives preference to writings with fresh perspectives that undergo the thorough scrutiny of an expert committee. The journal strives to mark the development in the fields of language, linguistics, literature, philosophy, political science, economics, lexicography and creative writing and also help the contemporary readers to refresh their minds with the contribution of Sanskrit in interdisciplinary research. It was started publishing from July 2019.

Editorial Policy & Board:

Please see additional information

Approved Journals: there are three journals approved by the University and are waiting to get all clearance for publishing.

1. **Society, Space and Time:** is an interdisciplinary peer reviewed journal to be published from the Dept. of Sociology. Aimed at publishing articles on multifarious issues addressing the various dimensions of social life, politics, history, culture, language and philosophy.
2. **International Journal of Social Sciences:** IJSS is to be published by the Publication Division of the University.
3. **International Journal of Humanities:** IJH is to be published by the Publication Division of the Uuniversity.

File Description	Document
Any additional information (?????????? ??????)	[View Document](#)

3.5 Consultancy

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

Response: Yes

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

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

Response: 74.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
34	40.05	0	0	0

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

3.6 Extension Activities

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

**???????????? ?????????????????, ????? ??????????? ? ????????????????? ?????????
??????????????? -**

Response:

Extension activities through interfaces between students and society are initiated by Departments at Kalady and Regional Campuses as well as by National Service Scheme (NSS), National Cadet Corps (NCC), Students Union, etc.

Community Extension Activities

- Cleanliness Awareness and Plastic Waste Management Campaigns: cleaning hospitals, schools, bus stands, roads, etc. and educating public on reducing plastic use.
- Blood Donation Camps and observation of World Blood Donation Day to orient students towards humanitarian activity.
- Visits to Orphanage, Old Age Homes and Homes of Specially Abled people.
- Adoption of 5 villages under the *Unnat Bharat Abhiyan* project sensitising the students and staff and facilitating their initiation in civic engagement.
- Flood Relief activities through visits to relief camps, mental support to flood victims, rebuilding homes, etc.
- Social Awareness Campaigns about Traffic rules, Drug Addiction, Anti-Tobacco, AIDS prevention, Child abuse, etc.
- Observance of Commemoration Days - International Yoga Day , Peace Day, Youth Day, Women's Day, World Environment Day, Human Rights Day, etc.
- Awareness Programmes and Camps on epidemic diseases, conduct of medical camps, palliative care activities, etc.
- Lectures and Webinars for Mental Development to inculcate feelings of empathy, inner discipline, commitment, self-extension, team spirit, and positive life orientation and to make them aware about social, national and human issues of concern.

Knowledge Sharing Programs

The University is sharing knowledge reserves with the neighbourhood through programmes like:

- "**Sasthrayan**"- to introduce the activities of each Department to the public in an Open House style in collaboration with RUSA during 2018 and 2019.
- Lecture series in association with libraries in the neighbouring communities.
- Demonstrations of traditional art forms.
- Participation in literacy campaigns.
- Discussions with the public on epic texts and puranas.

Strengthening of Sanskrit Programme

- Familiarizing of Sanskrit Art forms like Kootiyattam, Chakkyarkooth and Bharatanatyam dance styles to the common people.
- Screening of Sanskrit films at schools and playing Sanskrit dramas for public and in competition venues.

Responding to Floods, 2018 & 2019

- Students of the University has engage in rescue operations, and took part in cleaning the havoc created by the flood in 2018. The university and its neighbourhood were worst affected by the flood situations.
- In 2019, the students, teaching and administrative staff of the University have engaged in opening a collection point of the relief materials and supported the government agencies engaged in the relief work across the state.

Impact of Extension Activities

- Extension initiatives have opened up new windows for social learning for the public and community intervention for students.
- Involved learning amid addressing live concerns has substantially contributed to broadening of perspectives, personality development, value orientation and inculcation of research culture among students.
- Positive impact was created and respectability and visibility gained among the neighbouring communities and villages.
- Impact was reflected in the feedback of employers of students, as creating ethical, social and responsible professionals.
- The University has been successful in sensitizing the students to societal concerns and instilling in them a sense of purpose and social responsibility to contribute to the community well-being through these structured avenues.

File Description	Document
Any additional information (?????????? ??????)	[View Document](#)
Provide link for additional information(???????????????? ?????????)	[View Document](#)

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

Response: 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	1	1

File Description	Document
Number of awards for extension activities in last 5 year (Data Template)(• ??????????????? ???????? ?????????? ?????????????????? ??????? (????????????????))	View Document
e-copy of the award letters(???????????????? ??????????????????)	View Document

3.6.3 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/ Swaccha Bharata Abhiyana/ NCC/ Red cross/ YRC etc., during the last five years ??????????????? ??????????????, ???????? ??? ?????????????????? ??????? ?????????????????/ ????????????????/ ??????????????????/ ????????/ ???-???-?? ????????? ???????? ?????????? ?????????????????????? ?????????????????????? ????????

Response: 189

3.6.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non-Government Organisations through NSS/Swaccha Bharata Abhiyana/NCC/Red cross/YRC etc., year-wise during the last five years ??????????????? ??????????????, ???????? ??? ?????????????????? ??????? ?????????????????/ ????????????????/ ??????????????????/ ????????/ ???-???-?? ????????? ???????? ?????????? ??????????????????? ?????????????????????? ???????? ????????

2019-20	2018-19	2017-18	2016-17	2015-16
65	60	30	18	16

File Description	Document
Reports of the event organized (?????????????????? ????????????)	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years (Data Template)(??????????????? ??????????????, ???????? ??? ?????????????????? ??????? ?????????????????????/ ????????????????? / ??????????????	View Document

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

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

Response: 79.22

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and Programmes such as Spoken Sanskrit Camps/ Shibiras/ Yoga camps/ etc. year-wise during the last five years. ??????????????? ?????????????????? ??????????????????????? ?? ??????????? ??????????????????-??????????????????????????????? ???????? ?????????????? ???????????????

2019-20	2018-19	2017-18	2016-17	2015-16
3633	3842	2189	1845	3510

File Description	Document
Report of the event (???????????? ???????????)	View Document
Details of students participating in extension activities with Govt. or NGO etc (Data Template)	View Document

3.6.5 The University gives attention to make Sanskrit and Shastra learning popular in the surrounding areas by offering evening courses. Provide details ?????????????? ?????????????????? ?????????? ???????????? ?????????????????? ???????????????????? ???????????? ????????, ????? ?????? ??????

Response:

Sree Sankaracharya University of Sanskrit, under **Strengthening of Sanskrit Studies** implemented the Model School Scheme and Sanskrit Scholarship Scheme.

The University has selected forty Model schools, one representing each educational district of Kerala and provides financial assistance for conducting two different evening   classes *Prarambha* and *Anaupacarika* for school children and the public respectively. The former has at least a minimum of twenty learners and the latter fifteen learners. Ten hours are allocated for each course per month, totalling to a hundred hours a year. A total of one thousand eight hundred students registered for the classes out of which 1545 appeared for the exams last year. The University has prescribed same syllabi for both the courses and also provides a computer and a library kit in addition to the free study materials.

- The classes span from July to February.The final examination is conducted by the University in the last saturday of February every year and certificates are distributed to the successful students.
- As a part of Sanskrit Day Celebrations, various competitions and extension programmes like One-Day seminars for school children are organized as per the direction of the University.
- The University pays Rs.4500/- per month as remuneration for both teaching and office staff; Rs.3000/- for Sanskrit teachers, Rs.1000/- for the Headmaster, and Rs.500/- for office assistant. The

- students visit the University campus as part of their study tour.
- Apart from Government Schools, the schemes are implemented in schools run by Private Management and Oriental Schools for the promotion of Sanskrit.

The University prepares merit list of Upper Primary and High School Students through Sanskrit Scholarship Examination conducted by the Directorate of Public Instruction (DPI) and direct list of toppers in Sanskrit HSS for awarding scholarship since 2018 .

Education Level	Number of Students Awarded	Amount (Per Student)	
Upper Primary	924	Rs.500/-	
High School	1192	Rs.1000/-	
Higher Secondary	191	Rs.2000/-	

International School for Sree Sankaracharya Studies has conducted a short-term evening course on **Sree Sankara Darsanam: SamakalikaVichintanam**.

- It was a 40 days Course with one and a half hours allocated per day making it 60 hours in total.
- Efficient resource persons from the University and outside the University as well engaged the classes.
- Out of the 60 students registered, 40 completed the Course.
- People in and around Kalady benefitted from the Course.
- The medium of the Course is Malayalam which makes the promotion of Sanskrit easier among the general public.

Public Lecture Programme

- Public Lecture Program in the series was organized by **ISSS in co-ordination with V.T. Samskarika Trust at Kidangoor, Angamaly** on 14, January 2020. Dr. K. Muthulekshmi, Head, Dept. of Sanskrit Vedanta, SSUS Kalady delivered the lecture on the topic "Advaita Darsanam".
- Department of Vedanta, in association with **SNDP Library, Kalady**, has conducted 25 Days Lecture Series on **Philosophical Traditions of India** from July 17 to August 10 2018.
- Department of Vedanta, Regional Centre at Panmana conducted an Evening Lecture Series on Sanskrit language, Art, Literature and *Darsanas* at **Sree Balabhattarakavilasam Sanskrit Government Higher Secondary School**, Panmana.

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

3.6.6 Teachers participate in the live commentaries / lectures / discussion programmes on the print and electronic media. Provide details. ??????????????? ??????????????????? ? ???????????????????/ ?????????????????/ ?????????????????? ?????? ?????????? ??????, ???????? ???????

Response:

The academic activities of faculty members are not always confined within the University campus and within the time frame of the University. Faculty members of the University are engaged in extending the academic life to the society outside the University campus. Taking the role of public intellectuals and responding to the socio-cultural-political situations of the society with the knowledge that are produced within the University are reached out to the public at large. In return, the University is benefited by such faculty members by gaining social recognition across media, public and intellectuals. SSUS always encourages and supports faculty members to contribute in the life of common people.

Live Commentaries:

- Teachers of the SSUS actively engage in the live commentaries of different forms inside and outside theUuniversity.
- Live commentaries in All India Radio, News Channels etc. are widely taken part by the teaching faculties in the University.
- On cultural and sports events teachers take up the role of commentators
- Teachers of the University have been engaged in giving live commentaries in National Nehru Trophy Boat Race.
- Teachers of the University are invited to give comments on various issues on virtual media as live programme.

Lectures/Discussion Programmes:

- Faculty members of the Uuniversity function as resource persons of various academic events such as lecture series, discussion platforms etc.
- Teachers of the SSUS are invited to give lectures on academic and on topics of socio-political and cultural relevance.
- Lecture series on various dimensions of a particular programmes are also being conducted by the faculty members of the University.
- Five day lecture series on Mahabharata was conducted by one of the faculty members and have been given wider recognition. The lectures have been published in Malayalam and English translation is getting ready.
- Faculty members of the University engage in discussion, outside the University, on various topics such as Shastric Texts, Vedanta Philosophy, Sanskrit Classical texts etc.
- SSUS encourages teachers in participating discussion on contemporary issues such as gender, environment, literature, arts and performances, civil and political rights, constitutional morality etc.

Discussion Programmes in print and on electronic media:

- Participation of teachers in the live discussion in electronic and mass media are encouraged by the University.

- Contributions of the teachers of the University on various social issues are widely recognised and acclaimed for their writings in dailies, weeklies and magazines.
- Active involvement of teachers in social media platform help to contribute to the academic dimension on various social, cultural and political issues.
- Teachers are active in their participation in electronic media.
- In addition to giving comments on the contemporary issues, teachers also take part in the performance of various art forms such as dance, music, painting, theatre forms etc.
- University promotes all forms of dialogue and interactions with the experts in traditional knowledge on Sanskrit, arts, medicine, environment, agriculture etc.

File Description	Document
Any additional information (?????????? ??????)	[View Document](#)

3.7 Collaboration

3.7.1 University's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations? The nature of the skill development Programmes introduced for students initiated by the University in collaboration with professional bodies. ???????????????? ???????????? ?? ????????????? ???????? ?????????, ??????, ??????????????????? ?????????? ?????????????????? ????????????? ????? ???????? ??????????? ????????? ? ?????????? ????? ???????? ?????????????????????? ??????? ????????? ??????????? ?????????????? ?????????? ????????????? ????????

Response:

A brief description of the University's collaborative activities with various agencies in government/academic/professional/private sector. (Additional information available)

1. Collaboration with International Information and Networking Centre for Intangible Cultural Heritage in the Asia- Pacific region under the auspices of UNESCO (ICHCAP)-for the promotion of Intangible Cultural Heritage Safeguarding activities of NGO's in the Asia Pacific region.
2. **Academic Collaboration with Adayar Library and Research Centre, Chennai** to exchange academic and library resources w.e.f. 22.01.2019 .
3. **Academic Collaboration with Chinmaya Vishwa Vidyapeeth:** To share knowledge through teaching, research, publication and create educational resources, for a period of five years w.e.f 10.05.2019.
4. **School for International Training (SIT):** Collaboration with SIT for the conduct of research projects by students from American Universities. As part of Independent Study Projects (ISP) of the students, the faculty members of the University engage in supervising their field work in Kerala and help them in submitting the field study reports.
5. **State Council of Educational Research and Training:** *A Status Study of Psycho Social Problems among School Students* was conducted in collaboration with SCERT, and supported the State Government's Educational Policy.
6. **Directorate of Higher Secondary Education:** Collaborate with DHSE in the conduct of

orientation programmes (HSSTTP) for Higher Secondary school teachers.

7. **National Intangible Heritage Festival:** In collaboration with the National Museum of Natural History in 2015. The Festival (**IHF 2015**) was coordinated by the Centre for Intangible Heritage Studies.

8. **5th Indian Social Work Congress** was organised in association with the National Association of Professional Social Workers in 2017.

9. **Hosted the South Zone Student Research Convention-ANVESHAN** in collaboration with the Association of Indian Universities during March 2016.

10. **National Employment Service Department:** Mega Job Fairs were conducted in collaboration NESD in 2018 & 2019, with the aim of taking part in community development programme benefitting the public and the University students.

11. **Ek Bharath Sreshtra Bharath Club,** in association with RUSA, to exchange the culture and life styles of different states. The club opened a platform to the students of SSUS and Himachal Pradesh University.

12. **Kerala Lalit Kala Akademi:** Collaborate on the Exhibition of Fine Arts students and organises Terracotta Workshops by traditional artists from Tamil Nadu in collaboration.

13. "**Sasthrayan**": Introduced, in collaboration with RUSA, open house style exhibition of the activities of the SSUS to the public.

14. **Kerala State Higher Education Council:** associate with KSHEC to organise Erudite-Scholar in Residence Programme, by which the University community get the opportunities to interact with international renowned scholars.

15. **Kochi Biennale Foundation and Foundation for Contemporary Indian Art:** Conducts workshops under the Expanded Education Programmes.

16. **Network of Edmonton Malayalee Associations, Canada:** Collaborate in constructing houses to an eligible family whose house were completely destroyed in the massive flood hit during flood in 2018.

17. **Kerala Sociological Society:** Collaborated with the KSS in organising 45th Kerala Sociological Conference in 2018.

18. **National Skill Development Corporation & Higher Education Department of Kerala:** collaborate in providing training for students on various skill sectors as part of Additional Skill Acquisition Programme (ASAP).

File Description	Document
Any additional information (?????????? ??????)	[View Document](#)

3.7.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered) ?????????-??????????????????????????????? ?????????, ??????????????, ??????????????? ? ?? ???????? ????????????????? ??????? (?????

??????????????????? ??????????????????????? ???????????)

Response: 17

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	2	2	3

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house(?????????, ??????????????, ??????????????? ? ??????????????? ??????????????????? ??????????????????)	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years (Data Template) (?????????????? ?????????-??????????????????????????????? ????????, ??????????????, ????????????????? ?? ??????? ??????? ??????????????????????????????? ???????? (??????????????????? ???????????????)	[View Document](#)

3.7.3 Provide details of the Joint publication Programme of the University in collaboration with other Universities/institutes and well established publishing firms ??????????????? ??????????????????/ ?????????????????????????????? ?? ?????????????????????????? ?????? ??????????

Response:

The University encourages the publication ventures of its faculty members and students in its all means.

- SSUS supports the faculty members by providing all infrastructure and administrative facilities towards publishing.
- At individual level, there are provisions for reaching consensus with joint publishing between the individual faculties of SSUS and faculty members from another Universities or Research Institutes.
- At the level of the Department, a teaching Department of SSUS can reach at an agreement with other Universities, Research Institutes, or Publishing firms for joint ventures of publications.

- The Publication Division of the University provides all the necessary backings for all forms of joint ventures in publishing.
- The Departments of the University and its faculty members in collaboration with other institutes and well established publishing firms have engaged in the following publication activities (*List of publications appended*).
  - Dr. Vasudevan of Sanskrit Nyaya in collaboration with M/s. Vainavan Kural Pub. Pvt. Ltd, Chennai published *Sri Bhashayam.*
  - The Department of Sanskrit Sahitya in collaboration with M/s. New Bharatiya Book Corporation, New Delhi has published several books during the last five years.
  - The Department of Sanskrit Sahitya published books in collaboration with M/s. Pratibha Prakasan, New Delhi.
  - The Department of Vedanta has published books in collaboration with M/s. Parimal Publications, New Delhi.
  - The Department of Urdu, in collaboration with M/s Arshia Publications, New Delhi, has published books.
  - The Department of Social Work has collaboration with National Association of Professional Social Workers, New Delhi for publishing the papers presented in the 5th Indian Social work Congress, 2017 jointly organised by NAPSW and Department Social Work.
  - The University Publication Division has collaboration with institutions and Publishers for the sale of University Publications.
  - The University Publication Division has participated in International Book Festivals for the exhibition and sale of the publications of University and its Teachers.
- The University has collaboration with Adayar Library and Research Centre,Chennai to document and publish Manuscripts and to build up and maintain e-Library.
- The University has collaboration with Chinmaya Vishwa Vidyapeetha for publication and multimedia documentation.
- In addition to this, the faculty members of the Department of Malayalam has been engaged publishing with different publishing firms. The translation of the works of such faculty members are being taken up international publishing houses.
- The UGC-STRIDE Project has been designed in such a way to increase the quality and volume of publication of faculty members and research scholars in the University. The collaborative endeavours are planned and orientation programmes have been started.
- Teachers of the University function as editors or members in the editorial board of several research journals, published from the state and outside the state. And many others take key role as peer reviewers of national and international journals and publishing houses.
- A handful number of teachers work in collaboration with several governmental agencies such as Bhasha Institute, Kerala Sahitya Academy, Lalit Kala Academy etc. and render their expertise in publication of books, journal, reports etc.

File Description	Document
Any additional information (?????????? ??????)	[View Document](#)

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:

SSUS has well maintained and adequate infrastructural facilities for all the Programmes offered. Every Department is equipped with classrooms for Graduate, Post Graduate, M.Phil. and Ph.D. scholars. One of the rooms, in each Department, is specifically devoted for audio-visual presentations, screening of documentaries and conducting workshops and training sessions of various types. Each Post Graduate classroom is provided with white boards, lectern, laptop/desktop computers for the exclusive use of students. LCD projectors are used for classroom lectures and students' presentations. Faculty members of all teaching Departments have been provided with laptop computers by the University to facilitate ICT enabled teaching and learning. One classroom in every Department is converted into a smart classroom and provided with Jefferson chairs, an audio equipped integrated podium, storage for external hard disk, LCD projector, a dais, executive chairs and vertical blinds enabling screen projections.

In addition to availing the facilities that are common to all teaching Departments, the Departments of Theatre, Music, Dance and Painting have classrooms specially designed to cater to the specific needs of those Programmes. The structure of the *Koothambalam* (the traditional architectural structure used for Sanskrit play performance *Kootiyattom*) has been replicated in the SSUS for Dance and Theatre Departments, enabling continuity of learning and performing in traditional architectural spaces. The Department of Theatre has been provided with the equipment for lights and sound design, stage properties as well as for make-up, enabling the students to gain proficiency in every aspect of play production. The Department of Music has acquired musical and other supporting instruments facilitating classroom lectures and practical training in a holistic environment. Students are acquainted with recording procedures and gain proficiency in recording their performances in the Recording Studio arranged in the Media Centre. In addition to class rooms for Painting and Sculpture, clay mixing units and baking kilns provide ample training and expertise in terracotta arts. Two advanced computer laboratories in the Media Centre are utilised for giving media training sessions to students by the Departments.

