



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**GOVT DEGREE COLLEGE FOR WOMEN SOPORE**

**NOWPORA KALLAN SOPORE**

**193201**

**gdcwsopore.com**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The foundation stone of the college was laid in the year 2005 by Hon'ble Minister for Education, J&K Government Late Dr. Ghulam Nabi Lone at Nowpora Kalan, Sopore under the PM's reconstruction programme. The academic session started in 2006 in a building provided by Government Degree College for boys Sopore. Later in the year 2010 the college was shifted to the actual campus at Nowpora Kallan which is spread over an area of 106 Kanals, in a lush green environment and peaceful area. The college stands affiliated to the University of Kashmir, Srinagar and recognized under 2(f) and 12(b) of UGC Act 1956.

The college infrastructure has developed to a large extent and in this direction construction of 8 room lecture hall block and Library hall is carried presently. The college represents a perfect platform for the student personality development. Besides regular academic transaction, the college encourages participation of students in various seminars, debates, conferences and value based programmes in order to develop their physical, moral, aesthetic and ethical dimensions. In order to encourage budding writers to express their creative abilities, the college every year publishes college newsletter and the college magazine "Mehak". The college offers a three year graduate programme in Arts, Science, Computer Application and BCA. All these programmes are run by academicians having considerable potential and teaching experience. Dr. Ab Majid Dar who took over as principal of the college in October 2017 is striving hard to lead the college towards path of development and excellence.

The college is located near the Asia's largest fruit mandi in (apple town) sopore. So far as the absolute location of the college is concerned it is located at 34° 17' 16" N Latitude and 74° 26' 09" E Longitude with an elevation of 1584 meter above mean sea level. The college possesses a peaceful atmosphere being located at a distance of 02 km from the main Sopore town and it provides a conducive environment for active pedagogy. This intern can infuse sense of competition and scientific temperament among the enrolled students of the college.

### Vision

- **To enable all the stake holders to explore their hidden potential to the fullest and to chisel them into scholars of head and heart.**
- **To stir curious brains to action and to provide a congenial atmosphere for experimentation to come out with the new vistas of knowledge to meet the global challenges.**
- **To foster independent thinking and to inculcate such morals and social values so as to make our society a better place to live in.**

### Mission

**To strive to make it an institution of academic excellence to meet the global challenges and to make it a fortress for women emancipation and empowerment ensuring at the same time the preservation of our ethical and cultural values.**

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

### Institutional Strength

1. The institution is situated in the outskirts (02 kilometer) away from main town. The serene, hassle free, pollution free countryside environment is highly favorable for conducting the academic business.
2. The college is well connected with nook and corner of the town and its adjoining areas through broad black topped roads.
3. An area of 106 Kanals of land is available to the college.
4. The college is only Women College within the radius of 20 Kms that envisages for empowering girl students by exposing and nurturing their hidden talents and potentials.

### Institutional Weakness

1. The Poor public transport facility hurt girl students both physically and emotionally.
2. Insufficient lecture halls and lack of auditorium constraints college administration for introducing new subjects and to carry debates, seminars, workshops and other co-curricular activities.
3. Sports facilities are minimal.
4. Roads within Campus are neither demarcated properly nor black topped.
5. Development of lawns and parks are yet to be developed.

### Institutional Opportunity

1. There is an ample opportunity to expand the basic infrastructure to the level of transforming this college as “Model Women College”.
2. The introduction of girl student friendly Professional subjects and courses like BCA, Home science, Food Technology, B.Sc. Nursing, Fashion Designing, Art and handicraft, Bachelors of Education (B.Ed) can prove beneficial.
3. Professional Certificate Courses in Computer Applications, DTP, Android Programming, Tally (GST), Bee Keeping, Disaster Management, Elementary Teacher Education, Travel and Tour operations can be started with existing infrastructure.
4. 8 room lecture hall block (under construction) can open the opportunity to introduce more subjects.

### Institutional Challenge

1. Albeit well road connectivity, lack of public transport facility can cause threat to speedy growth of student enrollment.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

From 2006 the college has been discharging its academic obligations towards society. The college magazine, the college prospectus, college newsletter, and college website, has proved instrumental in communicating the vision and mission to the stakeholders. Besides these, organizing debates, seminars, quiz programmes on

various issues serve as a sense of information for dissemination of knowledge. The highly dynamic, dedicated and diligent faculty of the college put in their best efforts in providing quality education to the students resulting in their physical, intellectual, aesthetic and spiritual growth in a harmonious manner. The college makes use of action plans for effective and fruitful implementation of the curriculum which is devised by the Kashmir University to which the college is affiliated.

### **Teaching-learning and Evaluation**

The college principal in consultation with the admission committee, career counseling cell and HOD's of various departments notify the admission procedure to be followed by the stakeholders at the time of admission in already existing streams through college website. In order to make students familiar with the subject combination, fee structure, general code of conduct and the student centric facilities, the college publishes prospectus every year. The admission process is carried out in accordance with the rules and regulations as laid down by the state government and affiliating university. Students having less than 45% marks cannot be admitted in science. However, students belonging to reserved category can take the benefit of 5% relaxation in marks at the time of admission. The college follows an annual academic calendar (prepared in consultation with the academic calendar of affiliated university ) for carrying out various co-curricular activities which is devised prior to the commencement of academic session. The teaching learning process of the college is improved by provision of computers, internet facility, audio visual aids, by organizing educational and subject tours and by obtaining feedback from the students pertaining to teachers. In order to bring into limelight the hidden characteristics of the students, the college frequently organize various types of academic and cultural events like symposia, drama and debates etc.

