

Department of Sanskrit
University of Delhi

ATR (Action taken report) on IQAC 2025

Based on the data provided by the Central IQAC, the Departmental IQAC Committee offers the following suggestions in reference to the detailed action notes presented theme-wise. The Committee has thoroughly reviewed the consolidated Action Taken Report (ATR) and identified key areas for improvement. Accordingly, the following department-level measures are proposed to ensure effective implementation of the quality enhancement recommendations:

I. Academic Content Delivery

It has been observed that the students across various programmes have expressed a strong preference for more experiential learning opportunities that bridge theoretical knowledge with real-world applications. In light of the student feedback gathered during the recent review process, the Departmental IQAC proposes the following actionable suggestions to enrich academic content delivery through the integration of hands-on and applied components into the existing curriculum:

I. Introduction of Field-Based Assignments

Incorporate subject-relevant fieldwork or educational site visits as part of internal assessments, allowing students to directly engage with real-life contexts (as per the requirement of course).

II. Project-Based Learning Modules

Assign individual or group research/practical projects within core courses to foster analytical thinking, problem-solving, and applied knowledge.

III. Community Engagement Initiatives

Encourage students to undertake community-based tasks such as awareness drives, IKS related topics, Sanskrit language teaching, Enculturation of youngsters especially in the courses related to ethics, culture, or environmental studies.

IV. Collaborations with External Experts

Conduct workshops, guest lectures, and interactive sessions with professionals, industry experts, and scholars to provide interdisciplinary and real-world insights.

V. Student Presentations and Peer Learning

Implement structured peer presentations and discussions under faculty guidance to enhance communication skills and promote collaborative learning.

VI. Documentation and Reflective Practices

Encourage students to maintain field diaries or reflective journals to document their learning experiences and relate them to academic concepts.

These initiatives aim to make the curriculum more dynamic, participatory, and aligned with contemporary educational standards and learner expectations.

2. Assessment Transparency: Suggestions from the Departmental IQAC for Enhancing the Assessment System:

I. Mandatory Use of Rubrics:

A standardized rubric for internal evaluation is prepared across the department. All faculty members use a predefined assessment rubric for each component of internal evaluation—such as assignments, presentations, and projects—and share it with students in advance (To be completed by during 2025-2026).

II. Pre-Assessment Student Orientation:

An Assessment Orientation Session is organized at the beginning of each

semester to clearly explain the evaluation criteria, expectations, and rubrics to the students.

III. Double Evaluation or Cross-Checking:

In cases of any ambiguity in assessment, a mechanism for cross-evaluation or review by a second faculty member is practiced ensuring fairness and impartiality.

IV. Feedback-Based Assessment:

Instead of assigning only marks or grades, faculty members provide brief oral feedback to help students understand their mistakes and identify areas for improvement.

V. Semester-End Peer Review Audit:

A Peer Review Audit Committee should be constituted at the end of each semester to randomly review evaluated answer scripts, project reports, or grade entries to ensure transparency, consistency, and objectivity in the assessment process.

VI. E-Assessment Tracking System:

A digital record or tracking system of internal assessments should be maintained at the departmental level. This will allow students to request reviews or seek clarification when necessary.

VII. Assessment Policy Document:

A comprehensive Departmental Assessment Policy Document has been prepared and made accessible to all stakeholders. The Document clearly outlines the procedures, criteria, and protocols for all forms of evaluation, including provisions for re-evaluation.

The Convenor of the Internal and Semester evaluation Committee is authorized to get these recommendations implemented effectively with immediate effect.

3. Digital Access:

I. Mandatory Upload of Structured Lecture Materials:

- All faculty members will be directed to upload structured and topic-wise lecture materials, including PowerPoint presentations, reading lists, handouts, notes, and relevant reference links, on the departmental website or LMS (Learning Management System) in a timely and sequential manner from the coming semester.
- Materials will be uploaded at least one week prior to internal assessments and updated periodically.
- A uniform format or template may be prescribed to ensure consistency across departments (e.g., module-wise headings, learning objectives, keywords).

II. Appointment of a Digital Content Coordinator:

- The website convener may be officially appointed from among the faculty to:
 - **Monitor** the regularity, quality, and completeness of the uploaded materials.
 - Maintain a **monthly log sheet** or status report of faculty uploads.
 - Serve as a point of contact for students in case of access-related issues.
 - Liaise with the department's web team or IT support for technical facilitation.

III. Creation of a Centralized Digital Repository:

- A centralized, easily navigable "**Lecture Resource Repository**" will be created on the departmental website, categorized by:
 - Programme (e.g. M.A., Ph.D. Coursework)
 - Semester/course
- This will allow students to access all relevant materials in one place, thereby supporting **inclusive and remote learning**.

IV. Periodic Review and Update Mechanism:

- A **bi-monthly review** may be conducted by the IQAC or the coordinator to ensure that content is up-to-date.
- Faculty members will be encouraged to **incorporate updates** based on curriculum changes, student feedback, or newly available academic resources.

V. Accessibility and Format Compliance:

- Faculty will be sensitized to prepare content that adheres to **digital accessibility standards**, including:
 - PDF and DOC formats for mobile compatibility.
 - Use of headings, bullet points, and readable font.
 - Alt-text for images and diagrams (where possible).

VI. Digital Training and Support for Faculty:

- Short workshops or refresher sessions will be organized for faculty on:
 - Content digitization and structuring.
 - Use of LMS platforms (In case the DUCC provides the facility on the lines of DU SOL LMS/PRAGYANLMS).

4. Career and Placement Support:

- A **Placement Coordination Team** may be activated within the department to liaise with the Central Placement Cell.
- Regular organization of guest lectures, resume-building sessions, and pre-placement orientations may be ensured.

5. Hostel Services:

- Hygiene and internet connectivity issues raised by students should be promptly communicated to the **Warden and Proctor's Office**.

- Bi-monthly inspections and regular review of student feedback (via a suggestion box) may be conducted.

6. Physical Infrastructure:

- Issues related to washroom cleanliness and water availability will be escalated to the **Estate Section**.
- A **weekly inspection committee** may be formed to supervise maintenance and cleanliness.

7. Employability and Soft Skills:

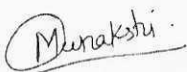
- From July 2025 onward, workshops on **communication skills, teamwork, and entrepreneurship** may be organized.
- Collaborations may be established with NGOs and parallel institutions for faculty and student development.

8. Feedback Acknowledgement:

- This **Action Taken Report** will be formally presented to students through the institutional website.

Conclusion:

The above proposals are in line with the **quality benchmarks prescribed by NAAC and IQAC** and aim to foster a more responsive, participatory, and accountable academic environment. We respectfully request that necessary directions be issued to faculty members to initiate the implementation of these suggestions in a phased and coordinated manner.



Dr Meenakshi
Convener Departmental IQAC committee
Department of Sanskrit
University of Delhi


प्रो. भारतेन्दु पाण्डेय
Prof. BHARTENDU PANDEY
अध्यक्ष/Head
संस्कृत विभाग, दिल्ली विश्वविद्यालय
Department of Sanskrit University of Delhi