A fully equipped Language Lab offers provisions for learning language with assisted software. The Department of History, under its UGC assisted *Innovative Programme Scheme* for Post Graduate Programme in Gender, Ecology and Dalit Studies established an audio-visual cum computer lab with eighteen laptop computers, two servers, LCD projector and sound system. Short term and add-on courses with interdisciplinary focus and audio visual inputs are now being conducted in this lab under the newly instituted Dakshayani Velayudhan Centre for Women's Studies (DVCWS). The Department of Geography has a well set functional air conditioned GIS laboratory with twelve computers, six GPS, soil tester, six stereoscopes, planimeter, magnetic compass, digital camera and software like Erdas Imaging 2013, ENVI and QGIS. The Department of Physical Education has classrooms, laboratories and training instruments. Libraries are maintained in every Department with select text books and photocopies of resources required for classroom teaching. The Department of Hindi has UGC funded library and Department of Sanskrit Sahitya has a library with more than 1000 books.

File Description	Document
Any additional information ???????????????? ????????	**View Document**
Link for additional information ?????????? ??????	**View Document**

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

Response:

Seminar/Conference Hall with Infrastructural Facilities

The headquarters at Kalady has five air conditioned seminar halls and such facilities are ensured in all the regional campuses. In addition, all the Departments are provided with advanced smart classrooms that facilitate IT enriched academic programmes .

Auditorium for Cultural Activities

SSUS has sufficient spaces for arranging cultural activities. In addition to the existing **Silver Jubilee Memorial Auditorium** that can accommodate 1000 participants. Another new auditorium,with 1000 seating capacity is in the last phase of completion. The Activity Centre is also using for conducting cultural events.

Laboratory for Functional Sanskrit

SSUS has a well - equipped laboratory for functional Sanskrit with 10 computers installed and in operation.

Language Laboratory

SSUS has an advanced Language Laboratory functioning in the Language Block.

Psychology Laboratory

A Psychology Laboratory has been established in the SSUS with the objective of providing advanced facilities for testing and research.

Sports, Games, (indoor, outdoor), Gymnasium, Yoga Centre, etc.

SSUS ensures enough facilities for sports and games like Football, Cricket, Kho-Kho, Volleyball, Badminton and Kabaddi. The Activity Centre provides space for indoor sports such as badminton, indoor football, indoor cricket, gym and yoga. 32,000 sq.mtr. play ground is available for the use of students at Kalady. 375 sq.mtr area is marked for shuttle court and 180 sq.mtr,area is allotted for gymnasium. Facilities for sports and games are provided in the Regional campuses also.The sports facilities are used by students of all departments.

Heritage Museum

The **Kanakadhara Museum** was established in Kalady campus as the Heritage Museum of SSUS. This museum functions for the preservation of historical and cultural resources and as the centre exhibiting the cultural history/ antiquities of the region.

Manuscript Resource Centre (MRC)

SSUS has a collection of rare books. To preserve these precious sources of knowledge of the past, SSUS has set up a Manuscript Library, which functions as the Manuscript Resource Centre.

Manuscripts Conservation Centre (MCC)

The Manuscript Conservation Centre of SSUS is entrusted with the task of identifying, collecting and conserving manuscripts. The Conservation Centre is air-conditioned and all the collected rare texts are systematically processed and preserved, both in their physical and digital form.

Recording Studio

The University has a high quality acoustic Recording Studio functioning in Kalady campus. It is equipped with a fully comprehensive suite ideal for pre-production, production, mixing, tracking and mastering. The 3000 sq. ft sized studio offers audio bank, audio books and also facilitates the development of e-content.

Yoga Training and Therapy Centre Fitted with Modern Equipment

The Department of Physical Education , is entrusted with organising and conducting Yoga and offering Courses on Yoga .

Liaison with *Bharathvani* Portal

The resources available in *Bharathvani* portal are made accessible to the faculty members, scholars and students of SSUS in various languages.

File Description	Document
Videos and photographs (geotagged) ?????????????????? ???????/???????????	[View Document](#)
Any additional Information ?????????? ??????	[View Document](#)

4.1.3 The institution has adequate facilities like health centre, bank, ATM, post office, theatre, women centre, counseling centre and cultural activities centre etc. ?????????? ?????????????, ?????????, ???????????????????, ????????, ?????????, ?????????????, ????????????????? ?????????????????????????????? ???????? ???????????? ??????????

Response:

Health Centre: SSUS encourages the principle of medical pluralism and has a Health Centre that provides Allopathic and Ayurvedic treatments as outpatient care on alternative days of the week on Kalady Campus.

	Medical Consultants	Day	Time
Allopathy	Dr.M.B Aravindakshan Nair	Monday, Wednesday, Friday	1:00-3:30 p.m
Ayurveda	Dr. Suvidya. S Dr.Ittoop.K Ancheril	Tuesday, Wednesday	10:00a.m-12:00 n

The Health Centre:

- Ensures immediate relief and first-aid
- Provides medical care, treatment and medicines
- Collects and processes vital statistics relating to the health status of students and employees on the campus
- Does referral services
- Engages in prevention and alerting on epidemics

Bank & ATM

The branch of the Union Bank of India, where all the teaching and administrative staff have their accounts, and its ATM function inside the Kalady campus. The disbursal of salary and other financial transactions are effected through this bank. Fellowships, scholarships and other financial support for students and research scholars are availed through this branch. The public also access the bank and SSUS provides necessary facilities and ensures security to the bank and the ATM on a 24 hour basis.

Post Office

A Post Office is functioning within the campus. The SSUS ensures facilities including electricity, Wi-Fi and Security to the property of the Post Office.

Art Gallery

The Lalit Kala Akademi Art Gallery is an in-house gallery facility for curating artexhibitions of students of the University for promotion and extension of skill and facilitate interaction with artists of national and international stature. The art gallery facilitates cultural exchange of students and conduct of several academic events and Degree Show of the students of Department of Painting.

Theatre

The SSUS has three separate spaces for organising performances that cater to the Departments of Theatre, Dance and Music. Performances of all art forms are staged in the *Koothambalam* equipped with Lighting and Sound Systems, which functions as a proscenium platform for the performances. The two **Amphitheatres** are proposed for construction with seating capacity of 1000 and 250 persons respectively, are intended to cater to the requirements for performances on a larger scale. The **Silver Jubilee Memorial Auditorium**   also serves the purpose of presentations and performances of Theatre and Art forms.

Counselling Centre

SSUS has a well-established **Student Counselling Cell (SCC)** under the Director of Students Services. A qualified Student Counsellor provides counselling services to students and staff. Various lecture sessions, talks, workshops and orientation gatherings are organised by the **SCC** to support students' performances in the curricular, co-curricular and extra-curricular activities. In addition to this, SSUS provides a help desk to all stakeholders, through 24×7 phone number.

Cultural Activities Centre

The **Activity Centre** functions as the centre for cultural activities of the SSUS. There are different platforms and several clubs that are dedicated to the vibrancy of the SSUS campus with its cultural festivities and performances. *Safdar Hashmi Club*, *Samskritha Sahitya Kalavedi*, etc. are some of the platforms that are involved in encouraging and organising cultural and art performances in the campus.

File Description	Document
Any additional information	[View Document](#)

4.1.4 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS (Learning Management System), etc. (preceeding academic year data) ??????????????????f-???????????????-??????????????????????????????? ???????????????????, ????????????????????? ? ?????????? (?????????????? ????????)

Response: 52.79

4.1.4.1 Number of classrooms and seminar halls with ICT facilities ??????????????????, ?????????????????? ? ???????
Response: 142

4.1.4.2 Total number of classrooms and seminar halls ?????????? ?????????????????? ???????
Response: 269

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities (Data Template) • ????????????????????? ??????????????-????????????????????????????? ?? ??????????????????, ?????????????????? ? ??????? (????????????????)	[View Document](#)
Any additional information ?????????? ??????	[View Document](#)
Provide link for additional information, (Hyper linked video)• ??????????????????? ???????? (???????????????????)	[View Document](#)

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

Response: 40.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
883.87	825.33	887.60301	1004.73887	1593.00368

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years	[View Document](#)
Upload audited utilization statements ?????????-??????????????	[View Document](#)
Any additional information ?????????? ??????	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The University library named as *Saraswatham Centre for Learning*, functions in the Headquarters at Kalady in a three storied building with a total area of **55,500 sq. ft**., has an 5**00 seating capacity** and a **total title of books numbering 1,08,680** and 212 journals. The extensions of University Central Library functions in the eight regional campuses too.

The Library has been functioning as fully automated with **KOHA** (version - 17.11.13) since 2015. User friendly services are ensured to all the stakeholders and beneficiaries. Koha is a fully featured, scalable, library management system which includes catalogue, OPAC, Circulation Member Management, Serials and acquisition packages.

Name of ILMS software   : KOHA

Status of automation (full or partial)   : Fully automated

Version   : 19.11.03.000

Year of completion   : 2015

Server link / IP   : 192.168.1.214

Online **OPAC** provides the facility for searching books from anywhere and to reserve the same. Online reservation and renewal system is facilitated in the library. The University community is intimated about the updated list of journals and books through email. Remote access to the subscribed online journals and online resources of the University has been made accessible to all teachers, scholars and students and this has become especially useful during the pandemic times..

The University library, as part of supporting and overcoming the hurdles in the teaching and learning process, has made the **remote access to the online resources** from home during the Covid-19 pandemic.

The installed KOHA software facilitates :

- MARK 21 and UNIMARK support
- MARK import/export
- Overdue notifications
- Barcode and Spine labels printing
- Koha can be used with any SIP 2 complaint self-check machines
- Web 2.0 facilities like tagging, comment, social sharing and RSS feed
- Z 39.50 server complaint
- Barcode scanning
- Comprehensive & advance search
- Multilingual web OPAC

- Management interfaces with circulation, issues and returns of library items.
- Koha uses a full text indexing engine to allow fast and powerful searching of metadata.
- A full acquisition module complete with budgets, book funds, suppliers and exchange rates.
- Database of the library users.
- Management of serials, that is subscription, renewals etc.
- Online Public Access Catalogue

File Description	Document
link for additional information ??????????????? ?????????	**View Document**

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

Response:

Rare Books

The compendium of rare books of international, national and regional importance, kept at the Manuscript Library is an important collection of the University. This collection acquired through donations from various sources include literary works in Malayalam, Sanskrit, English, Urdu and Tamil languages as well as in *Grantha* script which are preciously preserved. The Manuscript Preservation Centre of the University is entrusted with preserving this rare collection which includes texts that date back more than a century.These texts are kept in a special chamber to ensure proper preservation. University has also started attempts to collect more such rare and ancient texts from all parts of the State with an intention to digitalise and preserve them. The University Publications Division has taken initiatives to reprint five rare books from this collection.

Archives

The University initiates efforts in collecting palm leaf documents and rare ancient texts from various parts of the state. These Palm Leaf manuscripts collected are an important collection in the archives of the University. Some of the manuscripts among this collection are 200 to 300 years old, and include Sanskrit texts transliterated in Malayalam as well as texts written in *Grantha* script.These collections are from Sanskrit literature, *Puranas*, *Upanishads*, *Tantra*, Ayurveda, Mathematics, Astrology and others. Stengthening of Sanskrit Studies takes a leading role in cataloguing and digitising of the collections.

Digital Repository Collection

University has a vast Digital Repository Collection. The academic sessions, erudite programmes and the talks conducted for the last 15 years are preserved in digital format. Attempts are underway to share all of this in a common server so that the entire collection will be beneficial to the academic community and the general public, once the work is complete. The Digital Repository Collection is currently kept at the Archives Library.

CD or DVD Collection

Audio files of many books are kept at the University library. A DVD collection that presents the methods of chanting in Samaveda in the *Jaiminiya* tradition is preserved by the University. Another 100 hour audio -visual documentary on *Kootiyattom*, a traditional art form of performing Sanskrit plays in Kerala, was digitised by the **Strengthening of Sanskrit Studies** with the support of the MHRD, Govt. of India. These are also preserved at the Library Archives of SSUS.

Other Knowledge Resources

1. University Library has a collection of 30 Volumes of the rare journal *Brahmavidya* extending over the years from 1954 to 2018
2. Volumes of *Annals of the Bhandarkar Oriental Research Institute*
3. More than 25 e-resources in Sanskrit
4. World e- Book Library
5. South Asia Archive
6. Sage Journals
7. Springer Free Text Books
8. National Digital Library of India
9. Kerala Sahitya Akademi Library
10. Economic and Political Weekly
11. Institute for Studies in Industrial Development (ISID) Database
12. JGate Plus (JCCC)
13. Jstor
14. Oxford University Press
15. Taylor and Francis
16. Springer Link 1700 Collection and Nature Journal

File Description	Document
Any additional information ?????????? ??????	[View Document](#)
link for additional information ???????????????? ????????	[View Document](#)

4.2.3 Does the Institution/ Library have the following: 1. Back Volumes of Rare Sanskrit Journals/Indological Journals/ Journals Related to Sanskrit Studies like Indian Historical Quarterly (IHQ)/ Annals of Bhandarkar Oriental Research Institute (ABORI)/ Brahmavidya/Sarasvati-sushama etc 2. Sanskrit magazines and Sanskrit Periodicals 3. e-journals 4. e-books 5. e-dictionaries of Sanskrit 6. Sanskrit Databases 7. Bharatavani Portal 8. CD's/DVD's/other e-materials for the study of Vedas 9. Electronic Display Board 10. Internet/ Wifi Facility 11. Search Facility 12. Reprographic facility ?????????? ??????????? ??????? ????? ? 1. ????????????????/ ????????????????????? ???????????????/ ??????????????????????????? ??? – ???????????????????/ ???????????????????????????/ ???????????/ ???????????????????? 2. ?????????????? ????????????????????????? 3. ?????????????? 4. ?????????????? 5. ????????? ??????????????? 6. ??????????????????? 7.

???????????????? 8. ???????????? ?????? ????????????? ?????????????? ??????? 9. ???????? ????????????? 10. ????????/????????????????????? 11. ?????????????????????? 12. ?????????????????

Response: A. Any 4 of the above (?. ???? ??????????? ???? ??????? ??????)

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)• ???????????????, ???????????????, ???????????????, ?????????????? ????????? ?????????? ???????? (???????????????)	View Document
Any additional information	View Document

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

Response: 75.16

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

2019-20	2018-19	2017-18	2016-17	2015-16
65.92132	59.57532	141.81644	56.82712	51.66026

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

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

Response: Yes

File Description	Document
Details of remote access to e-resources of the library (Data Template) ???????????? ?????????????????? ????? ???????? ??????? (????????????????)	[View Document](#)
Provide a link of the data uploaded in the institutions website ????????? ??????????? ??????????? ?????????? ??????? ??????????	[View Document](#)

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

Response: 11.85

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

Response: 471

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

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

Response: A. Any 5 of the above (?. ???? ???????????? ???????? ????)

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG) (Data Template) ???-??-??-? ???/??? ???-?-?-??-?? ????????? ???? ????????? ?????????? ??????????????????? ??????? (????????????????)	<u>View Document</u>
Give links or upload document of e-content developed ??????????? ??????????????????? ????????	<u>View Document</u>	

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi, Email and Internet Facilities are given to Faculty and Students with Institutional ID's ?????? ???????????-?????????-???????????????? ???????????????????????? ??????????? ???????? ????? ????????? ?????????? ?????????????? ????????? ????????????? ?????????????????, ??????????????????? ? ?????? ????? wi – fi ????? ?????????????????????????? ???????????? ???????? ????????? ?????????

Response:

All the campuses of the University are connected with uninterrupted internet connectivity. The Kalady campus has high speed uninterrupted internet connectivity implemented through a project of RUSA. Under the project funded by RUSA, the University has set up a **Data Centre** and campus wide Wi-Fi and LAN connectivity. Data Centre accommodates 12 servers (out of which 2 is funded under RUSA project), 2 firewalls, core switch and router. The data centre is 24x7 functional with power backup through redundant UPS. Furthermore, 48 Wi-Fi access points has been installed in the campus including hostels, facilitating Wi-Fi connectivity for the entire campus. Students and all staff members are provided with Wi-Fi access which is authenticated by MAC address.

The **Web Centre** (situated in Library Block) with 20 computers, is used for browsing internet by students, research scholars and faculty members. The working hours of the Web Centre is from 9 a.m. to 5 p.m. The **Info-Net Lab,** with 20 computers, is exclusively used by research students for research purposes.

Two computer labs, with 84 computers, functions in the **Media Centre**, where training sessions for faculty members and students take place and these labs co-ordinate all the academic ventures related to ICT. Facilities in the lab are maximum utilised, by availing the facilities for conducting workshops and training sessions by different teaching Departments.

The University has ensured sufficient number of smart classrooms for each Department and regional campus. Altogether there are 22 smart classrooms at the headquarters in Kalady and 6 in Regional Campuses. In addition to this, all PG classrooms, at Kalady, are equipped with a computer, LCD projector, lectern, executive table and chairs, Jefferson chairs, etc. M.Phil and Ph.D. rooms are provided with computers. Altogether, there are 540 computers, 84 LCD projectors, pointers, etc. The University has provided emails with institutional IDs (……**@ssus.ac.in.**) to faculty members, M.Phil. & Ph.D. Scholars and administrative staff. University encourages and facilitates the electronic mode of communication and

treat them as official in all possible ways.

Other IT facilities and updates:

Centralized login system for students (Course registration, Exam registration, Exam result (B.A.)	2018 October
Course and Exam registration – new structure for UG/PG	2019 March
Online attendance and internal mark entry (app.ssus.ac.in:8080)	2019 April
Feedback form for students	2019 April
Online fees payment facility	2018 October
Online submission of Faculty profile for university website (app.ssus.ac.in:81)	2018 October
Launched new website of the university - ssus.ac.in	2019 January
Data Centre	2017 April
Provision of institutional email id with domain name (@ssus.ac.in)	2018 June

- Android App for students
- MOOC
- Online provision for blood donation forum
- Provision for submitting complaints to the Grievance Cell via online is implemented.
- Digitalization of admissions and Examination Cell
- Online certificate
- Media Centre
- Campus wide Wi-Fi and LAN facility
- Wi-Fi access points in all Departments, administrative sections and hostels
- Restricted to staffs and students using mac authentication (Authentication method updated – 2018 July)
- Additional access points to be installed in Language Block(Future update)

File Description	Document
Any additional information ?????????? ??????	[View Document](#)
link for additional information ??????????????? ?????????	[View Document](#)

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

Response: 12.96

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

Response: 295

File Description	Document
Student – computer ratio ?????????? ??????	[View Document](#)
Geotagged photo	[View Document](#)
any additional information ?????????? ??????	[View Document](#)

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

Response: A. ?1 GBPS (?. ?1 ?????????)

File Description	Document
Details of available bandwidth of internet connection in the Institution • ?????????? ????????? ??????????? (???????????????????) ????????????????????????????	[View Document](#)

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

Response:

Media Centre: SSUS has a Media Centre that functions as a coordinating and facilitating wing to cater to the technological requirements for audio-visual aids in the teaching and learning process. Media centre provides the equipment as well as technological assistance for the promotion of curricular activities.

Functions of Media Centre:

- Arranges and ensures required equipment and assistance for academic programmes in SSUS.
- Provides information about the specifications of a wide range of equipment for audio-visual projects.
- Gives training to use the technologies for curricular and co-curricular activities.
- Following equipment are supplied as per availability:
    - Digital camera, Digital video recorder etc.
    - LCD/LED projectors
    - Audio cum public address system
    - HD Media Players / Monitors
    - Laptop computers
    - Digital audio recorders
    - OHP
    - Visualiser

- Tripods
- Portable hearing loop
- The Media Centre also supplies CD/DVDs, SD cards and USB sticks on loan
- Provides uninterrupted IT & ICT services including computer networks and maintenance of website information.