Since examination is conducted by the affiliated university, the principal of the college in consultation with the examination convener assigns duty to the teaching and non teaching staff for fair and smooth conduct of the examinations, internals, practical's, assignments and projects.

### **Research, Innovations and Extension**

Being the undergraduate college there is no provision for research component but the faculty members can act as co-supervisors for the research scholars who are registered in different universities. Some of our faculty members have acted/acting as guides to various research scholars. The students are encouraged to pay visit to various research projects and to have interaction with the eminent researchers and scholars in order to get first hand information and to create scientific temperament among them. In order to disseminate information about various NSS and sports activities, seminars, conferences, tours and examinations, the college has launched a website [gdcwsopore.com](http://gdcwsopore.com). The website has proved instrumental in providing up-to-date information to the stakeholders.

### **Infrastructure and Learning Resources**

For up-gradation and enrichment of the infrastructure, the college is funded by the state government J&K. Presently the college has 7 classrooms, 1 smart classroom with ICT facility, 8 labs(02 with ICT facility) , a library and a reading room. While the existing infrastructure is being upgraded and improved with latest technology, the proposals for initiating new works are being submitted to the concerned departments. Steps for modernizing various laboratories are taken to make them more attractive and student centric.

## **Student Support and Progression**

Education, the tripolar process between teacher, taught and environment is carried out in an effective manner with the support of parents. Strenuous efforts are being put by the faculty members for overall personality development of the students. For achieving balanced growth the students are involved in various curricular and co-curricular activities. The college provides purified drinking water facility, clean sanitary, and light food (from college canteen) to the students and staff. The college also provides transport facility to the needy students coming from far flung areas at lowest possible bus fare. The college also provides Xerox facility to the students and the college has developed one dispensary room to benefit the girl students.

## **Governance, Leadership and Management**

The college management is headed by the worthy principal and carried by his effective involvement. The worthy principal of the institution along with the college staff work for the effective implementation of plans, policies and methodology undertaken. Regular meetings are held for successful execution and completion of curricular and co-curricular activities. As per UGC norms an IQAC cell has been framed in 2016 to look after the overall development of the college in all its spheres. The worthy principal of the college is chairman of IQAC. Besides maintaining and evaluating the overall functioning of the college, it collects feedback from various quarters for making improvement in the academic atmosphere of the institution. In order to remain aware of the progress an academic front “Academic Audit” is conducted annually. Teachers are encouraged and persuaded to participate in academic conferences, seminars, work shops in order to improve the quality of teaching-learning process. The faculty makes untiring efforts to provide the qualitative education for the students.

## **Institutional Values and Best Practices**

The college makes rigorous efforts to improve the green cover of the college campus. The two vibrant N.S.S wings of the college in collaboration with Botany Department and Environment Science Department undertakes various initiatives for promoting eco friendly atmosphere in the campus. Every year in the month of June “World Environmental Week” is celebrated with great zeal and zest. During the spring season number of ornamental plants and saplings are planted in the campus. A piece of land earmarked for botanical garden for which a standard proposal worth 81 lakh has been submitted. Various programmes like inter college seminars, debates, symposia and green marches are organized to create environmental awareness among the stakeholders as well as the inhabitants of the vicinity. To keep the college campus clean, good number of dustbins have been installed at appropriate places. The piled up bio-degradable waste material is then dumped in a dumping pit which can be used as manure for the plants later on.

In order to minimize the carbon emissions, the tradition of using coal (fossil fuel) is replaced with gas heaters and firewood during the winter season. To sensitize the students about conducive environment use of banners reflecting different slogans and messages at prominent places has been made. Daan Utsav (i.e, joy of giving week) was celebrated in the college to encourage the spirit of donation among the students as well as the staff. The students and the faculty actively participated in the utsav to help the financially weaker students of the college. One day seminar on “Swachh Bharat” summer internship campaign was organized by the N.S.S wing in which locally available eminent personalities were invited to address the N.S.S volunteers on the various issues of swachhta. A Government Middle School namely “ChakRodi Khan, Sopore” has been adopted

by the college. Most of the students pursuing education in this school are poor and orphans. The volunteers have made all possible efforts to empower the poor, orphan and physically disabled students financially as well as by donating basic items used for sanitation. They also distribute hygienic eatables among these economically/physically challenged students.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | GOVT DEGREE COLLEGE FOR WOMEN SOPORE               |
| Address                         | Nowpora Kallan Sopore                              |
| City                            | BARAMULLA  |
| State                           | Jammu And Kashmir                                  |
| Pin                             | 193201   |
| Website                         | <a href="http://gdcwsopore.com">gdcwsopore.com</a> |

| Contacts for Communication |                 |                         |            |     |                          |
|----------------------------|-----------------|-------------------------|------------|-----|--------------------------|
| Designation                | Name            | Telephone with STD Code | Mobile     | Fax | Email                    |
| Principal                  | Abdul Majid Dar | 01954-225046            | 9419052746 | -   | gdcwsopore@gmail.com     |
| IQAC Coordinator           | Mohi ud Din     | 01954-220079            | 9419075818 | -   | mohiuddinbot@yahoo.co.in |

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

| Type of Institution |           |
|---------------------|-----------|
| By Gender           | For Women |
| By Shift            | Regular   |

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

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 01-01-2005 |

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

| State             | University name       | Document                      |
|-------------------|-----------------------|-------------------------------|
| Jammu And Kashmir | University of Kashmir | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 13-04-2011 | <a href="#">View Document</a> |
| 12B of UGC    | 13-04-2011 | <a href="#">View Document</a> |

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

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

**Details of autonomy**

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

**Recognitions**

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



| <b>Location and Area of Campus</b> |                       |                  |                             |                                 |
|------------------------------------|-----------------------|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>        | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Nowpora Kallan Sopore | Urban            | 13.25                       | 3009                            |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Computer Applications        | 36                        | Intermediate               | English                      | 240                        | 35                             |
| UG  | BCA,Computer Applications       | 36                        | Intermediate               | English                      | 90                         | 25                             |
| UG  | BA,Arabic                       | 36                        | Intermediate               | Urdu                         | 90                         | 33                             |
| UG  | BSc,Botany                      | 36                        | Intermediate               | English                      | 240                        | 89                             |
| UG  | BSc,Chemistry                   | 36                        | Intermediate               | English                      | 240                        | 76                             |
| UG  | BA,English                      | 36                        | Intermediate               | English                      | 800                        | 690                            |
| UG  | BA,Geography                    | 36                        | Intermediate               | English                      | 90                         | 79                             |
| UG  | BA,History                      | 36                        | Intermediate               | English                      | 300                        | 84                             |
| UG  | BSc,Home Science                | 36                        | Intermediate               | English                      | 90                         | 67                             |
| UG  | BA,Islamic Studies              | 36                        | Intermediate               | English                      | 300                        | 85                             |
| UG  | BA,Kashmiri                     | 36                        | Intermediate               | Kashmiri                     | 100                        | 30                             |
| UG  | BA,Political Science            | 36                        | Intermediate               | English                      | 300                        | 68                             |
| UG  | BSc,Physics                     | 36                        | Intermediate               | English                      | 240                        | 18                             |
| UG  | BA,Psychology                   | 36                        | Intermediate               | English                      | 300                        | 115                            |

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|    |                          |    |              |         |     |     |
|----|--------------------------|----|--------------|---------|-----|-----|
|    | gy                       |    |              |         |     |     |
| UG | BA,Philosophy            | 36 | Intermediate | English | 100 | 15  |
| UG | BA,Sociology             | 36 | Intermediate | English | 300 | 169 |
| UG | BA,Travel And Tourism    | 36 | Intermediate | English | 90  | 22  |
| UG | BA,Urdu                  | 36 | Intermediate | Urdu    | 300 | 83  |
| UG | BSc,Zoology              | 36 | Intermediate | English | 240 | 108 |
| UG | BSc,Mathematics          | 36 | Intermediate | English | 100 | 30  |
| UG | BA,Environmental Science | 36 | Intermediate | English | 800 | 272 |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 1                |        |        |       | 1                          |        |        |       | 21                         |        |        |       |
| Recruited   | 1                | 0      | 0      | 1     | 0                          | 1      | 0      | 1     | 10                         | 2      | 0      | 12    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 9                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 18           |
| Recruited   | 8           | 3             | 0             | 11           |
| Yet to Recruit  |             |               |               | 7            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

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

### **Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 1                | 0      | 0      | 0                          | 0      | 0      | 3                          | 2      | 0      | 6            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 3                          | 0      | 0      | 3            |
| PG                           | 0                | 0      | 0      | 0                          | 1      | 0      | 5                          | 0      | 0      | 6            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 8                          | 2      | 0      | 10           |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 6                          | 1      | 0      | 7            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 7                          | 2      | 0      | 9            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 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            |

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

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

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG               | Male   | 0  | 0                                 | 0                   | 0                       | 0            |
|                  | Female | 785  | 0                                 | 0                   | 0                       | 785          |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |

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

| <b>Programme</b> |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
|------------------|--------|---------------|---------------|---------------|---------------|
| SC               | Male   | 0             | 0             | 0             | 0             |
|                  | Female | 0             | 0             | 0             | 0             |
|                  | Others | 0             | 0             | 0             | 0             |
| ST               | Male   | 0             | 0             | 0             | 0             |
|                  | Female | 0             | 0             | 0             | 0             |
|                  | Others | 0             | 0             | 0             | 0             |
| OBC              | Male   | 0             | 0             | 0             | 0             |
|                  | Female | 0             | 0             | 0             | 0             |
|                  | Others | 0             | 0             | 0             | 0             |
| General          | Male   | 0             | 0             | 0             | 0             |
|                  | Female | 231           | 307           | 308           | 257           |
|                  | Others | 0             | 0             | 0             | 0             |
| Others           | Male   | 0             | 0             | 0             | 0             |
|                  | Female | 0             | 0             | 0             | 0             |
|                  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>     |        | <b>231</b>    | <b>307</b>    | <b>308</b>    | <b>257</b>    |

### 3. Extended Profile

#### 3.1 Program

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

Response: 276

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 24      | 24      | 24      | 24      | 19      |