- **Recording Studio – Facilities:** SSUS has high quality acoustic **Recording Studio** equipped with digital recording on different platforms for audio and video recording. The studio is a fully comprehensive suite ideal for pre-production, production, mixing, tracking and mastering. The 3000 sq. ft sized studio can accommodate twenty artists at a time.
  - Special features and functions of Recording Studio:
    - Audio bank (for recording performances of music students)
    - Audio books (sell/circulate audio recordings)
    - Converting syllabus material into audio recording to help visually impaired students
    - Recording studio also facilitates the recording of and related activities of Community Radio
    - Development of e-content
    - Self-service or the service of technicians could also be obtained.
  - Facilities in the Recording Studio:
    - Recording booths – 5 (wide range of acoustically sound spaces)
    - Control room – 1 (for recording, tracking and mixing audio sources to create an audio master)
    - 5 individual acoustically isolated rooms called booths. All rooms can be operated independently allowing simultaneous recordings.
    - Size – 3000 sq. ft. for audio recording
    - 3000 sq.ft. for video recording
    - Computer: IMAC 27 Inch
    - Software: Final Cut Pro X software
    - Camera: USB Camera Aver vc 520
    - Heavy Duty fluid head tripod

- **Lecture Capturing & E-Content Development Facility:** SSUS has established a **Lecture Capturing System** and **E-Content Development Facility** that records classroom, special and invited lectures that is available for reviewing after the sessions and for future references in digital format.
- **Facilities Available:**
  - Live lectures
  - Recording of lectures
  - Offline recording of lectures
  - Scripting e-content and presenting in audio-visual format
  - Preparations of presentations, graphically
  - Preparation of animation enabled presentations

Database of Sanskrit Texts:

- SSUS is committed to digitalising and establishing a database of Sanskrit Texts. Manuscript session of the library preserves the digitalised version of Sanskrit texts in print, hand written and palm leaf versions. Rare and unpublished manuscripts are preserved and digitalised. A special wing of

experts is dedicated to digitising and developing the database.

File Description	Document
Upload any additional information ?????????? ??????	[View Document](#)
Facilities for e-content development such as Media Centre, Recording facility, LCS ??????????????????????, ???????????????????, ?????????????????????????? (???-??-???) ???????-?????????????????????????? (????????????????)	[View Document](#)
Links of photographs ????????????? ????????	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years ??????????? ??????? ??? ??????????????? ??????????????????????????? ? ?????????? ?????? ??????? ?????????-

Response: 25.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
894.76	614.94	618.86	619.71	379.44

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

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

Response:

SSUS framed a **Policy on Infrastructure** for maintaining and utilizing its physical, academic and support facilities.

Maintenance of the infrastructure

1. Estate Section: Under the control of an Estate officer, whose prime responsibility is to maintain Stock of all movable and immovable assets, purchase of essential items required for different offices, renewal of AMCs for computer systems and accessories etc are done.
2. Engineering Wing: Headed by the University Engineer, the engineering wing ensures electrical, civil and plumbing works to all buildings at the Main Centre & Regional Centres with the support of qualified Assistant Engineers, Overseers, Electricians & Plumbers.
3. ICT Division: There are two Hardware Technicians and a System Administrator. The computers available in Administrative Offices, Departments and Laboratories and Libraries are maintained through Annual Maintenance Contract. Internet facility is extended to all teachers, staff, and research scholars and students which is maintained by this wing. Senior Programmer provides all the technical support for the academic and administrative staff for the software updation and maintenance.

Laboratory Facility

ICT Division is entrusted with the repair, maintenance and upkeep of laboratories of the Departments of Geography, Psychology and Physical Education.Further, major laboratory equipments are under AMC for their regular preventive and corrective maintenance.Funds are earmarked every year for the proper maintenance and upgradation.

Central Library

The Deputy Librarian ably assisted by a team of qualified Library staff along with the coordination of the Estate Officer and System Administrator looks after the maintenance of the library books, journals, periodicals, furniture, electronic equipment, computers (both hardware and software). Regular Weeding of books and pest management measures are carried out. Library maintains a separate section named 'Digital Talking Library' to cater visually disabled.

Sports Complex

It is under the control of HoD and is well assisted by grounds man-cum- marker who is also involved in the preparation of the Ground for various sports events. Regular mopping of the Indoor Stadium and grass cutting are done. The electrical fittings and Water pipelines in the Sports Complex are periodically checked by the Engineering staff.

Classrooms

The blackboards, electrical fittings, furniture and other equipments are regularly maintained by the Estate office & Engineering wing.

An uninterrupted power supply is ensured in the campus and in all buildings through generator having 300 KVA capacity and one solar power plant with capacity of 100 KW. All power/electrical installations are under AMC for proper maintenance.

Committees are set up to improve the efficiency of the Canteen and Hostel. Incinerators are routinely serviced.

Maintenance works

1. Painting works to all the buildings
2. Periodical repairs and maintenance of Buildings including doors, windows, toilets, electrical fittings etc.
3. Leak proofing work
4. Installing Sign Boards and Maps
5. Campus cleaning a) Daily disposal of bio-waste materials in addition to house keeping services. b) Plastic free Campus
6. Beautification of Campus a) Maintenance of garden b) Provision of vehicle free zone c) Renovation of Roads
7. Facilities for differently abled
8. Campus Security:Well barricaded boundary wall with security guards.

File Description	Document
additional information ?????????? ??????	[View Document](#)
Link for additional information ??????????????? ????????	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 52.89

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

2019-20	2018-19	2017-18	2016-17	2015-16
2255	1940	1967	2008	1869

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information	[View Document](#)
Details of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years. ?????????????????? ???????????????????????? ??????? ??????????? ???????????-?????????????????????????? ???????????????? ????????? ???????????? ?????????

Response: 18.26

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years ?????????????????? ???????????????????????? ????????? ??????????? ???????????-?????????????????????????? ???????????? ????????? ????????????

2019-20	2018-19	2017-18	2016-17	2015-16
839	811	546	671	601

File Description	Document
Upload any additional information (?????????? ??????)	[View Document](#)
Details of students benefited by scholarships and freeships besides government schemes in last 5 years (??????????????? ?????????????????????? ????????? ??????????? ???????????- ?????????????????????? ????????????? ????????? ????????)	[View Document](#)

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

Response: A. 10 or more of the above (?. ???????????? ???? ???????? ?? ???? ????????????)

File Description	Document
Details of capability enhancement and development schemes (????????????????? ?????????? ? ??????????? ???????? ????????)	[View Document](#)
Any additional information (?????????? ??????)	[View Document](#)
Link to Institutional website (• ????????? ??????????????? ??????????)	[View Document](#)

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years. ??????????????? ??????? ????????? ?????????????????????????????????, ?????????????? ? ???????????? ????????? ???????????? ??????????

Response: 64.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
2706	2773	2698	2152	1938

File Description	Document
Details of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information (?????????? ???????)	[View Document](#)

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. (Yes/ No) ????????????????? ?????????? ? ????? ????????? ????????? ????????????????? ?????? (?????/ ? ?????)

Response: Yes

File Description	Document
Upload any additional information(?????????? ???????)	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee (?????????????????????????, ???????????????? ????????????, ??????????????????? ??????????????)	[View Document](#)
Details of student grievances including sexual harassment and ragging cases (??????????????-??????????? ?????????????? ???????)	[View Document](#)

5.1.6 The University organises Inter-University Talent Festival, Vakyartha, Shastrartha, Salakapareeksha, Sanskrit elocution contest, Inter-Sanskrit-university Youth festival, Inter College Youth festival, Sanskrit Poets' Meet, special coaching or training in creative writing, Sanskrit-Poetry writing/ DTP, Copy editing, Proof reading, Cultural tourism, Hospitality, Purana pravachana, lalita-kala etc.
?????????????????????????????????, ????????????, ??????????????, ????????????, ??????????????????, ???????????, ????????????-????????????-??????????, ????????????????-??????????, ???????-??????????-??????????? ???????? ????????????????? ???????????????????, ??????????????????????, ??????-???????-?????-

??????????????, ?????????????????, ???????????????
(Proof Reading), ?????????????????, ??????-?????????, ?????-????????, ?????????? ???????
? ??????? ???????? ?????????/ ????????? ? ????????

Response:

1. SSUS organizes Inter Campus Youth Festivals every year.
2. The University conducts *Vakyartha, Sasthrartha* and Sanskrit Elocution Contests as part of the Sankara Jayanthi celebrations every year for School/College/University students.
3. The University organizes competitions in Sanskrit Elocution, Essay Writing, Sanskrit Poem, Recitation, etc. for school students and University/college students during the Sanskrit Week celebrations, every year.
4. The Department of Sanskrit Sahitya at Regional Campus, Tirur also organizes *Vakyarthasadas* every year.
5. The Department of Sanskrit Vyakarana conducts Training Programme in *Vyakartha.*
6. The Department of Hindi conducts Inter Campus Debate Competitions and Hindi Elocution as part of Hindi Day Celebration, every year.
7. SSUS in collaboration with National Museum of Natural History organized Intangible Cultural Heritage Festival during December 2015.
8. The Department of Painting, in collaboration with Kerala Lalitakala Akademi, conducted ten days Terracotta Workshop with traditional artists from Tamil Nadu
9. The Department of Theatre and Dance conducts make-up workshops for students.
10. Workshops were conducted during December 2015(15 Days) and January 2019(10 Days) to familiarize students with ancient language of Pali.
11. Competitions in Painting, Sanskrit Essay Writing, Sanskrit Songs, etc. were conducted as part of the *Sastrayan* Programme, the academic endeavor to introduce the activities of SSUS to the general public, organized during 2018 and 2019
12. Conducting a Certificate Course in Copy Editing and Proof Reading
13. Offers a Certificate Programme in Spoken Sanskrit for the students of Regional Campus at Panmana.
14. Offers a Certificate Programme on Intangible Cultural Heritage .
15. The Department of Painting in collaboration with Kochi Biennale Foundation and Foundation for Contemporary Art, New Delhi conducted 6 days Workshop on Technologies and Art during 12th to 18th September 2018. The students of the Department and also the students from all the four Fine Arts Colleges in Kerala participated in the programme.
16. The Department of Geography conducts training programme for students on Total Station Surveying.
17. The Department of Malayalam, Regional Campus, Payyannur conducted a Workshop on Thesis Writing and Application of UNICODE Font during August 2019.
18. The University conducts Skill Development Programmes as part of the Additional Skill Acquisition Programme (ASAP) of Higher Education Department of Kerala and offers part time Courses in Communicative Skills consisting of soft skills like Personal Skills, Life Skills, Social Skills, Professional Communication Skills in English and IT Skills.
19. Department of Sahitya conducted 14 Days Workshop in E- Content Development in Sanskrit for Research Scholars from 29-08-2017 to 17-09-2017.
20. Soft Skill Development Programmes - Workshop on Interview Skills and Group Discussion for students are conducted by the University Employment Information and Guidance Bureau and

Career Guidance & Counselling Cell.

21. The Department of Sanskrit Vyakarana conducts the following programmes every year:

- Melpathur Narayana Bhattapada Memorial National level Sastrartha Sabha.
- *Salakapareeksha* as part of Prof. Venkitarajasarma Endowment Programme jointly with Sahitya Department.
- State Level *Vakyarthasadas* in connection with Panditarajan Sastraratnam Kalakkath Govindan Nambiar Endowment Programme.

File Description	Document
Any additional information (?????????? ??????)	[View Document](#)
Provide link for additional information (???????????????? ?????????)	[View Document](#)

5.2 Student Progression

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

Response: 2.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
92	27	30	20	7

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

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

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

Response: 18.46

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

Response: 249

File Description	Document
Upload supporting data for student/alumni (?????????/?????????????????? ??????????????)	
Details of student progression to higher education (?????????????? ????? ??????????? ????????? ????????)	

5.2.3 Average percentage of students qualifying in state/ national/ international level examinations during the last five years. (eg: NET/ SLET/ TOEFL/ Civil Services/ State government examinations) ?????????????? ?????/???????/??????????????????? ????????? ????????????? ????????? ?????????? ????????? (???.????-??????-??????-?????????-???????????????????)

Response: 56.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
210	150	102	31	35

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

2019-20	2018-19	2017-18	2016-17	2015-16
315	284	137	84	71

24-06-2021 11:38:20

File Description	Document
Upload supporting data for the same (????? ???????????????)	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (??????????????? ?????/ ???????/ ???????????-???????? ???????? ????????????? ????????? ???????)	[View Document](#)

5.2.4 Details of the programme for the exchange/participation of students at national/international level for academic and cultural activities with other institutions. ???????????????????? ?????? ??????? ?? ?? ?????????-???????????????????? ?????????????????????????? ???? ????????? ???????? ?????????? ??????????? ????????

Response:

1. SSUS facilitates participation of students in the Inter University Youth Festival at Zonal and National level, organized by the Association of Indian Universities, every year. University Youth Festival is conducted every academic year and the winners are selected to the South Zone Youth Festival. The students have made excellent performance in the South Zone and National Youth Festivals held during the last five years, the highlight of which is the overall third position bagged in the 31st South Zone Youth Festival 2015-16 held at Mangalore University. *See Additional Information.*

2. SSUS students participate in the National Sanskrit University Youth Festivals. Our students have come out in flying colours securing first, second, third and consolation prizes in several competitions in the *Akhilabharatiya Samskritacchatra Pratibha Samaroha* held at Tirupati in 2019 and 2020.

3. Our students participated in the *Akhilabharatiya Sastra Spardha* conducted by Central Sanskrit University, New Delhi in 2019 by getting selection in *Rajyastareeya Shastreeyaspardha* held at CSU Guruvayur campus.

4. Vishnupriyan K, student of Painting Department bagged prizes in Zonal and National Youth Festivals and secured eligibility to participate in 9th South Asian University Festival and made a mark by participating in the SAUFEST held at Ambedkar University, Lucknow from 25th-29th February 2016.

5. Sunil Kumar, student of Theater Department got selected in 20th Bharat Rang Mahotasav, the International Theatre Festival of India at National School of Drama, New Delhi during February 2019.

6. PG/MPhil/PhD students of the SSUS undergo internship programme outside the University for a period of one/two/four months with the financial support of the State Government under the ASPIRE Scholarship Scheme**. *See Additional Information.***

7. SSUS provides travel grants/travel leave with fellowship to PG/MPhil/PhD students to attend national and international conferences/workshops/seminars/cultural fests. *See Additional Information.*

8. Students of the Departments of Painting/Dance/Theatre/Music are granted permission to participate in the State/National/International level Painting & Art Camps/Theatre Fest/Dance Programmes /Music Concerts conducted by Government/ Cultural /NGO institutions & bodies and the period of

such engagements are treated as learning days.

9. The University encourages students to participate in the **Anveshan Programme** conducted by the **AIU** which aims to identify young talents with research aptitude and to take up research as a career option. SSUS hosted the South Zone event of **Anveshan** during 2016. The details of students participated in Zonal and National Level Convention are included in *Additional Information*.

10. As a recognition of high honour at the national level, Smt. Surabhi Lakshmi of the Theatre Department was awarded the National Film Award for Best Female Actor.

11. The Fine Arts Departments equip the students to avail Fellowships/Grades/Awards/Grants/Scholarships of Cultural Academies, All India Radio, Doordarshan and other such institutions.

12. In February 2020 the University has formed *Ek Bharath Sreshtra Bharath* Club, envisaged by RUSA to share the culture and life styles of different states of the Nation. The club opens a platform to the students of SSUS and Himachal Pradesh University to know each other and perform their own cultural forms.

File Description	Document
Any additional information (?????????? ??????)	[View Document](#)
Provide link for additional information (??????????????? ?????????)	[View Document](#)

5.3 Student Participation and Activities

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

Response: 67

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	19	16	5	13

File Description	Document
e-copies of award letters and certificates (?????????????? ????????????? ? ?????????????????)	<u>View Document</u>
Details of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five year	<u>View Document</u>

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

Response:

University Union

SSUS has elected students' Union known as the University Union with the objective of inculcating the qualities of leadership, organization and responsibility in students. It consists of one student representative from each Academic Department/Campus elected by the students in the manner prescribed by the University Statutes and such representatives electing one among them as the Chairperson and another as the General Secretary of the Union. The election to the Union is conducted by SSUS every year. The University Union authorised to conduct Youth Festivals for students and to involve in various student-related issues like admissions, examinations, welfare of students, and other day-to-day issues which concern the students of SSUS. In the past two years, all office bearers of the Union have been from among the women students indicating the endeavor to develop leadership skills among women. The University allocates necessary funds in the annual budget for the conduct of various activities like youth festivals, other cultural activities, publication of campus magazines, etc.

Participation of Students in the Statutory Bodies

SSUS has specific provisions in its Act (SSUS Act 1994) to facilitate the participation of students in the Statutory Bodies of the University.

- As per Provision 12, one Post Graduate student having good academic record shall be nominated to the chief executive body of the University, the Syndicate.
- As per Provision 16,the representation of students in the Academic Council is as follows:

  - The Student representative of the Syndicate.
  - The Chairman of University Union.
  - One PG Student nominated by the Chancellor.
  - One Research Scholar nominated by the Chancellor.

Student Representation in other Committees and Bodies.

Many principal bodies and committees of the SSUS also have student representation as follows:

- The Student representative of the Syndicate is a member in the Standing Committee of Syndicate on Students Welfare.
- The General Secretary, University Union is a member in the University Planning Board.
- Representation of Research Scholars in the Internal Quality Assurance Cell.
- Representation in Project Monitoring Committee of RUSA Projects of the University.
- Representation in Internal Complaints Committee.
- Representation in Students Grievances Cell.
- Representation of students belonging to the fresher category as well as senior students in Anti-Ragging Committee.
- Campus Union Chairperson, one NSS Volunteer and NCC Volunteer each are members in the Tobacco Control Committee.
- The University Union Chairperson and the Campus Union General Secretary are members in the Canteen Advisory Committee of the University.
- Reasonable student representation in the Hostel Advisory Committee.
- The Magazine Editor of the Campus Unions of each Regional Campus is responsible for the publication of the Campus Magazine.
- Representation in Committees constituted for the conduct of major University events such as Sankara Jayanti Celebrations, Sanskrit Day Celebrations, Convocation Programme, etc.

Research Forums

The research scholars have Research Forums in research Departments. They regularly meet and discuss academic matters and other matters of social interest. They organize invited talks,research methodology workshops and seminars occasionally and publish books.

File Description	Document
Upload any additional information (?????????? ???????)	[View Document](#)
Provide link for additional information (??????????????? ?????????)	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year. ?????????? ??????? ?????????? ??????-??????????????????? / ????????? ?????????? ?????????

Response: 20.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years ??????????????? ?????????? ??????-???????????????????/ ?????????? ??????????????

2019-20	2018-19	2017-18	2016-17	2015-16
17	28	26	15	16

File Description	Document
Report of the event (for ex. Sanskrit Pratibha Samaroha, Koumudi Mohotsava etc..) (??????????? ??????????? (???????????????????, ????????????? ???????))	[View Document](#)
Number of sports and cultural activities / competitions organised per year (?????????? ??????? ?????????? ??????-????????????????????/ ?????????? ???????)	[View Document](#)

5.3.4 The university involves and encourages its students to publish materials like catalogues, wall magazines, university magazine, and other materials. List the major publications/ materials brought out by the students during the last four academic sessions. ??????????????? ????????????, ???????????????, ??????????????????????? ????????????? ? ???????? ?????? ??????????? ????????????? ?? ???????????????????/??????????????? ??????? ??????????? ????????????????/ ????????? ? ???? ????????

Response:

- Grant financial aid to the final semester BFA and MFA students to conduct exhibitions of the Painting/Sculpture of students of that batch and also to **publish a Catalogue** of such creations.
- Extends financial support to the Student Union to publish **Campus Magazines.**
- Gives opportunity to the Students of Department of Paintings to **depict their creativity on the walls** of buildings in the University Headquarters .
- The Students of Music Department perform the **welcome song** in all official events of SSUS.
- Facilitates the *Arangettam* (Debut) of the students of Dance and Music Departments in the Sankara Jayanthy celebration of the SSUS.
- In an audio presentation of compositions of Sree Sankaracharya released by SSUS viz., *Sankarakeerthanam*, the songs of two students were included.
- The University Departments encourage the students and researchers by incorporating their **articles, seminar papers, etc. in the Research Journals, Books, Magazines, etc.** Some Departments published books in association with their Research Forums.
- SSUS adopted a policy to **publish the best and note worthy books of research scholars** and accordingly published 7 books authored by research Scholars as part of Silver Jubilee Celebrations in 2017-18..