#### 3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 785     | 657     | 602     | 606     | 608     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 200     | 200     | 200     | 200     | 200     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 314     | 91      | 194     | 185     | 191     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

### 3.3 Teachers

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 41      | 45      | 35      | 34      | 38      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 22      | 22      | 22      | 22      | 22      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 9**

#### Number of computers

**Response: 60**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 335.673 | 234.02  | 155.91  | 96.565  | 110.31  |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

The Govt Degree College for Women, Sopore is affiliated to the university of Kashmir and follows the university prescribed curriculum. The institution ensures effective curriculum through a well planned and documented processes including:

- An Annual academic calendar is prescribed according to the university calendar prior to the commencement of the academic year published in the college prospectus and is displayed on the notice board and college website.
- Conduct of theory and practical classes according to the time table prepared prior to the commencement of the academic semester by the time table committee and is displayed on notice boards and college website.
- Syllabus of each subject for the academic semester is provided to the teaching faculty and students.
- Departments also maintain separate time tables.
- ICT is used along with conventional classroom teaching to make the teaching learning processes more effective and learner centric.
- Classroom teaching is supplemented with workshops, seminars, special lectures, Internships, group discussions, tutorials, documentary screenings, projects, paper presentation by students, group assignments, term papers, classroom tests, educational tours, field trips, industrial visits, university visits all of which are undertaken in a planned manner by the help of subject tour committee and cultural and debate committee..
- The college library provides necessary learning resources to the students and teachers for effective delivery of curriculum.
- All examinations like class tests, internal assignments, student presentations are conducted to check the proficiency of students at various stages in acquiring knowledge.
- Remedial classes are conducted for low achievers.
- In order to ensure regularity and punctuality of the students, attendance registers are duly maintained.
- The college encourages faculty members to attend Orientation/Refresher Courses/Workshops and present papers in seminars conducted by Kashmir University and other state and central universities in acquiring necessary skills for effective delivery of curriculum. Photocopies of the certificates of the undertaken are provided by Faculty members to IQAC for documentation.

##### 1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

##### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 0       |

| File Description                            | Document                      |
|---|-------------------------------|
| Details of the certificate/Diploma programs | <a href="#">View Document</a> |

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 25.91

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2       | 3       | 2       | 3       | 0       |

| File Description                                       | Document                      |
|--|-------------------------------|
| Details of participation of teachers in various bodies | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**

**Response:** 16.67

1.2.1.1 How many new courses are introduced within the last five years

Response: 4

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Details of the new courses introduced | <a href="#">View Document</a> |

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**

**Response:** 100

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

Response: 24

| File Description                                  | Document                      |
|---|-------------------------------|
| Name of the programs in which CBCS is implemented | <a href="#">View Document</a> |

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

Response: 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | <a href="#">View Document</a> |

### 1.3 Curriculum Enrichment

**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum**

Response:

For addressing gender, environment, sustainability, human values and professional ethics, the college offers one compulsory, one stream and 03 ability enhancement skill courses for the students. All the courses are affiliated to the University of Kashmir, J&K. These important courses include:

- **Gender Sensitization** as a Skill Enhancement course is offered in IV semester for all the students of UG courses.
- **Human Rights in Islam** as a Skill Enhancement course is offered in III semester for all the students of UG courses.
- **Renewable Energy and Energy Harvesting** as a Skill Enhancement course is offered in III semester for all the students of UG courses.

## Compulsory UG Course

- **Environmental Studies**

This compulsory course is offered for all the UG students. It consists of 04 Credits(90 marks) and includes the following hotspots in its curricula.

1. Fundamentals of environment
2. Nature and natural Resources
3. Ecosystem
4. Population and environment
5. Biodiversity and conservation
6. Pollution and control
7. Energy resources
8. Environment and public health
9. Waste management
10. Environmental policies and issues
11. Environmental Ethics

**Gender related topics** are included in the syllabus of different core subjects offered by the college:

- **Sociology Core UG Subject** (Gender discrimination, Gender inequality, gender roles, gender socialization, sexual harassment, domestic violence, constitutional and legal provisions for protection of women in IV semester )
  - **Education Core UG Subject** (Semester 1 Social issues, Gender discrimination).
  - **Home Science** as a stream is offered for under graduate courses.
  - **Home Science** – It is also offered as an Undergraduate core subject in BA/ BSC/ BSC Non-Medical courses. These courses cover a large spectrum of women related programmes like women empowerment policies, gender development and violence against women.
- **Human Rights is also taught in** Political science I and III semesters.

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

|   |                               |
|---|-------------------------------|
| <b>Response: 19</b>   |                               |
| 1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years |                               |
| Response: 19  |                               |
| <b>File Description</b>   | <b>Document</b>               |
| Details of the value-added courses imparting transferable and life skills                                       | <a href="#">View Document</a> |

|  |                               |
|--|-------------------------------|
| <b>1.3.3 Percentage of students undertaking field projects / internships</b> |                               |
| <b>Response: 8.41</b>  |                               |
| 1.3.3.1 Number of students undertaking field projects or internships         |                               |
| Response: 66   |                               |
| <b>File Description</b>  | <b>Document</b>               |
| Institutional data in prescribed format                                      | <a href="#">View Document</a> |

## 1.4 Feedback System

|   |
|---|
| <p><b>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</b></p> <p><b>A. Any 4 of the above</b></p> <p><b>B. Any 3 of the above</b></p> <p><b>C. Any 2 of the above</b></p> <p><b>D. Any 1 of the above</b></p> <p><b>Response: C. Any 2 of the above</b></p> |
| <p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>A. Feedback collected, analysed and action taken and feedback available on website</b></p> <p><b>B. Feedback collected, analysed and action has been taken</b></p> <p><b>C. Feedback collected and analysed</b></p> <p><b>D. Feedback collected</b></p>                           |

**Response:** C. Feedback collected and analysed

NAAC

## 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

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                              | Document                      |
|---|-------------------------------|
| List of students (other states and countries) | <a href="#">View Document</a> |
| Institutional data in prescribed format       | <a href="#">View Document</a> |

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 60.49

##### 2.1.2.1 Number of students admitted year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 785     | 649     | 711     | 557     | 608     |

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1124    | 1124    | 1124    | 1124    | 980     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response: 11.6**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 35      | 0       | 81      | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

The college admits students from various socio-economic backgrounds. The college conducts every possible measure to assess the learning levels of its students. The students are counseled, guided and oriented at the time of admission to make them aware about the course, mode of internal assessment, external assessment, curricular and co-curricular activities, rules and regulations of the institution as well as facilities available in the college. The list of courses, curricular and co-curricular activities, rules and regulations, facilities available etc are also published in the college prospectus which is provided to the students before the beginning of academic sessions.

At the beginning of each course teachers assess the learning levels of the students in the class, their knowledge about the course and accordingly special programmes for advanced learners and slow learners are planned. Remedial and extra classes are conducted for advanced and slow learners. After the completion of syllabus, subject classes are also repeated for slow learners and late admissions.

In the CBCS system, students are required to select course subjects based on their core competence, aptitude and skills. The teachers from all departments counsel the students regarding the scope of different courses being offered as well as provide guidance in relation to the student's aptitude and competence. Opportunity is also given to the students for changing their options if they are not able to cope with the courses they selected.

Teachers remain available in college to clear the doubts and counsel the students even on a one to one basis. Advanced learners are encouraged to become class mentors.

Extension lectures and exposure visits to different colleges, industrial units, power projects, archeological sites, diversity rich areas, geographical sites etc and universities are regularly conducted.

Students are also motivated to qualify competitive examinations through special lectures and one to one

counseling. College also has a good number of books for competitive examinations and during 2017 books worth rupees 5 lakh were purchased for the same.

### 2.2.2 Student - Full time teacher ratio

**Response:** 19.15

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.51

#### 2.2.3.1 Number of differently abled students on rolls

Response: 4

| File Description                        | Document                      |
|---|-------------------------------|
| List of students(differently abled)     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

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

**Response:**

Govt. Degree College for women, Sopore always encourage student-centric learning through various methods such as brain storming group discussions, quiz competitions, presentations and project work in participative learning and problem solving methodologies. Regular participative activities viz., group discussions, projects, field visits, educational tours, seminars, extension lectures are organized in the college and the students actively participate in these activities within and outside the college. Students are given individual projects and class assignments for focusing on self study and to encourage independent learning. Different student support systems are available in the college like Library, Computer Lab, Reading Room, ICT based classrooms (Smart Classrooms). Students are trained for Basic Life skills such as First Aid, Self Defense, Swach Bharat Summer Internships, and Personal Hygiene and Sanitation.

The valley is in turmoil for the last thirty years and the generation of students that is presently admitted in the colleges have virtually seen the unfavorable conditions during their entire life. A back burning tension always hurdles their future dreams and aspirations. In order to ease and ward off attention from the ongoing turmoil in the valley more and more students are engaged in curricular, co-curricular and sports activities. The department of sports and personal efforts of the principal motivate girl students to get engaged in various sports activities and showed the positive outcome as:



1. Incidence of strike, stone pelting by the students never happened in this college.
2. This year three students of the college (2 in Cricket and 1 in Badminton) got selected for Inter-university tournaments.
3. One student has been selected in volleyball for national level competition.

Most of the students belong to lower socio-economic strata of population and majority of them belong to rural areas. In such areas the awareness about personal hygiene, cleanliness and sanitation is minimal. To inculcate personal hygienic habit in girl students regular Personal hygiene awareness camps are organized in the college. Govt. Health department is also involved in these camps where lady doctors are made available for interaction with girl students and good healthy personal hygienic practices are emphasized. The Head of the department of Psychology (Female professor) is made incharge for the same. Necessary sanitary and cleaning material is also provided to the students free of cost.

The girl students mostly feel shy and suppressed to utter their grievances and suggestions.

Principal, senior faculty members, N.S.S officers interact with students at playground, parks, classrooms and make the students feel at ease to interact on different facets of their curricular and co-curricular activities.

Students are encouraged to perform social services through college NSS Wings. The College has 2 Units of NSS (National Social Service) with an enrolment of more than 200 volunteers. NSS Units organize different social services in adjoining areas and encourage volunteers to actively participate in these activities.