List of Major Publications/Materials Published by the Students

Sl. No	Title of the Publication and Language	Publisher	Remarks	
1.	*Aadhunika Malayala Drisyakala Charithravum Vyavaharavum* (Malayalam)	2015-2017 Batch MFA Students		
2.	*Old Pond, Frog Jumps in Splash*	2016-2018 Batch MFA Students	Catalogue	
3.	*Kani – In Between Retina and World*	2015-2017 Batch MFA Students	Catalogue	
4.	*Scar* (Catalogue of paintings)	2014-2018 Batch BFA Students	Catalogue	
5.	Catalogue of Painting	2015-2019 Batch BFA Students	Catalogue	
6.	*Scattered-* Catalogue of Paintings	2016-2020 Batch BFA Students	Catalogue	
7.	*Ailasa* (Malayalam)	Campus Union 2018-19, Payyannur	Campus magazine	
8.	*Mashicharth*	Campus Union 2016-17, Thrissur	Campus magazine	
9.	*Mashippadarpp(Malayalam)*	Campus Union *2018-19*, Panmana	*Campus magazine*	
10..	*ChuvannaJagratha*	Campus Union 2017-18, Thrissur	Campus magazine	
11.	*E-magazine*	University Union *2019-2020*	Campus magazine	
12.	*Koottu*16	Students of Social Work Department	Souvenir	
13.	*Koottezhuthu* 2017	Students of Social Work Department	Souvenir	
14.	*The Confluence* (Mural Paintings)	Students of BFA 2014-18	Catalogue	
15.	*Sanskrit and Cultural Studies-New Perceptions*	Research Forum & Department of Sahitya	Researchers	Articl
16.	*Scientific Realm in Sanskrit*	,,	Researchers	Articl
17.	*Vedanta Sidhantha Mukhtavali-Grantha Sameeksha*	Department of Vedanta		
18.	*Ecological Awareness Enshrined in the Ancient Wisdom*	Department of Vedanta	Researchers	Articl

19.	*Consciousness: Scientific and Philosophical Perspectives*	Department of Vedanta	Researchers	Articl
20.	*Prabodha Chandrodhayam* (Malayalam)	Department of Vedanta	Translation	
21.	*Sahitya Darpana Vimarsh* (Sanskrit)	Department of Vedanta		
22.	*Malayala Katha: Anubhavavum Aakhyanavum* (Malayalam)	Department of Malayalam	Researchers	Articl
23.	*Sahithyam Bhasha Samskaram* (Malayalam)	Department of Malayalam	Researchers	Articl
24.	*Bhavikam* (Malayalam) Research Journal	Department of Malayalam	Researchers	Articl
25.	*Pratyabhijna*–Research Journal Vol. IV,V,VI,VII	Dept. of Sahitya	Researchers	Articl
26.	SCAIRIRJ- Research Journal Vol. II – Issue I & II	University Central Library	Researchers	Articl
27.	*Sankaramrutham*-(Audio C.D)	Dept. of Music	Songs of 2 student
28	Souvenir of 5th Indian Social Work Congress -2017	Department of Social Work		
29	*7 books authored by research Scholars.*	Silver Jubilee Celebration Committee		

File Description	Document
Data Provide the list of Published Materials (????????????????/?????????? ? ???? ???????)	[View Document](#)

5.4 Alumni Engagement

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

Response:

The SSUS has a registered Alumni Association, Sree Sankaracharya Samskritha Sarvakalasala Alumni Association, which is the apex body of all alumni associations of the SSUS. These associations actively participate in the academic and developmental initiatives of SSUS. The alumni members, spread all over the world, make their mark taking the name of their Alma Mater to greater heights. The Association gathers the support of the Alumni to develop and sustain strong ties with one another and with the SSUS. The major contributions in this regard are:

- Alumni of the Social Work Department in collaboration with NEMA (Network of Edmonton Malayalee Association and Communities) Canada has completed a project to construct a house for an eligible and needy family who lost their dwelling in the massive flood in Kerala during August 2018. NEMA offered financial and social support through the Alumni Account of the Department.

- The Alumni Association of Social Work Department also made notable contributions in the Flood hit time by providing new hostel furnishings to the hostel inmates of SSUS.
- The Alumni Association of Social Work Department conducted webinars during the Covid-19 Lockdown period for the benefit of students.
- SADASS-Alumni Association of Sahitya Department donated books and clothes to 50 students of the Department during the massive flood 2018.
- SADASS conducts expert talk/special lectures by eminent academicians every year for the benefit of students.
- The Alumni Association of Department of Vedanta donated books worth Rs.10,000/- to the Library.
- The Alumni Association of Regional Campus Koyilandy contribute to the development of the Campus and have donated furniture and Library Books worth Rs.40,000/- to the Campus Library.
- The Social Work Department Alumni Association at Regional Campus, Thuravoor instituted an Endowment in memory of an alumna who died in an accident and had donated her organs to save six other lives. During the last five years four students were benefitted by this Endowment awarded to Best Social Work Student of SSUS.
- Apart from renowned musicians and dancers, many actors, film directors who attained recognition and awards, music composers and costume designers in the film industry form part of the alumni of the SSUS. National Award Winner for Film Direction Dileesh Pothan, Theatre and film personalities Arun Muraleedharan, Hima Shankar, Saranjith, Dhanya, Ananya and Manu Asokan are some among the notable alumni of the SSUS. These achievements boosted the reputation of the SSUS which is evident from high demand for academic programmes of these Departments even from outside the state. The alumni members spend their time and energy in engaging with students and conducting orientation sessions and acting Workshops.
- The academic recognitions received by the following alunmi were also became instrumental for the development of the Department concerned. Shibija N. and Pradhul P.C. of Department of Theatre received State Government's Vajra Jubilee Awards. Jayesh K, alumni of the Department of Painting won Kendra Lalit Kala Akademi Award 2019, Kerala Lalitakala Akademi Award 2019 and two other awards.

File Description	Document
Upload any additional information (?????????? ???????)	[View Document](#)
Provide link for additional information (??????????????? ?????????)	[View Document](#)

5.4.2 Alumni contribution during the last five years (Amount in Rupees) ??????????????? ???????????????????? ????????? ???????? ????????- (?????????)

Response: A. ? 1.00 Lakhs (?. ? 1.00 ??????)

File Description	Document
Upload any additional information (?????????? ???????)	<u>View Document</u>
Alumni association audited statements (????????????????? ??????????????????????)	<u>View Document</u>

5.4.3 Number of Alumni Association/ Chapters meetings held during the last five years. ?????????????????? ?????????????????????? ?????????? ???????-

Response: 53

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	19	7	6	7

File Description	Document
Upload any additional information (?????????? ???????)	<u>View Document</u>
Report of the event (???????????? ???????????)	<u>View Document</u>
Number of Alumni Association / Chapters meetings conducted during the last five years (?????????????????? ????????????????????? ?????????? ???????)	<u>View Document</u>

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 SSUS has consistently upheld its tradition of achieving excellence in higher education and enjoys the status of being one amongst the best Sanskrit Universities in India. The institutional leadership and the well - established systems of governance and management constitute the inherent strengths of the University system, and these have enabled it to demonstrate high academic standards, deliver quality researches, strengthen facilities /infrastructure and to find its own place in the Higher Education sector of the state.

In keeping with the vision and mission of the University, the measures adopted in governance are:

1. **Nature of Governance**:- The Syndicate, the Chief Executive body of the University has control, management and administration of the University. The Degrees, Diplomas, Certificates and other academic distinctions to be granted by the University are determined by the Syndicate. The Academic Council is the Principal Academic body of the University which advises the Syndicate on all academic matters especially in respect of Programmes of Studies, the Degrees, Diplomas etc. to be granted by the University and the scholarships, fellowships etc. to be instituted by the University. The Vice Chancellor exercises general supervision and control over the affairs of the University. Since its inception, the University has been led by visionaries who strove to envision, create, implement and sustain an effective management system; responsive to the needs of its diverse stakeholders and spear heading initiatives which have led the University to maintain its culture of excellence in knowledge creation, assimilation and integration.

2. **Perspective Plan**:-The University frames its future plan keeping its vision and mission as the basis of the perspective plan. While deciding its future initiatives, the University ensures that it addresses all facets of development including teaching/learning, research and development, community engagement, extension programmes, resource planning, infrastructure, etc. In the past few years, the University has achieved several feats which include digital initiatives like Wi-Fi enabled campus, LMS, remote access of e-resources, Data Centre, NKN connectivity, Online Admission, e-tender, e- procurement etc.

3. **Participation of Teachers and Students in the Decision Making Bodies:-** The teachers and students of the University have a significant role in the decision making process of the University by virtue of their membership in the governing bodies. Out of the eighteen members of the Syndicate, three shall be from University teachers and one represents students. In the Academic Council, the Apex Academic body, three students are members in various capacities, all the Heads of Departments are ex-officio members. In addition, one teacher representing each Faculty of the University will be elected to the Academic Council. In all academic bodies like Board of Studies, Faculty, Planning Board, IQAC, Governing bodies of RUSA etc., the teachers and students have considerable role.

File Description	Document
Upload any additional information(?????????? ??????)	<u>View Document</u>
Provide link for additional information (??????????????? ?????????)	<u>View Document</u>

6.1.2 The institution practices decentralization and participative management ?????? ??????????????????????? ??????????????????????? ? ????????

Response:

The SSUS functions in a well-structured manner to ensure participative management at all levels of decision making. The participation of teachers and students of the University in the chief executive body, the Syndicate and in the Academic Council, the principal academic body, are ensured by the SSUS Act itself. The composition of these apex bodies having members from stakeholders clearly indicates the decentralized and participative nature of management being enshrined in the very Acts and Statutes of the University. In every financial year, the Budget Estimates are prepared after obtaining inputs from all concerned so as to incorporate their requirements. The revision of Curriculum and Syllabi are also done after obtaining the views and opinion of all stakeholders. Similar approaches are being practiced in the infrastructure developments of the University.While constructing buildings, the opinion of the user community is sought before the preparation of plan & drawings .Besides, all conferences,events and celebrations of the University are conducted by ensuring the participation of representatives of teachers, students and administrative staff in the subcommittees formed in connection with these programs. The practice of the decentralization and participative management of the University is evident from the successful conduct of the Sankara Jayanthi Celebrations every year.

From its inception in 1993, the University celebrates the Sankara Jayanthi (birthday of Sree Sankaracharya) as the Annual Day of SSUS by conducting various academic, social and cultural programmes and by distributing various endowments. The organizing Committee of Sankara Jayanthi 2015, based on their experience, proposed a guideline with provisions for decentralized and participative management in an effective manner in order to streamline this Celebration. The Syndicate of the University in its meeting held on 04.08.2015 has approved this guideline, the highlights of which are as follows:

- A Steering Committee shall be constituted every year well in advance comprising of two members each from Syndicate, Teaching Staff and Non-teaching Staff apart from Statutory Officers.
- Representatives of Teachers, Students and Non-teaching Staff shall be included in all Sub Committees like Programme Committee, Reception Committee, Academic Committee, Food & Accommodation Committee etc.
- The above Sub Committees shall perform the duties and responsibilities as prescribed in the Guidelines.
- Sankara Jayanthi shall be celebrated in HQ and also in Regional Campuses.
- All Academic and Cultural programmes and Competitions shall be arranged well in advance by involving various Academic Departments, Local Body and NGOs.

The Sankara Jayanthi from 2016 onwards is being celebrated following this guideline and by ensuring the

participation of stakeholders and in a decentralized manner and has successfully conducted the following programmes.

- Delivering of Sree Sankara Annual Lecture by eminent and world renowned Scholar.
- National/International Level Seminars and Workshops.
- Honouring of eminent Sanskrit Scholars and Award Winners.
- Releasing of Books and CD.
- The 'Arangettam'(Debut) of Dance and Music students of the University.
- Distribution of various endowment awards instituted in the University.
- Music concerts, Dance Programmes, Drama etc.
- Competitions for School/College/University level students.

File Description	Document
Upload any additional information(?????????? ??????)	View Document

6.1.3 Sanskrit-Version of vision, mission statement of the university, the Act, Statute, MoA and Rules, Official notification/information, Regulations are available in institutional website. **?????????????? ???????????????, ???????????, ???????????, ?????????????????, ??????????????? ?????????????, ??????????????, ??????????? ????????????????? ?????????**

Response:

The Sanskrit version of the Vision (*Darshanam*) & Mission (*Dharma*) statements, Core (*Niyamavali*) of Sree Sankaracharya University of Sanskrit are available in the official Website of the University https://ssus.ac.in . The Sanskrit version of the Regulations (*Viniyama*) of Under Graduate, Post Graduate and MPhil Programmes are also available in the institutional website. Since the University has several other Departments under the Faculties of Arts and Social Sciences, Indian Languages, Foreign Languages and Science,Technology and Education offering programmes in various disciplines other than Sanskrit, the University is not in a position to adopt Sanskrit as a medium of administration. Besides, the administrative staff are appointed through the Kerala State Public Service Commission from common rank lists prepared for all State Universities of Kerala and therefore the University cannot insist on knowledge in Sanskrit as a qualification for entry. Moreover, being a State University, SSUS has had to abide by the instructions of the State Government in the administrative system and hence has adopted Malayalam as the administrative language of the University as part of the Official Language Policy of the State. Almost all administrative files are processed in Malayalam except those related with Offices/Institutions/Bodies outside the State and those requiring communication to the Central Government Departments. However, despite this, the administrative personnel are given awareness in Sanskrit through part-time Courses conducted during recess hours. Two such programmes were offered during the past 5 years and certificates were given after conducting written examinations. The name boards of Statutory Officers and their Offices are written in Sanskrit. The Academic Blocks, Library Building, Administrative Buildings and Hostels of the University are given special names in Sanskrit and the same are exhibited on name boards. In addition to this all Name and Display Boards of Sanskrit Departments are in Sanskrit. The invitations and brochures of the programmes like Sanskrit Day Celebrations, Seminars, Workshops, etc. conducted by the Sanskrit

Departments of SSUS are also printed in Sanskrit. The Degree Certificates of all UG/PG/M Phil/Doctoral Programmes of the University are given in bilingual format, the Sanskrit version on one side and the English version on the other.

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Sanskrit-Version of vision, mission statement documents on the website(???????????????? ???????????? ????????????????? ????????? ????????? ????????)	[View Document](#)
Provide the weblink of the Sanskrit version of all documents(???????? ?????????? ?????????????????? ????????? ?????????)	[View Document](#)
Provide link for additional information (???????????????? ?????????)	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

The SSUS have well designed strategic plan for its academic and infrastructure developments. Before the commencement of every academic year short term plans are set as Academic Calendar and Examination Calendar for the conduct of programmes of study, examination/evaluation and publication of results. The initiative to enhance quality of teaching & learning process, research and development, human resource planning & developments are also done after setting perspective and strategic plan to attain such goals. The practice of the SSUS in this regard is evident from the introduction of Outcome Based Teaching Learning and Evaluation (OBTLE) system in PG &UG programmes of the University from the academic year 2019-20 and 2020-21 respectively.

Introduction of Outcome Based Teaching Learning and Evaluation (OBTLE) System in PG Programmes

The University with a perspective plan to introduce the system of Outcome Based Teaching Learning and Evaluation (OBTLE) in PG programmes from 2019-20 academic year onwards, set strategic plan to implement the same as a part of quality enhancement initiative in Higher Education sector. The IQAC of the University set a strategic plan for its implementation in October 2018 after a preliminary discussion with Prof. Rajan Gurukkal, Chairman, KSHEC with the Heads of the Department on 14.08.2018, since the implementation requires a total revamping of examination structure and related administration procedures. The introduction of the OBTLE System was done in different phases as

detailed below:

Phase I: On the outset, the KSHEC offered their scientific expertise through a three day residential workshop from 12th -14th November 2018 on " Redesigning of Courses for Outcome Based Education " for the members of Board of Studies, Deans and Heads of the Departments. Two committees were formed at University level for the effective implementation of OBTLE.

1. A Monitoring Committee comprising of 5 members with Pro Vice Chancellor as the Chairman and Convener.
2. A Core Committee with 8 expert members to share their expertise with the Departments during its implementation.

Meanwhile the feedback from stakeholders were sought with regard to the PG syllabus restructuring and the 4 Programme Outcomes (POs) of the SSUS was framed.

Phase II: During the second phase, two day workshop on OBTLE was conducted for the entire teaching faculty during 11th&12th December 2018.

Phase III: During the third stage, all the Departments have conducted workshops in this regard and revised the syllabi based on the preconceived learning outcomes at three levels.

1. Course Outcomes
2. Programme Specific Outcomes
3. Programme Outcomes

Phase IV: The revised syllabi received from Departments were consolidated and was placed before the Academic Council, which was approved in the meeting held on 27.04.2019. Accordingly the system of Outcome Based Teaching Learning and Evaluation (OBTLE) was introduced in PG Programmes from 2019-20 academic year onwards.

The successful implementation of the OBTLE System in PG Programmes encouraged the University to adopt this system in Under Graduate Programmes also and perspective plans were drawn to introduce the same from the Academic Year 2020-21, the details of the same are described as **additional information.**

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Provide link for additional information (??????????????? ?????????)	[View Document](#)

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism. ????????? ????????? ??????????????????????? ??? ?????????????, ??????????????, ????????????? ????????, ?????????, ?????????,

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

Response:

The Sree Sankaracharya University of Sanskrit was established by the Act 5 of 1994 passed in the Kerala Legislative Assembly.

Constitution of the Administrative Structure of the University

1. The Chancellor

2. The Pro-Chancellor

3. The Vice-Chancellor

4. The Pro Vice- Chancellor

5. The members of the Syndicate, and

6. The members of Academic Council

The Authorities of the University

1. The Syndicate is the chief executive body of the University and shall have control, management and administration of the University. It decides on Degrees, Diplomas, Certificates and other academic distinctions to be granted by the University.

2. The Academic Council is the principal academic body of the University which advices the Syndicate in respect of Programmes of Studies, the Degrees, Diplomas, etc. to be granted by the University and the scholarships, fellowships, etc. to be instituted by the University.

3. The Faculties: The Academic Departments of the University come under different Faculties that make recommendations to the Academic Council on all matters relating to the Programmes/Courses of study, examinations and research .

4. The Board of Studies: The Programmes of study, the syllabi and text books are recommended by the Board of Studies concerned.

5. The Finance Committee reviews the financial position and makes recommendations to the Syndicate. The Annual Budget Estimates of the University is examined by the Committee and it advices the Syndicate.

The Officers of the University

1. The Vice-Chancellor is the principle executive and academic officer of the University who exercises general supervision and control over the affairs of the University.

2. The Pro-Vice-Chancellor is the officer in-charge of all matters related to the examinations of the

University.

3. The Registrar is the officer responsible for the proper guidance, control and supervision of all the non-teaching staff of the University and for the general administration of the office of the University.

4. The Finance Officer is the Principal adviser of the University in all matters connected to finance, accounts and audit of the University.

Recruitment , Service Rules and Promotions Policies

Teaching Staff: Subject to the provisions of the Act and the Statutes, the recruitment to the teaching posts of the University are made according to the provisions of Kerala State and Subordinate Service Rules 1958, as amended from time to time. With regard to qualifications, selection committee, pay, allowances and career advancement, the UGC Regulations issued from time to time are applicable. In other matters the Kerala Service Rules 1959 and the Kerala State and Subordinate Service Rules 1958 are applicable.

Non-Teaching Staff: The appointment to the non-teaching posts of the University are being made by the Kerala Public Service Commission. Subject to the provisions of the Act and the Statutes the Kerala State and Subordinate Service Rules 1958, the Kerala Service Rules 1959 and the Government Servants Conduct Rules 1960 as amended from time to time, are applicable to the Non-Teaching staff of the University in the matter of all service conditions and promotions.

File Description	Document
Provide link for additional information (??????????????? ?????????)	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination ??????????????????????? ???????????????????? ???????? 1. ?????, ???????? 2. ????????? 3. ??????, ??????? 4. ????????? ???????, ?????????? ? 5. ???????

Response: C. Any 3 of the above (?. ???????????? ???? ?????)

File Description	Document
Screen shots of user interfaces(?????????? ?????????????? ???????????)	[View Document](#)
ERP (Enterprise Resource Planning) Document(???????????????????????????????)	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc (Data Template)(??????????????????? ??????????????????? ?????????????? ???????? (????????????????)	[View Document](#)

6.2.4 Effectiveness of various bodies/ cells/ committees is evident through minutes of meetings and implementation of their resolutions. ????????????? ??????????????, ?????????? ?????????????? ? ??????? ??? ???????? ???????????/ ???????/ ?????? ????????? ??????????? ? ??????????? ????? ????

Response:

Effectiveness of various bodies/cells/committees is evident from the minutes of meetings and implementation of their resolutions. The various bodies of the University right from the chief executive body, the Syndicate, function very effectively to pursue the academic and administrative activities smoothly. The resolutions passed in the Syndicate and other statutory and non-statutory bodies, Committees, Cells are being implemented in time by considering the spirit of the decisions. The efficiency of the administrative mechanism in implementing such resolutions and effectiveness of the same is evident from the under mentioned activity.

As an example to be cited , the meeting of Statutory Officers held on 05.04.2018 decided to constitute a Research and Development Cell(R&D Cell) in the University and authorized the Vice Chancellor to appoint a competent academician as the Director of the Cell. The   decision was implemented and Prof. K. Muthulekshmi , Professor and Head, Department of Sanskrit Vedanta was appointed as Director. A committee was also constituted and met at regular intervals and an effective action plan has been drawn. Accordingly, the following programs were conducted in an effective manner.

- A lecture and interactive session on *New-found Knowledge Projects: Trends in 21st Century Project Work* was conducted on 26.09.2018FN. Fifty teachers and research scholars participated in the programme and interacted with the resource person.
- A Lecture and interactive session on *Intellectual Property Rights* was conducted on 26th September 2018 elaborating on the importance of Intellectual Property Rights and its relevance in general and in the area of Social Sciences and Fine Arts, in particular. Fifty participants attended the programme.
- R & D Cell, after seeking suggestions from different faculty members of the University, formulated the suggestions of the University regarding Research Activities, to be put forth before the Kerala State Higher Education Council and presented the same in the meeting held on 16.10.2018

- Conducted three day National level Workshop on *Prospects of Research in 21st Century: A Shift from Interdisciplinary to Transdisciplinary during* 10-12th April 2019. The Workshop was intended for Research Scholars of 2018-19 registration, to create a conceptual understanding and to impart essential skills to conduct research. Forty one Research Scholars actively participated in the workshop
- Two weeks National level workshop on *Inter disciplinary Research Methodology* for regular teachers of University Departments and Colleges, was conducted during 6th – 20th May 2019. 53 teachers of different disciplines from various University Departments and Colleges attended the workshop. The effectiveness of the program was evident from the excellent feedback submitted by the participants and their request to conduct such programmes in future
- Framed the Research Policy of the University. The Cell finalised guidelines of the University for Research Projects/ Seed money proposals funded by the University
- The Cell framed guidelines for instituting Post-Doctoral Fellowships in the University. The Cell formulated guidelines for implementing incentives for achievements of teaching and non-teaching staff of the University, titled *Samagrasambhavanapuraskaram*. The Cell has consolidated the details of PhD awarded scholars of past five years .

File Description	Document
Upload any additional information(?????????? ??????)	**View Document**
Provide link for additional information (??????????????? ?????????)	**View Document**

6.3 Faculty Empowerment Strategies

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

Response:

The SSUS takes various measures to ensure the welfare of both teaching and non-teaching staff. Some of the important welfare measures extended to the staff are as follows:

- Medical Reimbursement Scheme for the teaching and non-teaching staff.
- Interest free loans for the treatment of major diseases and for undergoing surgeries.
- The Staff Welfare Fund instituted for the welfare of staff members, through which financial aid is being granted to the staff members, especially the low salaried, for various purposes like education, treatment etc. A scheme to give awards to the wards of University staff who secure higher distinctions in 10th and 12th standard examinations is envisaged under the Staff Welfare Fund.
- Sanskrit University Co-operative Society Limited (No.E1180) for promoting thrift and cooperation..
- Compassionate Appointment Scheme for the legal heirs of teachers and staff members who die in harness. Seven appointments had already been made under this scheme.
- House Building Advance to the staff members at concessional rates of interest with relaxed terms

- and conditions for repayment.
- Health Centre in the campus offers allopathic and ayurvedic treatment to the teaching and non-teaching staff and also to the students. Medicines are also provided free of cost from the Health Centre.
- Space provided in the Campus premises for functioning of a Branch of Union Bank of India, the banker of the University, for providing better service to the University community .
- Interest - free Festival advance to every staff member during the festival of Onam.
- Interest- free loan worth Thousands to Lakhs of rupees to staff members who were victims of the massive flood that hit the region during August 2018 to recover their losses.
- Special Over draft facility has been expanded by the Bank to the staff members on the guarantee of the University.
- Cultural organisations like Samskrithi and Samanvaya promote cultural activities among teachers and administrative staff.
- Canteen facility in the University Head Quarters and Regional Centres by which the staff and students can access quality food and beverages at subsidized prices.
- Ladies Common Room as resting place of female staff.
- Creche for taking care of babies of staff and research scholars.
- Recreation Centre for the staff members.
- University bus service provided with concessional fare. This bus service was extended to other places during the Covid -19 pandemic to ensure proper and secure conveyance of the staff.
- Gymnasium and Indoor Stadium established in the Department of Physical Education is open to the staff during out of office hours.
- Faculty guest housefor safer stay at moderate rate.
- Non-teaching staff quarters as family quarters.
- The Post Office, Kalady is housed in the University campus
- Group Insurance Scheme
- Free Wi-Fi facility in campus and e-mail address using the domain name of the institution are provided to the faculty and staff
- Summer camps are arranged for children of staff members during summer vacation
- Staff are provided hostel accommodation
- Teahers Launch provides space for informal gatherings.
- Associations for teachers and non teaching staff.

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)

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

Response: 5.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	7	8	11	12

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)(??????????????? ???????????/??????????? ?????????, ?????????????????????, ??????????????????????? ????????????? ??????????)	[View Document](#)

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

Response: 5

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	8	1	2

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)(????????????????????????? (????????????????????????? ???????????- ??????????????? ???? ???????????????????) ??????????????????/?????????????)	[View Document](#)
Reports of Academic Staff College or similar centers(?????????????????????? ???????????)	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)(????????-?????????-?????????? ??????????-?????????? / ??????????- ?????????????? ?????????????? ???????????? ????????????? ??????? (???????????????))	[View Document](#)

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

Response: 10.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
31	31	8	8	15

File Description	Document
Upload any additional information(?????????? ??????)	<u>View Document</u>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).(????????????????????????? (???????????????????????????? ??????????????????????????? ???? ????????????????????????) ???????????????????/ ?????????????)	<u>View Document</u>
IQAC report summary(??????????????????????????????? ?????????????????)	<u>View Document</u>
Details of teachers attending professional development Programmes during the last five years (Data Template)(??????????????? ????????????? ??????-???????????????????- ????????????????????- ???????????????????????? ??????????????????????? ????????????? ???)	<u>View Document</u>

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

Response:

Performance Appraisal is a systematic, general and periodic process that assesses an individual's job performance and productivity in relation to certain pre-established criteria and organizational objectives.

Teaching Staff

The performance of every faculty member appointed in the University has been assessed based on the API score of PBAS proforma. The Criteria and Format for the submission of Self-Appraisal Report are being fixed based on the UGC regulations from time to time. All the faculty members have to submit Annual Self-Appraisal Reports to the IQAC of the University at the end of the Academic year.

The Self-Appraisal Report (PBAS) are prepared based on following categories such as (1) Teaching, Learning and Evaluation related activities (2) Co-Curricular, Extension and Professional Development related activities and (3) Research and Academic Contribution. The faculty members prepare their self-appraisal data regarding the criteria of Teaching, Learning based on their teaching hours, teaching duties in excess of UGC norms, syllabus enhancement, use of participating and innovative teaching-learning methodologies, etc. Their efforts for developing and imparting soft skills, developing and imparting specialized teaching learning programmes, etc. are included. Any type of academic, administrative and co-curricular activities of all faculty members are documented systematically for the appraisal. The

preliminary screening of PBAS/SAR in respect of faculty members is being conducted. At the time of placement, a selection committee constituted as per UGC norms verify PBAS in respect of faculty members and recommend the eligible candidates for placement to the higher level.

In addition to the above Academic Audit System has been introduced in the University to assess the efficiency of teaching Departments in general and each individual teacher in particular.

Non-teaching Staff

The performance of the non-teaching staff has been assessed periodically. The Probation in respect of the new entrants of staff members will be declared satisfactorily only with the recommendation of the supervisory officer regarding performance, behaviour, and character. The same procedure is followed in the probation declaration of candidates promoted to executive posts. In both the cases the annual increment shall be sanctioned only after completing this procedure. Every request received in the section is entered into the Personal Register and is processed and put up as a file within five days. The P.R. is verified each month by the Superior Officers. The timely implementation of the decisions of the Syndicate are also scrutinized through the 'Action Taken Report' of the minutes called for, in every meeting. Bio-metric punching system and surveillance systems were introduced in the University to assess the punctuality of the staff. In tune with the policy of the State Government to promote mother tongue, awards are being granted to the administrative staff who draft notes and prepare files flawlessly in Malayalam. Moreover, Administrative Audit has been introduced in the University to assess the performance and to improve the efficiency of the University Administrative System in general and each individual in particular.

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Provide link for additional information (??????????????? ?????????)	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

The accounts of the University are audited regularly at different levels. The University has its own Internal Audit Wing under the Finance Branch headed by the Finance Officer of the University. All files involving financial commitments are pre-audited by the Internal Audit Wing thoroughly and payments are being made / expenditures incurred only with the recommendations of the Audit Wing. It also conducts periodical audit of Teaching Departments and Regional campuses of the University to watch the compliance of financial rules and effectiveness of expenditure incurred. The External Audit of the University is conducted by two agencies. The Kerala State Audit Department (formerly Local Fund Audit Department), the Audit wing under the Finance Ministry of Kerala, is the Statutory Auditors of the

University under section 38 (3) of SSUS Act 1994. A unit of the State Audit Department is permanently functioning in the University Campus since 2010 and conducts concurrent audit in addition to the annual audit of the accounts of the University. They verify all the financial transaction of the University including that of Teaching Departments and of the Regional Centres, every year and prepare Annual Audit Report on the accounts of the University and submit to the University. So far they have issued the Audit Reports up to financial year 2017-18. The Internal Audit Wing of the University will transmit the relevant audit paragraphs to the Sections concerned, collect replies /Action Taken Report and consolidate replies for onward transmission to the Kerala State Audit Department. The major objections are incorporated in the consolidated report submitted by the Department before the Local Fund Accounts Committee of Kerala Legislative Assembly. The retirement benefits of teaching and non- teaching staff of the University is finalised only after the Audit Enfacement of State Audit Department.

The University takes necessary steps to place the Annual Report, Annual Accounts and Audit Reports before the Kerala Legislative Assembly through the Higher Education Department Kerala as per Section 38 (10) of SSUS Act 1994. The Accountant General Kerala has also been conducting audit of the accounts of the University every financial year under section 14 of the Comptroller and Auditor General's (DPC) Act1971 and submit the Report for compliance . The objections raised / points noted by the Accountant General has been cleared by furnishing replies and taking action. The serious objections will figure in the Consolidated Report of the Accountant General to be placed before the Public Accounts Committee of Kerala Legislative Assembly. The Internal Audit Wing of the University will transmit the relevant audit paragraphs to the Section concerned, collect replies /action taken report and consolidate replies for onward transmission to the Accountant General. The Accountant General has conducted audits up to FY 2018-19. The University takes utmost care to implement the recommendations given by the Kerala State Audit Department and Accountant General to avoid similar objections raised by them, in coming years.

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)

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

Response: 54.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
33	0	15.10	0	6

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Details of Funds / Grants received from non-government bodies during the last five years (Data Template)	[View Document](#)
Annual statements of accounts(????????????? ????????????????? ?????????:)	[View Document](#)

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

Response:

The University has a strategic resource mobilization policy in place. Being a State University, it functions with the grant-in-aid of State Government in Plan and Non-plan Schemes. The other major resources are the grants of UGC and RUSA under various schemes and projects by which important infrastructure developments are carried out.

As the University has gained an **'A Grade'** in its first Cycle of NAAC Assessment, doors were open to tap funds from various agencies. Accordingly the RUSA has sanctioned a financial aid of Rs.20 Crores during the past 5 years and the same was utilized for materializing prominent infrastructure projects like Construction of Over Head Water Tank, Solar Power Plants, Data Centre, Wi-fi Enabled Campus, Construction of Ladies Hostel, Smart Class Rooms, Modernization of Administrative Offices, etc. Since the University is a multi-campus institution spread across the State, the Campus Directors of Regional Campuses have taken efforts to mobilize Special Development Funds of Members of Parliament and Members of Legislative Assembly of the constituency in which these Campuses are located. The funds mobilized in such a way are being used for medium infrastructure developments like Library, Canteen, Language Lab, etc. and student support facilities like Bus, Computers, Teaching Aids, etc. Besides, by motivating the teachers to undertake various research projects, the University could generate income by way of overhead charges. The approval got by the University for STRIDE project amounting to Rs.49 Lakhs from UGC is one of the major initiatives in this regard. Moreover , the University has a consultancy policy to generate internal revenue through consultancy charges(https://ssus.ac.in/university/policies)

The practice of the University participating in major Book Fairs has had added advantages in generating income through sale of Books and Publications. The University identified a permanent source of fund by providing space in the Utility Building on lease to the Union Bank of India to operate their Branch and also to the Kalady Post Office thereby earning regular income through rent. The policy of the University to promote endowments has attracted a large number of well-wishers and educationalists to institute Endowments where-by funds for various scholarships which cater to the needs of students were mobilised. The University encourages the Departments to mobilize funds from Apex Councils/Organizations/Institutions to conduct International/National level Seminars, Workshops and Conferences, thereby opening knowledge avenues to the students and researchers of the University.

Moreover, strategies are formed to acquire funds from Public Sector Undertakings under their Corporate Social Responsibility Scheme. Accordingly, the 5th Indian Social Work Congress was hosted by the Department of Social Work during November 2017 with the financial aid of Cochin Shipyard Ltd., a Central PSU. Similarly, the Cochin International Airport Ltd. has agreed to sanction a financial aid of Rs.90 lakhs to construct an Amphi Theatre in the University Headquarters under their CSRS and released the first instalment of Rs.35 lakhs.Thus the University continuously evolves strategic measures to mobilize maximum possible funds and takes utmost care in the proper utilization of the same.

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

The University has a vibrant IQAC functioning since 2010.

The IQAC

- is responsible for Regular and timely submission of AQAR
- holds regular meetings in stipulated intervals every year and has discussions on various progressive steps to improve the teaching learning processes and research outputs.
- formulates Regulations and Policies for the University
- leads reforms in academic and evaluation systems of the University
- organises induction programmes for freshly admitted students
- organizes seminars to come up with ideas and strategies that improve the quality of the institution in curricular aspects.
- constitutes a high-level committee comprising senior faculty members to prepare Department analysis and report feedback forms.
- collects and consolidates feedback from students and takes action on its basis.
- organizes crash courses to get the teaching and non-teaching staff accustomed to the novel methods of research, teaching and governance.
- helps the academic bodies to implement the UGC regulations.
- conducts Academic and Administrative Audit.
- assists to improve the performance in NIRF
- ensures implementation of UGC regulations from time to time

The best practises institutionalized are:

Academic and Administrative Audit (AAA)

The University adopts the peer team methodology and conducts Academic Audit in all the Departments. The peer team comprising of (1) NAAC peer team member from outside the University (2) One member from IQAC of the University (3) and a faculty member (external subject expert) from another University visits various Departments, and the Heads of the Department presents data about the activities. As envisaged by NAAC, the Evaluation Report is prepared by each Department with sufficient documents for Audit. The peer team after the audit submitts the Audit Report with observations and recommendations. This procedure helps to improve the overall development of each Department.

The Administrative Audit is also conducted with a team comprising of three members- a Registrar and a Finance Officer from other Universities and a former Registrar of this University. The approved Report is circulated to all sections for implementation of their suggestions/recommendations of the team. The AAA ensures quality maintenance as well as updates the academic aspects and improves the administrative capacity of non-teaching staff.

Collection of Feedback through Online Process

The University recognises students' feedback system as a tool to improve institutional quality and to uphold the idea of students being primary stakeholders in the system. It is important to know about what students really think about the teachers, curriculum and the support systems that they can access. At the end of each semester, feedback will be collected from the students through online process. Giving feedback is made mandatory for every student and is a very simple process that can be done through smart phones .

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Provide link for additional information (??????????????? ?????????)	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms ?????? ??????????????????????????????? ?????????????????????? ?????????? ??????????????????????????, ???? ????????????? ???????, ????????????? ? ???????? ??????

Response:

1. The IQAC of the University routinely collects monitors and assesses all academic and administrative activities through an **online Combined Data Capturing System**. The data captured from faculty members, academic Departments and administrative sections are used to generate reports like AQAR, Annual Report of the University, AISHE, NIRF, etc. An online students' feedback system has been developed by the University, in which every student of the University has to submit a feedback on questions consisting of quality and reach of the Course content, effectiveness and methods of teaching as well as efficiency of administrative services, at the end of each semester to the IQAC. The data collected through this system is analyzed at IQAC and individual reports are sent to each faculty member's email. A cumulative feedback report of the

Department is also prepared and sent to the Heads of the Departments for further discussions and actions. All academic Departments are requested to report the actions taken within a stipulated time. The Department level feedback reports are discussed by a high-level committee chaired by the Vice-Chancellor. The cumulative feedback analysis reports are discussed by the governing bodies of the University and necessary actions are taken.

2. The implementation of **OBTLE (Outcome Based Teaching, Learning and Evaluation)** in SSUS has been initiated by the IQAC in October 2018. A series of workshops were conducted in the University in association with Kerala State Higher Education Council in evolving the curriculum framework for OBTLE. The first level of the three day workshop was held between 12-14 November 2018 and was attended by Deans of Faculties, Heads of Departments and one member from each Board of Studies. Prof. N.J. Rao and Prof. Rajinikanth of IISC Bangalore led the workshop. Two committees were formed at the University level for the effective implementation of OBTLE.

   1. Core committee with 8 expert members to help the Departments.
   2. Monitoring committee, chaired by Pro-Vice Chancellor, consisting of one member of syndicate, IQAC Director and NAAC Coordinator.

The second level of workshop was conducted during 11th and 12th of December 2018 for the benefit of all faculty members of the University and classes were led by the core committee members. The University released funds to the Departments to conduct the third level of series of workshops led by international experts. IQAC has requested the entire academic Departments to revise their syllabi based on pre-stated learning outcomes at three levels:

- University level – Programme Outcomes (**POs**)
- Programme level- Programme Specific Outcomes (**PSOs**)
- Course level- Course Outcomes (**COs**)

The University implemented OBTLE to all the Post Graduate Programmes and Under Graduate Programmes of the University from 2019 and 2020 admission onwards.

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Provide link for additional information (???????????????? ?????????)	[View Document](#)

6.5.3 Number of quality initiatives by IQAC for promoting quality culture per year ??????????? ????????????????????????????? ?????????????????????????????? ????????? ???????????????????? ????????

Response: 18

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years ??????????? ?????????????????????????????????? (?. ??. ?. ??.) ?? ???????????????????? ???????????????? ????????

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	1	1	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture (Data Template)(??????????????????????????????? ???????????????????????????????????? ???????????????????? ??????? (?????????????????))	[View Document](#)
Provide link for additional information (??????????????????? ?????????)	[View Document](#)
IQAC link(?.??.?.??.?????? ????????? ???????????????? ?????????)	[View Document](#)

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

Response: A. Any 4 of the above (?. ???????????? ???? ???????)

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)(????????? ???????????????? ???????? (?????????????????))	[View Document](#)
Upload any additional information(?????????? ??????)	[View Document](#)
Paste web link of Annual reports of University(??????????????????? ???????? ???????????? ??????? ??????????)	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles) ????????????? ????????? ?????????? (????????????????) ?????????????? ????? ??????????????? (????????????????)

Response:

- Implemented **Outcome Based Teaching Learning and Evaluation for PG and UG Programmes** with effect from the Academic Year 2019-20 & 2020-21 respectively.
- Developed **LMS (Learning Management System)** portal and provided intensive training during COVID-19 Pandemic.
- Established a **Research & Development Cell** and formulated a Research Policy.
- The University **Website restructured** with provision for online feedback collection.
- Introduced **Online Admission and Students Support Processes**.
- Developed a **Combined Data Capturing System f**or various assessment processes.
- Implemented **Online Feedback System for Teacher Evaluation**.
- ICT enabled **Smart Class Rooms** equipped in all Departments and Regional Campuses.
- Established a **Data Centre** as per industry standards and setup an **e-Campus** having network securities.
- Installed **LAN WiFi NKN** connectivity with better speed in data transfer along with LAN covering the entire Campus.
- Established a fully equipped **Recording Studio, Language lab, and Laboratory for Functional Sanskrit.**
- Started the **Technology Business Incubation Centr**e – *Rupakalpana.*
- Introduced **One Week Induction Programme** for fresh UG and PG students.
- Established the **Institute of Public Enterprises** to impart skill development training to student community and public.
- Started **Director of Students Services Office** exclusively to cater the needs of student community.
- Appointed a **Students Counsellor t**o provide psychological support to the student community and for career guidance.
- Adopted a system to provide periodical T**raining Programmes for Faculty & Administrative Staff.**
- Implemented rotation system in **Headship of Academic Departments.**
- Conducted **Academic and Administrative Audi**t in all academic departments and administrative units.
- Received grant of **Rs.20 crore under RUSA Project**s.
- NIRF – Positioned in the rank band of **150-200 in NIRF 2020.**
- STRIDE – secured **Rs 49 Lakh** funding from UGC for **STRIDE** Project.
- Enhanced the **Manuscript repository** with around 300 palm leaf manuscripts and 85 of rare books.
- Provided **remote access to University Central Library.**
- Installed **Digital Talking Library** in the University Central Library for visually and hearing impaired students.
- Introduced **Four Innovative Programmes including MFA**
- Started **9 New Certificate Programmes i**n new and emerging areas.
- Establishment of **Centre for Traditional Sanskrit Sastra Studies–***Sastrasamvardhini* - to preserve and encourage Sastra studies in Sanskrit in the traditional way.
- Established 1**0 new Centres of Study and Chairs**.