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

**Response:** 60.98

#### **2.3.2.1 Number of teachers using ICT**

**Response:** 25

| <b>File Description</b>                   | <b>Document</b>               |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | <a href="#">View Document</a> |

### **2.3.3 Ratio of students to mentor for academic and stress related issues**

**Response:** 32.71

#### **2.3.3.1 Number of mentors**

**Response:** 24

### 2.3.4 Innovation and creativity in teaching-learning

#### Response:

- We believe that use of modern electronic gadgets and information technology can be a booster to march in leaps and a bound as per quality education is concerned. To take education delivery at par with the advanced institution, the teachers are encouraged to use power point presentations, audio visual lectures concerning their topic. The college is having 3 ICT enabled classrooms (Smart classrooms) and 2 Mobile LCD Projectors. In order to augment this facility, the college expects donation of 04 to 05 LCD projectors from J&K Bank under CSR (Corporate Social Responsibility) initiative.
- In order to prepare students for the competitive examinations some of the teachers earmark important areas of curriculum during their lecture delivery. Stress is given for thorough understanding of these areas of curriculum.
- Subject tours are often conducted to expose students for more understanding and involvement. The education tours for the subject of Botany, Zoology, Geography, Psychology, Physics, Chemistry, History, Tourism etc. bear testimony to this teaching-learning method.
- Mentoring system of students is adopted to listen, address and discuss the academic difficulties and to figure out remedial measures.
- The important academic related material (Printed and/or Soft copies) is provided to the students through mentors wherever required.

## 2.4 Teacher Profile and Quality

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

**Response:** 175.45

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI  | <a href="#">View Document</a> |

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 19.3

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8       | 8       | 8       | 7       | 6       |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 17.32

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

Response: 710

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 2.4.4 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:** 0

#### 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

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

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

#### Response:

The University of Kashmir, to which the college is affiliated, assigns the modalities of conducting continuous Internal Evaluation (CIE). At Present, under the Choice Based Credit System (CBCS) internal assessment for theory and practical papers are carried as per prescribed norms. Examination committee convener organizes, supervises and compiles the whole data of continuous Internal Evaluation (CIE) so that student will have a “single window system” to address their grievances. The information regarding the tests prescribed by the University of Kashmir is immediately disseminated through college website and other social networking sites in addition to its display on the notice boards.

The students who are lagging behind for qualification of internal examinations are given remedial/additional classes after proper counseling. Where ever deemed, the parents are made aware about the performance of their wards.

Projects, field work, subject tour reports and student presentations have been made an essential part of Evaluation in some courses.

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

Inter assessments and internal practical tests are conducted at appropriate time with respect to calendar of examinations fixed by the University of Kashmir. Date sheets and notifications of Internal assessment is circulated in classrooms, displayed on notice boards and uploaded on official website of the college. The teachers help students in grasping the correct essence of the questions asked, wherever such an inquiry is raised.

If any tabulation error is found or is communicated, necessary corrections are duly made by the concerned and correct information is passed to the university accordingly. Due care and track is mentioned till completion of assignments.

If students complain about “seemingly discrepancy” in evaluation they are encouraged to see their answer script.

Wherever administration feels a deliberate deviation by the students, it becomes a cause for disqualification to appear in internal assessment. The respective parents are then personally contacted and counseled. They are given a transparent and honest assessment about their wards so that they may not

deem otherwise.

### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response:**

Most of the grievances related to the examination are received after declaration of results by the University of Kashmir. The errors in their results like marks of the internal assessment, attendance sheets, error in the bio-data etc. are immediately addressed, corrected and quickly disposed for onward submission to university by the convener examination committee. Each and every superintendent and staff members concerned are instructed for due care and cooperation for the quick disposal of student grievances at their respective quarters.

Where ever deemed necessary, the relevant documents/testimonials are submitted through the candidate personally or through their parents to Coordinator Examination for speedy Redressal of the issue. The close and continuous communication is maintained by the Coordinator Examinations with the university authorities for speedy disposal of queries, explanations and doubts if any.

As per internal practical tests are concerned, if any student pin points any academic discrepancy viz a viz conduct of tests, the concerned teachers wholeheartedly show their concern and attention is given to the student grievances.

In case the students suffer from psychological instability or examination phobia, the concerned teachers and H.O.D psychology comes to the rescue of students and deals with them sympathetically and humanely. Parents are also consulted and counseled for the betterment of students.

In case any student feels troubled physically and needs a helper, the helper is allowed as per norms. The whole process is open and transparent.

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

#### **Response:**

The schedule, time and date for conducting internal practical examinations are prepared by the college and is made to suit the need of the students. The coordinators of the examination along with the heads of the respective departments are involved in the said processes. Any delay, cancellation or amendment, which becomes inevitable due to turmoil, strikes (hartals) or closing of the institution are sorted for the benefit of its stake holders.

The conduct of other CIE is subject to the directives from the University of Kashmir, to which the college is affiliated. The calendar sometimes gets disrupted due to prevailing turmoil in one part of the state or another. The cancellation of examination on due dates and then refixing new dates has now become a regular glitch in examination system.

The flood in the year 2014 disturbed the whole academic and examination calendar of that session. The students were forced to wait for another six to eight months for the conduct of their examinations.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

#### Response:

Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated as under:

- **Arabic**

01. Students can avail the vast job opportunities in Gulf countries.
02. Students become able to work as translators in different embassies of the country.
03. Students understand the vast literary work of Arabic literature.

- **Psychology**

01. To understand, key concepts, principles, theoretical perspectives, empirical findings and historical trends in psychology.
02. Understanding mental disorders, diagnoses, treatment options, stress, and its management.
03. Developing emotional competencies, and professional direction for a career after graduation.