- Strengthened the **University Publication Division** by providing adequate staff and modernising the University Press.
- Instituted three new **Endowments.**
- Strengthened the administrative offices of Academic Departments by providing adequate staff to deliver better service to the academic community especially the students.
- Instituted **Rajatha Jubilee Students Welfare Fund** for the welfare of students community.
- A **100 kv Solar Power Plant** was installed in the University HQ as part of the Green Initiative and RUSA recognised this as Best Practice.
- As part of the green initiative programme '**Living In Friendship with Environment'**(**LIFE**), provided **free bicycles** in the campus for mobility of University Community mainly the students.

File Description	Document
Upload any additional information(?????????? ??????)	[View Document](#)
Provide link for additional information (??????????????? ?????????)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 39

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	9	7	6	3

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

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

Response:

The University has formulated the **Policy of Gender Sensitivity through Safety and Security Policy 2019**. It aims at ensuring a safe and secure environment in the campuses of the University. https://ssus.ac.in/university/policies

a) Safety and Security

Measures Adopted for ensuring Safety and Security are as follows:

- SSUS ensures 24 X 7 security service to the University community in the campus.
- The University has its own security personnel posted in different locations within the campus.
- A helpline number is available round - the - clock which is displayed throughout the campus.
- Entry to Women's Hostels has been extended to 9.30 pm and adequate lights provided in campus for safe mobility. Lady security guards are posted in the Women's Hostels.

- Internal Complaints Committee functions effectively in the Head Quarters and Regional Campuses to address the issues related to sexual harassment at the work place and a Policy against Sexual Harassment is in place.
- Entry through the main gate is permitted only after the verification of ID cards.
- Separate parking lots are made available for the students and staff members. The entry of vehicles is restricted in the premises of Academic blocks to ensure the safety and security of students.
- Checking of vehicles and people is done at all entry and exit points.
- Visitors are not allowed to enter the campus after 6:00 pm.
- 22 Surveillance cameras were installed to cover strategic locations of the campus.

b) Counselling.

The University has a Student Counselling Cell under the Director of Student Services. The counselling services fundamentally aims at helping students reach their highest academic and personal potentials. The SSC is committed to overcome their emotional, behavioral and relational distress by developing self-awareness and confidence. Free counseling is offered to the students at individual and group levels. Department wise regular workshops, Mental Health Day activities, Psychological testing and assessment are a few of the activities successfully performed by the Counselling Cell. The Student Counselor's number is provided to the students and has been displayed around the Campus. Besides, a Career Guidance and Counselling cell is also functioning in the University.

c) Common Room.

Common rooms are provided in every Academic Block of the main campus with minimum facilities for taking rest and enjoying leisure time. Incinerators for disposing sanitary pads have been installed. Ladies' retiring room with incinerator facility is provided in the Administrative Building for women employees. Similar facilities are also provided in the Regional Campuses.

d) Other Initiatives.

The institution also conducts Women's Day Celebrations to honor the social, economic, cultural and political achievements of women and to create gender sensitivity among the community. Self Defense Courses have been conducted at the Trivandrum Regional Campus in alliance with Vanchiyoor Police station along with various other programmes like Equal Walk programme for Gender Justice, Flash-Mob on women's empowerment and interactive sessions on women's health. A workshop on Menstrual Health was also conducted with the help of Ashoka Trust for Research in Ecology and the Environment, Bengaluru (ATREE).

File Description	Document
Any additional information ?????????? ??????	[View Document](#)
Provide link for additional information ???????????????? ?????????	[View Document](#)

7.1.3 Alternate Energy initiatives such as: Percentage of power requirement of the university met by

the renewable energy sources (preceding academic year data) ??????????? ?????? ??????? ???-??????????????? ????????????? ????????????? ??????????????????? ??????????????? ???????? ????????- (????????????????? ????????)

Response: 14.67

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH) ?????????? ?????????????????????? ???????????????????? ???????????????? ?????????

Response: 113623

7.1.3.2 Annual power requirement of the institution (in KWH) ????????? ????????????????????? ?????????

Response: 774616

File Description	Document
Upload details of power requirement of the university met by renewable energy sources (Data Template) ??????????????? ?????????????? ?????????????? ??????????????????? ??????????????? ???????? ??????? (????????????????)	[View Document](#)
Upload any additional information ?????????? ?????	[View Document](#)

7.1.4 Waste Management steps including: 1. Solid waste management 2. Liquid waste management 3. E-waste management ????????????????????????????? ??? 1. ??????????????????????? 2. ??????????????????????? 3. ???????????????????????????

Response:

Solid Waste Management

- **Bio-gas Plants**: The University has installed two bio-gas plants for the management of organic solid waste in the main campus, Kalady under the supervision of Integrated Rural Technology Centre (IRTC) Palakkad, a grant -in -aid institution of Government of Kerala. The bio-gas plants have 200kg capacity each and are placed in the premises of University Canteen and Poorna Ladies Hostel respectively. An expense of Rs.11,78,400/- was incurred for the construction. Food waste in each building is collected in separate bins and disposed off daily into pits made for this purpose. Four cleaning staff are placed in charge to maintain a clean environment in the Campus. In the Regional Campus, Trivandrum, one bio-gas plant having capacity of processing 100-120 kg waste per day is installed.
- **Recycling of Dry Paper and Plastic Wastes:** For dry waste collection and its recycling, the University has an MOU with M/s. Plan@Earth, an environment friendly NGO. The NGO periodically collects paper waste of different types such as shredded paper, used photocopy paper, cartons, newspapers, magazines, etc. at mutually agreed rates and provides fresh plain photocopy

paper bearing the price of collected waste paper. They also remove dry plastic waste periodically charging a nominal cost. Rings made of iron grills are provided in every floor of Administrative Office and Academic Block to collect paper and plastic waste free of bio-medical content, dirt and other organic waste elements. The dry waste so collected by the NGO is periodically sorted, packed and sent to ITC Ltd. for recycling under WOW project.

- **Wet Plastic Wastes and Other Wastes:** The University has arrived at an agreement with the Kalady Grama Panchayat for the disposal of wet plastic waste. Accordingly, they remove such waste collected and stored in various places of the Campus. The damaged furniture, equipment, dismantled building wastes, electrical wastes, etc. are disposed of periodically through auction.

Liquid Waste Management

- The University has entrusted Centre for Water Resources Development and Management (CWRDM), an autonomous institution under the Government of Kerala to conduct a study and to submit a feasibility report to ensure clean drinking water, **rainwater harvesting** and **waste water management**. Accordingly, a field study and survey was conducted in the institution and the project is in implementation stage.

E-waste Management

- The e-waste especially unserviceable electronic equipments are collected and stored in safe places and disposed of at regular intervals through public auction. To reduce e-waste, the University insists on buy back methods while going for fresh purchases of Computers, peripherals and such electronic devices. Since the service of two full time Hardware Technicians are available in the University, the re-usable spares of damaged equipments are used for repairing damaged devices so that the generation of e-waste can be reduced to some extent.

File Description	Document
Upload any additional information ?????????? ??????	View Document

---

7.1.5 Rain water harvesting structures and utilization in the campus ?????????????????????????, ?????? ???????????????

Response:

At present the water requirements of the Campus is met from the bore-wells and ponds. Three ponds are maintained in the campus for collecting rain water and recharging ground water. The open pond located at the North West side of the campus can accommodate about 60 lakhs litres of rain water. During rainy season, the water collected from this pond, after proper treatment is used to meet the water requirements of the hostels. The *Thamarakulam* (Lotus Pond) is another source of water which when suitably treated can be used for drinking. As part of the Green Policy of the University to promote natural water resources and harvesting rain water, the Lotus Pond was renovated recently through a project of Rs.30 lakhs and the pond dug deeper by 2 meters acquiring a storage capacity of 24 lakhs litres . All sides of the ponds has been protected by a retaining wall. The pond adjacent to it having an area of 750 meter square and storage

capacity of 13 lakhs litres was also reconditioned and deepened by 2 metres under this project, to be maintained as a reservoir of rain water. Regular and periodical cleaning and maintenance, including purification, are ensured to keep the availability (proximity) of clean water during summer season and to collect maximum rain water during monsoon season.

Provision for rain water harvesting is included in every project proposal for new buildings. A Sump tank having a capacity of 30,000 liters has been constructed adjacent to the Staff Quarters, which collects rain water, and will be used to meet the water requirements of the said building. In the Language Block, the rain water harvesting proposal is under final consideration.The University had entrusted Centre for Water Resources Development and Management, an autonomous institution of Government of Kerala and an expert agency in this segment, to submit a detailed proposal for rain water harvesting and safe drinking water. Accordingly, they have conducted a hydro-geological survey in the University campus and surrounding areas and submitted a Report for collecting rain water from localized catchment surfaces such as roofs, plain /sloping surfaces, etc., either for direct use or to increase the groundwater resources depending on local conditions. Based on the Report, the University is on its way for the implementation of projects which will be commissioned at the earliest.

File Description	Document
Upload any additional information ???????????????? ?????????	View Document

7.1.6 Green Practices 1. Students, staff using a) Bicycles b) Public Transport c) Pedestrian Friendly Roads 2. Plastic free campus 3. Paperless office 4. Green landscaping with trees and plants ??????????????? 1. ???????, ?????????, ????????????????????? ??????????? - (?) ????????????? (?) ???????????????? (?) ?????????????????????? 2. ??????????????????????? 3. ????????????????? 4. ??????? ???????? ????? ??????

Response:

The University has an ideal **Green Policy** to practice green initiatives among the campus community and to ensure environmental sustainability.

a) Bicycles

As part of the green initiative programme '*Living In Friendship with Environment*' (LIFE), the University has provided 50 free bicycles in the campus for ensuring mobility of University Community, mainly the students.

b) Public Transport

The University promotes the public transport system among the campus community. Two buses are operating with two trips each in the morning and evening to and from main city centres for the convenience of students and staff members in order to minimize the use of private vehicles. Moreover, the location of the University along the MC Road (State Highway 1) and proximity to Railway Station and Cochin International Airport, makes public transport system more accessible.

c) Pedestrian Friendly Roads

The roads inside the Campus are designed and constructed to accommodate free mobility of pedestrians. Usage of vehicles inside the University during class hours is restricted and vehicle free zones are earmarked to make the campus pedestrian friendly.

d) Plastic Free Campus

The use of plastic bottles, cups and flex boards/banners are banned inside the Campus and awareness is provided to the campus community to avoid the use of plastic. Bio-degradable and non-bio-degradable waste are segregated at the source using separate bins. The University has an MoU with Kalady Panchayat to collect non-bio-degradable waste. Incinerators are provided in hostels and administrative building for the disposal of sanitary napkins.

e) Paperless Offices

University is in a stage of switching towards digital data. All admissions, examinations and financial related works are digitised. Communication through paper is discouraged and email mode is insisted on, as much as possible. E-mail ID has been provided to all regular teaching and non -teaching staff in the official domain of the University in addition to official IDs.

f) Solar Power Generator

The University has installed a 100 kw Solar Power Plant in the Headquarters as part of the Green Initiative and RUSA has recognised this as a Best Practice. Major power requirement of the University is met from this renewable source of energy. Solar power systems having capacity of 15 kw each were also installed in Regional Campuses at Ettumanoor and Panmana to meet complete power requirements of these campuses.

g) Green Landscaping with Trees and Plants

The University boasts of a 19 acre vast expanse of greenery enriched with around 2000 different varieties of trees and plants. Three acres of land have been earmarked and maintained as a bird sanctuary viz. *Poorna,* where trees and greenery act as the green lungs of the Campus and provides natural shelter to several water birds of rare species. Another lushy green woodland area has been maintained as *Santhisthal* by restricting human entry, which is the abode of wide variety of birds, bees, beetles and numerous species of butterflies. The herbal garden of the University is looked after by both the students and staff members.

File Description	Document
Upload any additional information ?????????? ??????	[View Document](#)

7.1.7 Average percentage of expenditure on green initiatives and waste management excluding salary component during the last five years. ??????????????? ??????? ??? ?????????????,
?????????????????? ? ?????? ??????? ??????????? ?????????-

Response: 1.89

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years (INR in lakhs) ??????????????? ??????? ??? ?????????????,
??????????????????? ? ????? ???? ??????????? (??????)

2019-20	2018-19	2017-18	2016-17	2015-16
57.65221	37.44357	61.33663	24.00928	68.49917

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years (Data Template) ??????????????? ?????????????,
??????????????????? ? ?????? ???????
???????? (???????????????)	[View Document](#)
Any additional information ?????????? ??????	[View Document](#)

7.1.8 Differently abled (Divyangjan) Friendliness Resources available in the institution 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) ?????????? ??????????????? (?????????????) ????????????????? ????????? 1. ?????????????? 2. ????????????????? 3. ??????????/ ?????????????? 4. ??????????????????/??????? 5. ?????????????????? 6. ??????????? ???????? 7. ?????????????????? ????????????? ?????? 8. ?????? ??????? ??????? (???????? ???????:)

Response: A. 5 and more of the above (?. ??????????? ????, ?????????? ??)

File Description	Document
Upload resources available in the institution for Divyangjan (Data Template) ??????????
????????????? (?????????????)
???????????-??????????? ????????????
????????? (???????????????)	[View Document](#)
Upload any additional information ??????????
??????	[View Document](#)
Link to photos and videos of facilities for divyangjan ?????????????????
(??????????????) ????????????????
????????? ??????????? ? ??????? ???????	[View Document](#)

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

Response: 49

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	14	8	2	18

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

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

Response: 41

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	9	5	1	5

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

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

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics ?????????? ???????????, ??????????????????? ? ???????????? ??????????????????? ??????????? ?????????	View Document
Upload any additional information ?????????? ??????	View Document

7.1.12 Display of core values in the institution and on its website (Yes/No) ?????????, ????????? ????????? ??????????????? ????????? (?????/??????)

Response: Yes

File Description	Document
Provide URL of website that displays core values ??????????? ??????? ???? ??????????????? ???????? ????????	View Document

7.1.13 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations (Yes/No) ??????????????? ????????????? ????????????, ??????????, ?????????????????????, ????????? ???????????????????????? ????? ????????? ???????????? ?????? ????????????????? ?????? ??????????? ?????? (??? / ?)

Response: Yes

File Description	Document
Upload any additional information ?????????? ??????	<u>View Document</u>
Details of activities organized to increase consciousness about national identities and symbols (Data Template) ??????????????? ?????????????? ???????????, ??????????, ?????????????????????, ?????????? ??????????????????????????? ????? ????????? ??????????	<u>View Document</u>

7.1.14 Does the institution offer a course on Human Values and professional ethics on the basis of Vedic and Sanskrit literature. (Yes/No) ?????? ??????????? ??????????????????? ?????? ?????????????? ?????????? ????????? ????????? ????????? ????? (?????????/? ??????????)

Response: Yes

File Description	Document
Institutional data as per Data Template(???????????????????)	<u>View Document</u>
Provide link to Courses on Human Values and professional ethics on Institutional website ??????????? ???????????????? ?????? ?????????????? ?????????? ????????? ??????????? ?????????? ????????? ????????? ?????????	<u>View Document</u>

7.1.15 The institutional functioning is as per professional code prescribed / suggested by statutory bodies / regulatory authorities for different professions. (Yes/No) ??????????????????????? ?????????????? / ???????????????????????????? ?????? ?????? ??????????? (???/?)

Response: Yes

File Description	Document
Institutional data as per Data Template(???????????????????)	[View Document](#)
Provide URL of supporting documents to prove institution functions as per professional code ??????????????????????? ??????????????/ ?????????????????????????????? ?????? ?????? ????????????????????????? ?????????????????? ?????????	[View Document](#)

7.1.16 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion on the basis of Vedic and Sanskrit literature as well as for observance of fundamental duties during the last five years ?????????????????? ???????????? ??????????????????? ?????? ???????????????? (?????, ?????????, ?????, ??????, ?????????) ??????????????????, ??????????????, ???????????????, ????????????????, ???????????????, ?????????????????????????? ? ???????????? ????????????? ????????????? ???????

Response: 96

7.1.16.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years ??????????????????, ???????????? ??????????????????? ?????? ???????????????? (?????, ?????????, ?????, ??????, ?????????) ?????????????????, ??????????????, ???????????????, ??????????????????, ???????-?????????, ????????????????????????? ? ???????????? ????????????? ????????????? ???????????????

2019-20	2018-19	2017-18	2016-17	2015-16
27	25	14	17	13

24-06-2021 11:38:56

File Description	Document
University code of conduct for teachers??????????? ???? ???????????????? ??????????	[View Document](#)
University code of conduct for students ????????? ???? ???????????????? ??????????	[View Document](#)
Report on the student attributes facilitated by the University ????????? ?????????? ???????????????? ????????????????? ????????????	[View Document](#)
List of activities conducted for promotion of universal value (Data Template) ???????????????? ????????? ?????????? ????????? ?????	[View Document](#)

7.1.17 Institution conducts Value based Moral Education Programmes based upon Ancient Indian Texts like Bhagavadgeeta, Ramayana etc, and organizes national festivals and birth / death anniversaries of the great Indian personalities. ?????? ??????-????????????????? ?????????????????????? ???????? ??????????????????????? ?????? ? ??????????????????, ??????????? ???????? ???????????????? ???????? ????????/?????????? ? ??????????

Response:

Being a University named after the great philosopher Sree Sankaracharya, serious efforts are taken to organize Sree Sankara Jayanthi, National Yoga Day, Vivekananda Jayanthi, Agamananda Jayanthi, etc. in a befitting manner. Eminent academicians and world renowned scholars and artists participate in the Seminars, Workshops, *Sastrasadas*, *Vakyarthasadas,* Cultural Programmes, etc. conducted in connection with these programmes. The University has established a Chair in the name of Swami Vivekananda under the financial aid of UGC during XII Plan Period and after the completion of the period the same has been converted into a Centre of Study. Also established Centres of study in the name of ancient scholars and teachers like Buddha and Patanjali, social reformers such as Sree Narayana Guru, Chattampi Swamikal, Agamananda, Ayyankali and Dakshayani Velayudhan as well as of Mahatma Gandhi and Ravindranath Tagore. Different programmes are organized in connection with the Jayanthi Celebrations of these great Indian Personalities to make the public aware of their contributions to the society.

- Organises Sankara Jayanthi Celebrations every year.
- Three day International Seminar on "Mahabharatha in Literature and Tradition" conducted by the Department of Sanskrit Sahitya during February 2020.
- National Seminar on *Upanishadiya* Wisdom and Indian Renaissance by the Department of Vedanta during March 2017.
- The Department of Sanskrit Sahitya organized Ramayana *Parayanam* (Recitation) in association with SNDP Library, Kalady during August 2017.
- Regional Seminar on 'Re-reading of Ramayana' conducted by the Department of Malayalam, Regional Campus, Ettumanoor during March 2019.
- National Seminar on 'Architectonics of Mahabharata' conducted by Sanskrit Sahitya, Regional

Campus, Thuravoor during February 2018.

- National Seminar on '100 years of *Chinthavishtayaya Seetha*' conducted by the Department of Malayalam during January 2019.
- Agamananda Memorial Lecture held on 11.02.2019 under Agamananda Centre for Visual Culture and Aesthetics.
- Lecture on 'Gandhi through Cartoons' held on 19.03.2019 under Mahatma Gandhi Centre for Rural Development and Peace Studies.
- The Chattambi Swamikal Centre for Yoga and Self -Actualization conducted Three day National Seminar during December 2018.
- The Department of Physical Education conducted Workshops on Yoga during 2015 & 2016 and Meditation Technique Programme during June 2019 in connection with International Yoga Day.
- The Ayyankali Centre for Social and Cultural Studies organized Two Day State Seminar during March 2019.
- Tagore Jayanthi Celebrations held on 7th May 2018 under the Rabindranath Tagore Centre.
- Three day National Seminar on 'Kabeer: Reading and Re-reading' by the Department of Hindi during February 2019.
- National Seminar on 'Mukthibodh ka Avadaan' by the Department of Hindi during September 2017.
- Three day National Seminar based on 'Poetry of Sree Narayana Guru' by the Department of Malayalam during January 2020.
- Premchand Day was celebrated by Department of Hindi in February 2020.
- National Seminar on 'Buddhism in Kerala and Its Contemporary Relevance' organized by the Center for Buddha Studies on 07.02.2020.
- Department of Vedanta conducted 25 day long Lecture Series named '*Darsanapanchavimsati*' in association with SNDP Library, Kalady during 17/07/2018 to 10/08/2018.
- Swami Vivekananda Jayanthi celebrations was organized under the auspicious of Swami Vivekananda Chair during 2017.

File Description	Document
Any additional information ?????????? ??????	[View Document](#)

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

Response:

The University maintains complete transparency in all matters related to Academic, Administrative and Financial aspects. The details are described below:

- **Financial**

  The State Government Grants under Plan and Non Plan Schemes, UGC Grants and RUSA Funds are the main sources of funds for meeting the financial requirements of the University. Annual Budgets are prepared and the requirements are estimated. Expenditure is met as per provisions in the

Kerala Financial Code. All purchases and work above Rupees Three Lakhs are undertaken through e-tenders and others through open tenders. For direct purchase the Government E- Market (GEM) platform is used. Besides the Internal Auditing system, there is continuous auditing by the Kerala State Audit Wing so as to ensure transparency in financial transactions in addition to the Annual Audit of the Accountant General. Major cash transactions are made through online methods and Annual Accounts are published yearly.

- **Academic**

An Academic calendar is prepared for each Academic Year in advance. All admissions, examinations, valuations and result publications are conducted according to the schedules specified by the Academic calendar. The Admissions to Post Graduate, M Phil and PhD Programmes are made through entrance examinations and to Under Graduate Programmes are conducted on the basis of marks obtained in qualifying examinations, following reservation rules prescribed by the Government. The Regulations for each Programme of study are prepared and approved by the appropriate authorities/bodies and all academic activities are conducted based on these guidelines. The syllabi of various Programmes are uploaded on the web site. From the Post Graduate level onwards both internal and external evaluations are compulsory for the end semester examinations and the average is taken for grading. Results and Ranklists are published in the University website. Grievance redressal mechanism also functions very effectively. Amendments of regulations are done with the approval of the Academic Council.

- **Administration**

The General Administration functions as per the provisions of Act and Statutes of the University. Service matters of staff members are dealt with according to the guidelines of Kerala Service Rules, Kerala State & Subordinate Service Rules and UGC Regulations issued from time to time. General guidelines on matters not covered under the above are prepared with the approval of appropriate bodies. All appointments of non- teaching staff are made through Kerala Public Service Commission and the teaching staff are made as per transparent selection procedures prescribed in UGC Regulations. The Community reservation and special reservations to differently abled persons are strictly ensured in all appointments. The Career Advancements, Promotion, Transfer, Retirement, etc. are effected following the relevant rules applicable. The Right to Information Act 2005 is also implemented in this University which ensures transparency in all transactions and procedures. Every person is entitled to receive documents under RI Act on payment of prescribed fees.

File Description	Document
Any additional information ?????????? ??????	[View Document](#)

7.2 Best Practices

**7.2.1 State at least two institutional best practices (as per NAAC format) ??.??.???.??????
??????????????? ????????? ????????? ???????????? ????????????**

Response:

Best Practice I

Title of the Practice

Energy Sustainability through Solar Power Plant – Green Energy Initiative

Objectives of the Practice

- Use solar energy as a green technology for sustainable renewable energy development.
- Making environmental sustainability to avoid global environmental threat such as climate change and fossil fuel pollutions.
- Reduce the cost of energy generation and air/noise pollution by replacing diesel generator system.
- To join the initiative of 'Green India' through harnessing locational advantage of abundant solar radiation and to achieve energy security.
- To impart message of green initiative to the Higher Education Sector especially to the students community being the future citizens and vital organs of the nation.
- Encourage SSUS staff to follow this green practice in their personal lives.

The Context

The University has installed a 100 KW Solar Power Plant at its Head Quarters at Kalady to meet the energy requirements, utilizing the fund sanctioned by the RUSA for infrastructural developments. The Green Policy of the University influenced the decision to give priority to Solar Power System in RUSA projects. The deficit in production of electrical energy in Kerala (only one third of the required electrical energy is produced in Kerala) also led the University to think about an alternative energy source. The Solar Plant installed on the roof of Academic Block II is on-grid type whereby the excess energy generated during day time can be injected into the grid and can be taken back as and when required without remitting any excess charge. The excess units fed to the grid will be remunerated by the Electricity Board at the rate prevailing at average pool purchase cost. With this 100 KW solar power plant the University has been generating an average of 350-450 units of energy per day and thereby meeting 15% to 20% of its requirements.

The Practice

The soft launch of RUSA funded Solar Power Plant was done by Sri. Prakash Javadekar, Hon'ble Minister for Human Resources Development, Government of India on 17.04.2017, at New Delhi in the presence of the Pro-Chancellor of the University. The live streaming of the programme was organized at the University auditorium in the presence of distinguished guests. The University has given priority to this project, the first of its kind in the higher education sector in India, keeping in mind the importance of green initiation to save our earth. The solar power plant installations decrease the environmental impact of educational institutions and make them greener and more eco-friendly.

The eco-friendly institutions may also see increased enrolment and greater interest levels across the student base. This atmosphere makes students to think about nature, conservations of energy, green practices, global warming, sustainable development etc. and mould them to become better citizens. In fact solar power plant produces not only energy but also a unique social culture system. Solar power will reduce the operating cost of higher education institutions, by way of electricity charges, especially the public institutions like state owned Universities and central Universities in the country. It is the most abundant,

reliable and pollution free power in the world. Even though the installation cost of solar power plant are a bit high, it is feasible while considering the long term returns. Moreover the maintenance cost of solar power plant is very low. Power from Solar system is free from surges and spikes that can damage or shorten the life of various electronic equipment of the University. Availability of flat roof buildings or spare land is necessary for spacing solar power panels. The Universities and institutions having state of art and heritage styled buildings with sloping roof and scarce availability of open land serve as major hurdle to the sole dependence on this energy source. Another constraint is its reliance on weather, increasingly erratic every year, for its source of power.

Evidence of Success

- The success of this project can be viewed from the decrease in electricity bill. The 100 KW solar power plant has been generating around 350-450 units of electricity per day. The annual Power generation details are summarized below.

  Annual power requirement met by renewable energy source (Solar) – 136800

  Annual power requirement of the University – 832800 KWh

  Percentage of Renewable energy generates – 16.42%

- The success of this best practice of solar energy is in tune with the green initiative of the central Government, evident from the recognition of RUSA to consider this as the best practice in the Higher Education Sector in Kerala. RUSA has incorporated the above fact in their official website and this can be viewed through the link http://rusa.nic.in/kerala/best-practices/.
- The above said recognition instigated the Higher Education Department, Government of Kerala to initiate steps to install solar plants in all Universities and Government Colleges. https://www.saurenergy.com/solar-energy-news/government-colleges-set-tap-solar-panels-keral
- Inspired by the successful implementation of this project the University has initiated installation of Solar Power Plants at Regional Campuses and installed power plants at Ettumanoor and Panmana having capacity of 15 KW each.

Problems Encountered and Resources Required

The work of installing solar power plant in the University was awarded to KELTRON (Kerala State Electronics Development Ltd.) as a Deposit Work with a condition of refunding 15% subsidy by the *Ministry of New and Renewable Energy* (*MNRE*) of the Government of India, as and when it is received. But the said subsidy has not been received so far. Another problem encountered is non availability of flat roof buildings. In the University HQ most of the buildings were designed and constructed with sloping roof in order to keep the traditional architectural concept of Kerala and also to cope with the climatic conditions. Even though these hindrances exist, the University has successfully installed a 100 KW solar power plants and the panels of which were installed on the available flat roof building. This hurdle can be overcome by designing and constructing flat roof buildings for future requirements.

Notes

The Institutions in Higher Education Sector can effectively implement this project if there are flat

roof buildings or open land area having sufficient exposure to sunlight. From the successful implementation of this project in the University, it is found that on-grid type solar system is more effective and economical since the excess energy generated during day time can be injected in the grid and can be taken back as and when required without remitting any excess charge. The steps taken by the Higher Education Department, Government of Kerala to install solar plants in all Universities and Government Colleges is a good sign and will boost the green initiatives in Higher Education sector.

Best Practice II

Title of the Practice

Open House – "Shastrayaan" – Academia-Public Interfaces

Objectives of the Practice

- The Open House "Shastrayaan" aims to create a distinguished academic environment that is not only limited to academic excellence, but also includes other aspects relating to creativity, and the development of talents, abilities, and skills of both University community and society.
- Reinforcing the University's social responsibility values towards its students, scholars, faculty and employees.
- Providing the public an oppotunity to experience the activities of the University, the facilities available in the University and achievements of students.
- Providing a socializing opportunity for University community members, and strengthening bonds among various University community members.

The Context

Through the introduction of Open House event in 2018 and its continuation 2019, the University aimed to strengthen the linkages between larger society and academia. There was constant demand from the public outside the campus to know about the research programmes and events of the University. The University has decided to make such programmes more informative and useful in the coming years. With this intention, the University has introduced a new Head of Account in the Budget of the University with a specified allocation for *Shastrayaan*. The Programme was planned and executed with the active and harmonious participation of the students, teaching and non-teaching staff of the University, in co-operation with the University authorities. Even though there was overcrowding at the venues since the Academic buildings are spread within a small area of 50 acres, the Departments managed the visitors and effectively presented the activities.

The Practice

Practice: The following programmes were arranged by the Departments and Centres of Studies of the University for the Public who visited the University during the event held in 2018 & 2019

- Power point and Video presentations at all Departments explaining the nature of teaching, learning and research of the Department.
- Video presentation of music and of musical instruments and Raga parichayam programme by the

Department of Music.
- Video Presentation of Peter Brooke's Mahabharata by the Department of Theatre
- Exhibitions of Books, Journals, Catalogues, ancient manuscripts and magazines conserved by the University.
- Photo exhibitions and posters of field research data collected by scholars, rare manuscripts, pre-historic artefacts, pot-shards and coins by the History Department.
- Exhibition of everyday objects, tools and implements of households and farm production of yesteryears by Department of History.
- Exhibitions of lab equipment and Synaesthetic assessment by the Department of Psychology.
- Participatory programmes for the public like Dance/Theatre Performance Literacy Programme, State level Painting Competition for School Children and Gender Sensitisation Workshop for local body members.
- Exhibitions of Paintings & Sculpture and live demonstration of paintings by the Department of Painting.
- Live demonstration of wellness and self-defence skills by the Department of Physical Education.
- Exhibition of medals, shields, awards received by the students in various competitions.
- Exhibition of albums of seminars, workshops and extension lectures conducted in each Department.
- Exhibition of PhD thesis and M Phil dissertations submitted by the students.
- Poster exhibition of *Punarbhavam* Project by the Department of Social Work in the wake of the massive Floods of 2018.
- *Kootam*- a focus group discussion on the Social History of Kalady in the aftermath of the deluge by the Department of Sociology.
- Displayed the scope and aims of each Department and forthcoming activities and future plans.
- Research orientation for students and research scholars of various institutions called *Charcha* by the Department of History.
- Poster/photo exhibition and film screening on women of the Renaissance in Kerala by Centre for Comparative Literature.

Uniqueness: This type of programme of highlighting all the activities, achievements, innovations of the University Departments and the students supporting facilities and research friendly atmosphere available in the University to the public in 2-3 days is a rare endeavor in the Higher Education Sector especially in State/Central Universities.

Evidence of Success

- Presence of prominent personalities from different walks of life like Kalady Grama Panchayat President, Senior Police Officers, Teachers and Administrators of nearby Schools and Colleges, Office bearers of local Residence Associations etc. in the inaugural functions extending their co-operation for the event.
- Participation of nearly two thousand public in the two days event, every year.
- Participation of more than 250 students in the painting competition held as part of 1st Edition 2018 and 27 Local Body members in the two day Gender Sensitisation Workshop.
- The decision of the University to practice this programme every year and a separate Budget Provision for the same is a clear evidence of its success.
- Participation of students from outside the campus in the competition titled 'Emerging Kalady-a Post-Flood Imagination of New Kalady' saw the realisation of the creative expression of post-flood Kalady.
- Department of Geography conducted a mapping of flood-affected Kalady Panchayat and submitted

- it to the local governing body.
- The campaign of the programme reached out to the students in all the nearby institutions and to the public thereby thousands of families were familiarized with the activities of the University.
- This open house event served as a valuable mechanism to communicate a positive image of the University to its prospective students.

Problems Encountered and Resources Required

- Sensitization about the need of conducting such an event by a University among both the academic community and public is a huge task.
- Month long hectic preparations are needed for just a two days event.
- *Sasthrayan* 2019 had to challenge and overcome the drawbacks that had set in with the massive flood that hit in Kerala during August 2018
- Forging association with other organizations like Indian Space Research Organisation, Shastra Sahitya Parishad and others would both bring in more scientific flavor and shape the event with more quantitatively measurable and convincing elements.
- Outreach Programmes seems to be more significant and more strenuous in our specific context of being located in a village with people who are not aware of the importance of attending such programmes.
- Though the University has the intention to spread this programme to the Regional Campuses also, the absence of research Departments in these campuses seems to be a hindrance.

Notes

This type of Open House Activity can be adopted by any University/Institution, which aims to discuss their research with the common people. Such events may create a positive impression among public about the Higher Education Institutions and also helps the aspirants to know about the programmes and events of the Institutions. The Institutions having ground breaking research work, enormous student achievements, innovative programmes, advanced facilities and laboratories can showcase the same in an effective manner. From the three editions of this programme the University realized that this open house event served as a valuable mechanism to communicate a positive image of the University to the public in general and prospective students in particular.

File Description	Document
Any additional information ?????????? ??????	[View Document](#)
Provide link for additional information ???????????????? ?????????	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust ??????? ?????? ??????????, ?????????, ???????????? ???? ????? ???????? ?????????????? ????? ?????? ??????????????? ?????? ??????? ?

Response:

????????? ?? ????????- Liberation through Knowledge

SSUS projects educational excellence through productive dissemination of liberating knowledge and harnesses creative and critical young minds, instilling in them right attitude, profound knowledge and scientific temperament. Since Kerala has a history of exemplary Sanskrit scholars and strong Sanskritic traditions extending to various genres, upholding this indigenous knowledge and amalgamating it into modern institutional forms becomes the thrust area of the University. The project *Strengthening of Sanskrit Studies in Kerala* lives up to this vision, priority and thrust.

Strengthening of Sanskrit Studies in Kerala - Project

This project aims to strengthen Sanskrit education in Kerala from school level and to disseminate Sanskritic knowledge traditions.

Objectives

- Familiarize Sanskrit language among the public.
- Introduce different teaching methods and aids.
- Create awareness about Sanskrit as a Classical language.
- Create links between knowledge generated in the University and school students as well as public.
- Encourage Sanskrit learning through scholarships, funding for school library, computers and computer peripherals.
- Conduct informal Sanskrit classes for public.
- Organize seminars, workshops, demonstrations, scholarly speeches, etc.
- Conduct Orientation and Refresher courses for Sanskrit teachers of schools and colleges.

Implementation

This is a long term project implemented in a phased manner with the financial aid of Central and State Governments through different schemes.

Phase I: Central Government approved the project submitted by the University during 1996-97 and appointed the University as the Nodal Agency of the Government of Kerala to implement the Central Plan Scheme i.e, Strengthening of Sanskrit Studies. The Central Government further extended financial grants in the FY 1998 -99, 2001-02 & 2004-05 towards this project. Central schemes of the Central Plan had continued effectively till 2009 with teaching and research in Sanskrit language and education taking a pivotal turn since 2000.

Phase II : Another project for the propagation of Sanskrit was proposed in 2010-2011 to the Kerala Government, which was sanctioned in the same year. The financial aid received under this project was used for the implementation of the Model School Scheme and the Sanskrit Scholarship Scheme in the year 2011-12 of which the first was continued up to 2013-2014 using the remaining funds.

Phase III: In the next phase the University continued the Model School Scheme by utilizing the funds sanctioned by the State Government under Plan Scheme for the years 2014-15, 2015-16 and 2016-17

Phase IV: Since the financial year 2017 – 18 , the Model School Scheme and Sanskrit Scholarship Scheme have been allotted special funds of its own by the University through budgetary provisions under Non-Plan Scheme every year.

Contributions and Achievements

- Forty Schools representing each educational district were selected as Model Schools and financial assistance extended for conducting two different informal courses, *Prarambha* for school students and *Anaupacharika* for the public. Later the number was enhanced to fifty.
- Various Sanskrit seminars, theatre programmes, traditional *Sastra* Exhibitions, Sanskrit Day programmes and competitions were organized for Sanskrit students all over the State .
- The University appointed around 1000 teachers to promote Sanskrit learning in various schools in the state which yielded fruitful results.
- The University conducted various Refresher/Orientation courses for Sanskrit teachers at High School level since 2004.
- In Academic Year 2017-18 & 2018-19 the following programmes were conducted

Courses

1. *Punarnava I : Orientation Course for Sanskrit Teachers of Higher Secondary Schools*, 27th February to 5th March 2018
2. *Punarnava II : Refresher Course for Sanskrit Teachers of Colleges/Universities*, 2nd November to 15th December 2018
3. *Punarnava III*: 7 days Short Term Course for Sanskrit Teachers of Colleges/Universities, 3rd April to 9th April 2019 .

Documentation

- Sanskrit theatre *Koodiyattam* of a duration of hundred and sixty hours
- Lectures of great *Acharyas* and artists and the chanting of the entire *Samaveda,* to preserve the legacy of the dying traditional knowledge systems.

Collection

- Long forgotten palm leaves/paper manuscripts from several ancient houses and palaces with financial aid from the Government of Kerala.
- Digitisation of unpublished manuscripts from various parts of Kerala and its preservation for later publication.

Programmes

- *Sastrasabhas* and *Vakyarthasadas* on various campuses.
- Several National-State level seminars and workshops like 'Sanskrit Education in Kerala-Challenges and Possibilities' and their reports published.
- The best Sanskrit teachers from schools were rewarded for their voluntary activities in promoting Sanskrit language.
- Several *Samarohas* like Kalidasa *Samaroha* and Sree Sankara *Samaroha* in connection with Sanskrit Day/ Sanskrit Week celebrations in which 40 Model schools participated.

- Sanskrit learning programmes *Anaupacarikapathanam* for the administrative staff in the main campus in the year 2017-2018.
- Communicative Sanskrit Course for staff in the year 2017-18 & 2018-19.

The Silver Jubilee year (2017-2018) witnessed the University implementing the Sanskrit Scholarship Programme using its own fund and it was continued in the year 2018-19.   Many meritorious students benefited from this programme and the specifics are as follows:

EDUCATION LEVEL	NUMBER OF SCHOLARSHIPS	
	2017 – 18	2018 - 19
Upper Primary	1048	1085
High School	1268	1323
Higher Secondary	191	251
Total	2507	2659

The University started Centre for Traditional Sanskrit Studies (*Sastrasamvardhini*) in January 2020 for teaching *Sastras* in theTraditional Way. The first phase of *Sastrasamvardhini* Course was completed on 9th March 2020 in which the text *Nyayabodhini* in *Nyayasastra* was taught. The entire class was documented and uploaded on YouTube which is available (via link https://youtu.be/Njc1RcfxCwE).

In order to continue the Project in next phase the University has submitted following three proposals to the Union Ministry of Human Resource Development.

1. Sanskrit for All
2. Sanskrit Drama Fest
3. Model School

The University has also recently submitted the same proposals along with the proposal for Reprint of Rare Manuscripts, to the Central Sanskrit University for financial assistance.

Conclusion

The outreach of various schemes under **Strengthening of Sanskrit Studies in Kerala** resulted in the growing public acquaintance of the valuable knowledge repositories spread over centuries. The documentation and digitization activities carried out in the Project contributed considerably to Sanskrit Language Education in the state and provided a much valuable ground for laying proper foundations for a vast and liberal dissemination of Sanskritic knowledge to all those who cherish this tradition and seek acquaintance with it.