- **Education**

- Students shall be able to understand Sociological, Philosophical and Psychological aspects of education, Development of Education system in India and abroad, current trends and methodologies in Education.
- To prepare students for teaching jobs in Govt and Private schools and colleges after acquiring pre-requisite qualifications.

- **Department of BCA:**

Outcome of BCA graduation are as:

- Computer Programmers
- Information Officers
- Computer Support Services Specialist
- Computer System Analysts
- Database Administrators
- Information System Managers

- Software Developers
- Website Designers
- System Maintenance Engineers
- Software Analyst
- Test Engineers
- Mobile Application Developers
- Network Security Engineers

- **Department of Computer Application (One computer Subject at B.G level)**

- After doing bachelors degree with computer applications as one subject, students are well versed with Desktop Printing features.
- The students know basic programming and are well versed with MS Office suite.
- They can work as computer assistants, sales executives, reservation agents and can assist chartered accountants, system analysts and system managers.

- **Botany**

01. The students are able to gain knowledge about the range and evaluation of plant diversity in terms of structure, identification, classification, function and their role in the functioning of the global ecosystem.
02. Students learn to carry out the practical work, in the field and in the laboratory and gain introductory experience in applying each of the skills and gain greater proficiency.
03. The students can recognize the need for and have the proportion and ability to engage in independent and life-long learning in the broadcast context of technological change.

- **Geography**

01. To understand the natural and socio-economic phenomena existing on the earth's surface.
02. Understanding natural and socio-economic phenomena in "Resource Management".
03. Students are equipped to contribute to regional planning and disaster management.

- **History**

01. Students shall be able to demonstrate thinking skills by analysis, synthesizing and evaluating historical information from multiple sources.
02. Students will develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.
03. Students will develop an informed familiarity with multiple cultures.

- **Physics**

- 01.** The students will exhibit knowledge of different sub fields of Physics and be able to analyze a variety of physical phenomenon.
- 02.** Students will show that they have learned laboratory skills, capable of oral and written scientific communication, and will prove that they can think critically and work independently.
- 03.** Students will realize and develop an understanding of the impact of Physics and Science in society.

**Program outcomes of other courses is available in Additional information.**

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

### **2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

**Response:**

The College evaluates the programme outcomes through various exercises. The institution conducts written examinations for every semester to check whether the stated objectives of the curriculum are achieved. Class tests are arranged to gain confidence in the relevant subject and the weaker areas are identified and discussed with the student. Each faculty will observe the development of the students, provide counseling if required, calculate the attendance and communicate with the parents periodically if needed to discuss the growth of the students. The cumulative record about the progress or the outcome of the efforts made by the institution is recorded in the form of a progress card. Apart from the written tests, home assignments are given to the students to enable them to gain more knowledge on the subject. The subjects in which the student seems to lag behind are taken for remedial classes. If the student is from a socially or economically deprived class, they are given scholarships as per the government and institutional policies to enable them to Progress through knowledge. Regular seminars, debates, case studies, quiz competitions pertaining to the relevant subjects are conducted in the college to make learning an integrated and interesting process. Various departments and committees organize inter college seminars on different topics and important days from time to time to motivate and appreciate the students to perform and aim higher in their subjects. Extension activities such as awareness rallies, cleanliness campaigns enable the students to think out of the box and be creative, proactive and inculcate the values of ethics in students. As a result of this continuous and constant mentoring of the qualified and enthusiastic faculty members, the institution was able to make many students to score distinctions. Many of our students have participated in inter college seminars, sports activities at different levels and have brought accolades to the institution and are highly exemplary of the attainment of the outcomes as mentioned in the programme and course outcomes. It is proved by the indicators that our students are well placed in the various options available in the job market either in the public or government sector or in admission to different Universities for post graduate courses.



**2.6.3 Average pass percentage of Students****Response:** 75.48

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 237

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 314

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description**

**Document**

List of project and grant details

[View Document](#)

**3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0

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

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 159

### 3.2 Innovation Ecosystem

**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge**

**Response:**

Being a U.G college established in 2005, the college has not any incubation centre but as far as creation and transfer of knowledge is considered, the college faculty teaches some skill courses introduced under new scheme that is Choice Based Credit System. For the said courses the students are provided with opportunity to visit related places in terms of subject tours. In the year 2017, the Physics department of the college visited URI Hydel power projects and students were provided full mechanism of Hydro Electricity Generation by the project experts and the concerned teacher. In the year 2018, same department visited

Meteorological Department of the state where director meteorology has given an extensive lecture to the students regarding weather forecasting etc.

The department of tourism and geography also conducted such subject tours, and the students shared their views with the experts of the related departments and gained practical knowledge from such visits. The tourism students of the college have prepared project reports which are kept in the department for ready reference.

In the subject of education, innovative methods are used in skill based courses like early childhood care and education (ECCE) and education Technology. Innovative methods of child study are used to check the success of ICDS scheme in the area. Case studies of children (3-6 years) enrolled in ICDS units Anganwadi centers of the area have been assigned to the students and proper record is kept in the department. Micro teaching skills and simulated teaching skills acquired in the subject of educational technology is practiced in local government schools by the students.