File Description	Document
Upload any additional information ?????????? ??????	[View Document](#)
Link for additional information ??????????????? ?????????	[View Document](#)

5. CONCLUSION

Additional Information :

Deluge of 2018 and 2019 – Loss of Property, Data and Documents

The University Headquarters and the main campus is located on the banks of river Periyar at Kalady in Ernakulam District, which was one of the worst flood affected regions in the state. More than 400 people lost their lives and around Rupees 35,000 cores of losses were reported in the entire state. This calamity brought irreparable losses to the University. It took a long period to bring the academic functioning back to normalcy. The ground floors of all 24 University buildings , which includes most of the academic Departments, administrative offices (IQAC and NAAC offices, Engineering wing, International School of Sree Sankara Studies, general store, local fund audit), class rooms, Hostels, Faculty Guest House, Canteen, Gymnasium, Library, etc. were rendered disfunctional for considerable days. The Printing Unit, Generators, Central Control Panel in the electronic room were submerged and rendered irreparable. Most of the documents kept in the offices on the ground floor were irrecoverably lost. Hundreds of computers were submerged and lost. Almost all official vehicles belonging to the University were damaged in the flood. Construction of buildings and purchase of equipment under RUSA were much affected due to the loss of building materials, shortage of manpower, lack of electricity, water, communication tools like internet, etc. On preliminary assessment the University located a loss of over Rs.733 Lakhs.

Pandemic of 2020– Shutdown of University and Introduction of Online Classes

University has been totally shut down from 2020 March 25, due to the nationwide lockdown. After the first phase of the lockdown, academic and administrative activities resumed slowly and most of the academic activities shifted to online mode. In the month of May the University conducted a 12 day online training programme for teachers on Moodle based Learning Management System. This training helped the faculty members to resume most of the academic activities on online mode in virtual classrooms. Monetary and technical help was extended to students who faced challenges with online learning. However, many of the infrastructural and other maintenance activities went into stagnation for a long time.

Concluding Remarks :

In the last twenty six years of its existence, Sree Sankaracharya University of Sanskrit has emerged as a pioneering institution for the teaching, learning and dissemination of Sanskrit knowledge in partnership with disciplines like Philosophy, History, Sociology, Social Work, Geography, other Indian and Foriegn Languages, Theatre, Music ,Fine Arts and others. This multi - disciplinary environment is unique for Sanskrit Universities in India and has enabled a resourceful give and take between indigenous knowledge in Sanskrit and contemporary knowledge systems. Students from non-Sanskrit Departments have been able to choose Sanskrit Courses and Students pursuing Sanskrit can avail numerous possibilities of supplementing their knowledge through opting for Elective Courses from other Departments. The presence of Fine Arts Departments adds to the vibrancy of the academic environment.

The University tries to assist in the academic practices by providing supportive infrastructure such as

smart classrooms, labs, recording studios , media centre , physical education equipment, etc. After the first cycle of accreditation that brought forth a meritorious A Grade, the University successfully introduced a number of reforms like OBTLE emerging with the distinction of being the first in the state to do so. Technological innovations too followed in diverse aspects of academic engagements. A fully operational LMS platform stood the University in excellent ground during the times of the pandemic. Academic excellence has to go hand in hand with equity and justice and every effort is made to ensure access to education and promote ethical and just practices in teaching /learning processes . Students are supported with financial assistance. The imagination of a gender just environment is floated and the directives of the UGC *Saksham* Report on Gender Sensitisation is followed. Numerous Green campus initiatives and Best practices like solar power plant and open house programmes like *Shastrayan* have raised the status of the University in the neighbourhood and academia. Acting as the nodal agency for the strengthening of Sanskrit Studies in Kerala, SSUS is taking Sanskrit learning and teaching to new heights every day.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Percentage of programe where syllabus revision was carried out during the last five years ??????????????? ???????? ???????????????????? ????????? 1.1.2.1. How many Programmes were revised out of total number of Programmes offered year-wise during the last five years ??????????????? ????????? ??? ??????????? ????????? ????????????? Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>60</td><td>60</td><td>60</td><td>60</td><td>60</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>60</td><td>60</td><td>60</td><td>60</td><td>60</td></tr></table> 1.1.2.2. Number of all Programmes offered by the institution year-wise during the last five years ??????????????? ????????? ??? ??????????? ????????? ??????????? Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>83</td><td>81</td><td>81</td><td>81</td><td>79</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>83</td><td>81</td><td>81</td><td>81</td><td>79</td></tr></table>
1.1.3	Average percentage of courses having focus on indepth-shastric learning/ creative writing/ employability/ entrepreneurship/ skill development/ Interdisciplinary/ Indigenous Knowledge base with modern application during the last five years ??????????????????? ?????????????????/ ???????????????/ ?????????/ ??????????????-?????????/ ??????????/ ???????????????/ ???????????????? ? ???????????? ???????????? ???????????? ???????? ????????? ?????? 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years ??????????????? ??????????/ ??????????????-?????????/ ?????????? ? ???????????? ????????????? ????????????? ?????????????? Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>

| 1107 | 1093 | 1067 | 1088 | 1063 |

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1154	992	1104	1055	1021

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

Answer before DVV Verification:

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

1.2.2	Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented (Preceeding academic year data) ???????????????????????????????/ ???????????????????????? ????????????? ????????????? ????????? (??????????? ????????) 1.2.2.1. Number of Programmes in which CBCS/ Elective course system implemented. ???????????????????????????????/ ????????????????????????? ????????????? ????????????? ???????? Answer before DVV Verification : 83 Answer after DVV Verification: 83

1.3.2	Number of value-added courses imparting transferable and life skills offered during the last five years. ??????????????? ???????????? ?????????????????? ??????????????? ?????????????????? ????????????? ???????? 1.3.2.1. How many new value-added courses are added within the last 5 years ??????????????????? ??? ????????????-???????????? ????????? Answer before DVV Verification:

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	3	0	1	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	3	0	0	2

1.3.4	Percentage of students undertaking field projects/ internships/ training programmes/ summer assignments etc. (Preceeding academic year data) ??????????????????????? ???????????????????? ???????????????????????? ????????????????????????? ??????????????? ????????? ????????? (????????????)

	1.3.4.1. Number of students undertaking field project or internships ??????????????????????? ??????????????????? ???????? ????????/ ??????????????? ???????????? ????????? ???????? Answer before DVV Verification : 1490 Answer after DVV Verification: 1490
2.1.1	Average percentage of students from other States and Countries during the last five years ??????? ?????? ??????? ????????? ?????????? ????????????? ???????????? ????????? ?????????? ??????????? ?????? 2.1.1.1. Number of students from other states and Countries, year-wise during the last five years ??????? ?????? ??????? ????????? ?????????? ????????????? ???????????? ????????? ??????????????? Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
19	33	18	18	26 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
7	7	4	1	5	 Remark : Revised as per the list attached.

2.3.3	Ratio of mentor to students for academic and stress related issues (preceding academic year data)
	
	??????????????????, ??????????? ? ????????? ???? ??????????? ???????????? ???????
	(??????????? ????????)
	
	    2.3.3.1. Number of mentors ??????????? ???????
	    Answer before DVV Verification : 152
	    Answer after DVV Verification: 164

2.4.2	Average percentage of full time teachers with Ph.D. during the last five years ????? ?????? ???????, ????????????? (????.??) ????????????? ???????????????????? ?????????? ?????????? 2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years ??????????????, ????????????? (?????.??) ????????????? ???????????????????? ??????????????? Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
145	148	151	155	157	

2019-20	2018-19	2017-18	2016-17	2015-16
145	148	151	157	153

2.4.3	Average teaching experience of full time teachers in number of years
	????????????????????? ??????????????? ??????????????? ?????????
	2.4.3.1. Total experience of full-time teachers ??????????????????????? ??????????????????? ?????????????????
	Answer before DVV Verification : 3326
	Answer after DVV Verification: 3326

2.4.4	Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government recognised bodies during the last five years
	??????????????? ?????-???????-????????????????????, ???????-??????????????????????? ????????? ??????????? ??????????????????????? ????????? ??????????
	2.4.4.1. Number of full time teachers receiving awards from state/ national/ international level from Government recognised bodies year-wise during the last five years ??????????????? ?????-???????-????????????????????, ???????-??????????????????????? ????????? ??????????? ??????????????????????? ??????????????
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	5	2	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	4	2	5

2.4.5	Average percentage of full time teachers from other States against sanctioned posts during the last five years
	??????????????? ??????????? ????? ????????????????? ??????????? ??????????????????????? ?????????? ??????????
	2.4.5.1. Number of full time teachers from other states year-wise during the last five years - ??????????????? ????????????????? ??????????? ??????????????????????? ?????????????? -
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
33	33	33	33	33

Answer After DVV Verification :

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

| 2.5.2 | Average percentage of student complaints/ grievances about evaluation against total number appeared in the examinations during the last five years.

??????????????????, ????????? ??????????? ???????? ?????????????????? ???????????/ ???????? ?? ??????? ????????? ????????? ?????????? |
|---|---|

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
45	394	265	114	30

Remark : Revised as per the annual exam report attached.

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

???????????????????? ??????????????? ????????? ???????? ?????????? ????, ???? ???????? ????????? ?????? |
|---|---|

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	310	179	73	19

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
30	310	179	73	19

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	394	265	114	30

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
45	394	265	114	30

Remark : Revised as per the annual exam report.

2.6.3	Average pass percentage of students

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

2.6.3.1. Total number of final year students who passed the university examinations ???????????????? ????????? ???????????? ???????????????? ????????? ???????
 Answer before DVV Verification : 1060
 Answer after DVV Verification: 1035
2.6.3.2. Total number of final year students who appeared for the examinations ?????????????????? ??????????? ???????? ????
 Answer before DVV Verification : 1349
 Answer after DVV Verification: 1335

Remark : Revised as per the authorized list attached.

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

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

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs) ??????? ??????????????? ???????????? ?????????? ???????? ?????????????? (??????)?
 Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4.7	4.25	5.5	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4.7	4.25	5.5	0	0

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

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

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

 Answer before DVV Verification : 0

 Answer after DVV Verification: 0

3.1.5.2. Number of departments offering academic programme ???????????????????
?????????????? ????????? ???????

 Answer before DVV Verification : 0

 Answer after DVV Verification: 29

Remark : Revised no. of departments as per the IIQA.

3.2.1	Grants for research projects sponsored by the non-government sources such as industry, corporate houses, other allied organizations, national/international bodies, endowments, chairs in the institution during the last five years (INR in Lakhs)

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

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, other allied organizations, national/international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs) - ?????????
????????????? ??????-?????????????????-????????-?????????-???????????????????
?????????? ????????????????? ????????????? ?????????? ???? ????????????? ??????????
??????????? (??????)-

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	2.49	15.0	0	18

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.49	0	0	0

Remark : Revised as per the supporting document.

3.2.3	Number of research projects per teacher funded by government and non-government agencies during

the last five years

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

    3.2.3.1. Number of research projects funded by government and non-government agencies year-wise during the last five years ??????????????? ????????????? ??????????????? ???????? ?????????? ???????? ????????????? ????????????????? ???????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	5	2	2	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	5	2	2	8

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	1	3	0	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

    Remark : Only awards received for innovation is to be considered. Awards for paper presentation and other university awards cannot be considered

---

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

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
33	32	32	41	28

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8	5	2	6	2

Remark : Revised considering the ISSN numbers that are present in the UGC Care list. Given links lead to home page of UGC Care only.

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	4	0	2	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	0	1	1

Remark : Awards only from Government /recognised bodies and for extension activities only is considered

---

3.6.4

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

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

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and Programmes such as Spoken Sanskrit Camps/ Shibiras/ Yoga camps/ etc. year-wise during the last five years. ???????????????? ?????????????????? ???????????????????? ?? ??????????? ???????????????????-?????????????????????????????? ????????? ????????????? ??????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3824	3842	2871	2135	3680

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3633	3842	2189	1845	3510

Remark : The number of students cannot be more than the number of students present in the school year-wise. For 2019-2020 and 2018-2019, 2015-2016 data is taken from 2.1 - total number of students year-wise

---

4.1.4

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

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

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

Answer before DVV Verification : 142

Answer after DVV Verification: 142

4.1.4.2. Total number of classrooms and seminar halls ?????????? ??????????????????? ???????

Answer before DVV Verification : 269

Answer after DVV Verification: 269

4.1.5	Average percentage of expenditure, excluding salary for infrastructure augmentation during the last five years (INR in Lakhs) ??????? ?????? ??????? ??????? ??? ???????????????????????? ?????? ??????? ???????????? ?????????? (??????) 4.1.5.1. Expenditure for infrastructure augmentation, excluding salary year-wise during the last five years (INR in lakhs) ??????? ?????? ??????? ??????? ??? ???????????????????????? ???? ????? ????????????? (??????) Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>875.39871</td><td>813.16009</td><td>887.60301</td><td>1004.73887</td><td>1593.00368</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>883.87</td><td>825.33</td><td>887.60301</td><td>1004.73887</td><td>1593.00368</td></tr></table> Remark : Revised as per the proofs attached
5.1.3	Number of capability enhancement and development schemes 1. Guidance for competitive examinations 2. Career counselling 3. Softskill development 4. Remedial coaching 5. Language lab 6. Bridge courses 7. Yoga and Meditation 8. Personal counselling

9. Training for deciphering ancient manuscripts

10. Training on Composing Sanskrit Creative poetry and Dramaturgy

11. Shastra Vakyartha Training

12. Proof Reading for Devanagari Texts

13. Spoken Sanskrit Classes

14. Foreign Language Study and Training

15. Training on Vedic Recitation with correct Intonation

16. Training on Karma-Kanda

17. Fine Arts, Performing Arts and Theatre

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

1. ????????????????????? ???? ????????????

2. ??????????????

3. ?????????????????

4. ???????????? ???????????

5. ??????????????

6. ??????????????

7. ???? ?????? ?

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

9. ???????-??????????-??????????????

10. ?????????-??????????????????

11. ???????????/?????????-???????????

12. ????????-??????????????????????????

13. ????????????????????????????

14. ?????????????????

15. ??????? ??????????????????

16. ???????????????????

17. ??????? ??????????? ???????? ??

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

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

5.2.3	Average percentage of students qualifying in state/ national/ international level examinations during the last five years. (eg: NET/ SLET/ TOEFL/ Civil Services/ State government examinations) ??????????????? ?????/???????/????????????????????? ????????? ?????????????? ????????? ?????????? ????????? (???.????-??????-??????-??????????-????????????????????) 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 ??????????????? ?????/???????/???????????-????????? ????????? ??????????????? ????????? ?????????????? (???-????-??????- ??????-?????????-????????????????????) Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
268	150	102	31	40 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
210	150	102	31	35 | 5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years ??????????????? ?????/???????/???????????-????????? ????????? ???? ????????? ????????? ?????????????? (???-????-??????-??????-?????????-????????????????????) Answer before DVV Verification: | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
315	284	137	84	71 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
315	284	137	84	71	 Remark : Duplicate names cannot be considered

5.3.1	Number of awards/ medals for outstanding performance in sports/ cultural activities at State/ national/ international level (award for a team event should be counted as one) during the last five years. ?????????????????? ?????-???????-????????????-???????? ??????-????????????????? ????????????-???????? ????????? ?????????? ????????????/?????? ???????? (????? ????????? ?????????????? ??????) 5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/ national/ international level (award for a team event should be counted as one) year-wise during the last five years ?????????????????? ?????-???????-????????????-???????? ??????-????????????????? ???????????????????????? ????????? ?????????? ????????????/?????? ?????????????? (????? ????????? ?????????????? ??????) Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>27</td><td>17</td><td>6</td><td>15</td><td>3</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>14</td><td>19</td><td>16</td><td>5</td><td>13</td></tr></table>
5.3.3	Average number of sports and cultural activities / competitions organised at the institution level per year. ?????????? ??????? ?????????? ??????-??????????????????? / ?????????? ?????????? ????????? 5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years ?????????????????? ?????????? ??????-??????????????????/ ?????????? ?????????????? Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>22</td><td>28</td><td>26</td><td>18</td><td>14</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>17</td><td>28</td><td>26</td><td>15</td><td>16</td></tr></table>

5.4.2	Alumni contribution during the last five years (Amount in Rupees)
	
	?????????????????? ????????????????? ????????? ???????? ???????- (?????????)
	
	   Answer before DVV Verification : A. ? 1.00 Lakhs (?. ? 1.00 ??????)
	   Answer After DVV Verification: A. ? 1.00 Lakhs (?. ? 1.00 ??????)

5.4.3	Number of Alumni Association/ Chapters meetings held during the last five years.
	??????????????? ?????????????????? ?????????? ???????-
	5.4.3.1. Number of Alumni Association/ Chapters meetings held year-wise during the last five years ??????????????? ?????????????????? ?????????? ??????????????????
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	19	7	6	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	19	7	6	7

6.3.2	Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years
	??????????????? ???????????/??????????? ?????????, ?????????????????? ?????????????????????? ????????????? ???????????? ??????????? ???????? ??????????
	6.3.2.1. Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies year-wise during the last five years ??????????????? ???????????/ ??????????? ?????????, ?????????????????? ?????????????????????? ????????????? ???????????? ??????????? ??????????????????
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	8	8	13	14

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	7	8	11	12

6.3.3	Average number of professional development / administrative training Programmes organized by the university for teaching and non teaching staff during the last five years.
	??????????????? ?????????? ???????????????, ??????????????????? ????????????????????????? ?????????????? ?????????? ???????????
	6.3.3.1. Total number of professional development / administrative training Programmes organized by the Institution for teaching and non teaching staff year-wise during the last five years ??????????????? ?????????? ???????????????, ??????????????????? ????????????????????????? ?????????????? ??????????? ????????????? ???????????
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28	33	38	21	24

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	8	1	2

| 6.3.4 | Average percentage of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
39	47	12	12	23

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
31	31	8	8	15	

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

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

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

Answer before DVV Verification: |

2019-20	2018-19	2017-18	2016-17	2015-16
33	0	0	0	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
33	0	15.10	0	6

6.5.3	Number of quality initiatives by IQAC for promoting quality culture per year
	??????????? ?????????????????????????????? ??????????????????????????? ????????? ???????????????? ???????
	6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years ??????????? ?????????????????????????????? (?. ??. ?. ??.) ??????????????????????????????????? ??????????????? ??????????????? ???????
	Answer before DVV Verification:
	<table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>14</td><td>20</td><td>9</td><td>4</td><td>4</td></tr></table>
	Answer After DVV Verification :
	<table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>9</td><td>6</td><td>1</td><td>1</td><td>1</td></tr></table>
	Remark : Only quality initiatives considered
6.5.4	Quality assurance initiatives of the institution include:
	1. Regular meeting of Internal Quality Assurance Cell (IQAC);
	2. Timely submission of Annual Quality Assurance Report (AQAR) to NAAC
	3. Academic Administrative Audit (AAA) and initiation of follow up action
	4. Participation in NIRF
	5. UGC Recognition for any other Academic Excellence or any other quality audit recognized by state, national agencies.
	????????? ??????????????????????? ??????????? ????? -
	1. ?.??.?.?????????? ??????????????,

2. ??.??.???.?????? ????? ??????????????????????????????????????? ?

3. ???????? ??????????? ?????????, ?????????????????????? ?

4. ????????????????????????????????????? ????????? ?

5. ??????????????????????????? ?????????????? ?? ????? ?????????????? ???? ???????/????? ???????? ?????????????? ????? ????????????????????

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

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

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

   7.1.1.1. Number of gender equity promotion Programmes organized by the institution year-wise during the last five years ??????????????? ??????? ????????????? ????????? ?????????????? ????????????? ??????????????
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	9	7	6	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	9	7	6	3

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

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

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	14	8	2	18

Answer After DVV Verification :

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

      24-06-2021 11:39:05

7	14	8	2	18

7.1.10	Number of initiatives taken to engage with and contribute to local community during the last five years (Not mentioned elsewhere) ??????????????? ?????????????? ?????????????????, ??????? ?????? ? ????????????? ?????????? ??????? (??????? ??????????????) 7.1.10.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years ?????????????? ????????????? ??????????????????, ??????? ?????? ? ????????????? ????????? ?????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	9	5	1	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
21	9	5	1	5

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of outgoing / final year students year-wise during the last five years ??????????????? ???????????? ????????? ?????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1349	1477	1462	1571	1297

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1335	1477	1460	1571	1297

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
152	173	177	181	180

Answer After DVV Verification:

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

24-06-2021 11:39:06

164	173	177	181	180

24-06-2021 11:39:06