- Preschool education
  - ü Concepts of colors, vegetables, fruits could be given to children as per their age. Different teaching tools could be used like different colored charts and pictures of fruits and vegetables fixed on charts.
  - ü Concept of geometrical shapes like circle, square and triangle could also be given by cutting the shapes out of chart or cardboards.
- Early childhood development
  - ü Proper ways of parenting could be taught to parents.
  - ü Ways of dealing with children in proper way could also be included.
  - ü Mental development of children and their requirement.
  - ü Physical development of children and their requirement.
  - ü Proper social development of children.

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response:** 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

|  |                               |
|--|-------------------------------|
| <b>File Description</b>                            | <b>Document</b>               |
| List of workshops/seminars during the last 5 years | <a href="#">View Document</a> |

### 3.3 Research Publications and Awards

#### 3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

**Response:** No

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                 | <b>Document</b>               |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

**Response:** No

#### 3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 0.11

##### 3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3       | 6       | 6       | 3       | 4       |

|  |                               |
|--|-------------------------------|
| <b>File Description</b>  | <b>Document</b>               |
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |

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

**Response:** 0

##### 3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | <a href="#">View Document</a> |

### 3.4 Extension Activities

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

##### Response:

The institution has conducted a good number of extension activities in the neighbouring communities to sensitizing the students about social issues. The institution has two NSS Units with more than 200 registered volunteers. Two Govt. Middle schools (Govt. Middle School Chak Rodi Khan, Sopore and Govt. middle school Nowpora Kallan, Sopore have been adopted by the college NSS units for extension activities. National programs of extension such as Swach Bharat, Swachhata Packwada, and Swachhata Sewa were successfully completed by these units. Students are provided with every opportunity to contribute for social participation and helping the neighbouring communities at the time of natural calamities e.g. during 2014 floods relief was collected and distributed among the flood victims. Sanitation and Swachhata awareness, cleanliness drives are also regularly organized in adopted schools and neighbouring communities. Awareness and Cleanliness drives were conducted near the banks of river Jhelum and Wullar Lake by NSS Units of the college. Plantation drives in collaboration with Shere Kashmir University of Science and Technology Kashmir (SKUAST-K) were conducted during the year 2013, 2014, and 2017. Some of the extension activities conducted by the college are as under:

| Name of the activity   | Year of |
|--|---------|
| Health and Hygiene awareness at Middle Schol Ashtingoo, District Bandipora | 2013-1  |
| Flood Relief at Firdous Abad,Tangpora, District Srinagar                   | 2013-1  |
| Sanitation and Awareness camp at Middle School Tulibal Sopore              | 2013-1  |
| Self-Defence Programme at middle school Nowpora, Sopore                    | 2014-2  |
| Awareness and cleanliness drive at Middle School Chak Rode Khan, Sopore    | 2015-2  |
| Waste collection drive at Govt. Middle school Chak Rodi Khan, sopore       | 2016-2  |
| Swactha Drive at Doodh Pathri (Health resort), District Budgam             | 2016-2  |

|   |        |
|---|--------|
| <b>Awareness on inclusive education in association with National Association for Blind, Pattan , District Baramulla .</b> | 2017-2 |
| <b>Film Festival on water conservation, University of Kashmir, District Srinagar</b>                                      | 2017-2 |
| <b>NSS Day</b>  | 2017-2 |
| <b>Waste collection drive at River Jehlum at Chak Rodi Khan, sopore</b>   | 2017-2 |
| Door to Door Swachta Awareness under Swachta Pakhwada   | 2017-2 |
| Cleaning drives in the adjoining villages like Nowpora Kalan and Chak Rodi Khan, Sopore                                   | 2017-2 |
| Cleaning drive at Sopore Railway Station under Swachta Pakhwada   | 2017-2 |
| Cleanliness Drive at Gulmarg (Health Resort), District Baramulla  | 2017-2 |
| Participation in NSS Day Celebration at Kashmir University, District Srinagar   | 2017-2 |
| Two-Day First Aid Trainig Workshop in collaboration with Indian Red Cross Society   | 2017-2 |

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

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| <b>File Description</b>                                   | <b>Document</b>               |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | <a href="#">View Document</a> |

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response:** 17

#### 3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last

five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 10      | 3       | 1       | 2       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of extension and outreach programs conducted with industry,community etc for the last five years | <a href="#">View Document</a> |

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 36.35

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 354     | 225     | 180     | 240     | 200     |

| File Description  | Document                      |
|---|-------------------------------|
| Average percentage of students participating in extension activities with Govt. or NGO etc. | <a href="#">View Document</a> |

## 3.5 Collaboration

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

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| <b>File Description</b>                                       | <b>Document</b>               |
|---|-------------------------------|
| Number of Collaborative activities for research, faculty etc. | <a href="#">View Document</a> |

**3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house  | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | <a href="#">View Document</a> |



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

1. Physical Facilities

*Teaching-Learning equipments in classrooms.*

The Institution has 09 functional classrooms. The mode of teaching is both semi-conventional marker board and lecture along with digital mode.

- **Digital classrooms and ICT enabled classrooms.**
- 03 classrooms are equipped with digital interactive boards, computers, digital audio video system, LCD projectors with ICT facility and online 3, 5 & 6KVA UPS's.
- The institution has also two more mobile LCD projectors which are used in classrooms as per the need for conducting classes, seminars and conferences.
- The institution is equipped with jio wi-fi system accessible to every student & faculty for internet facility.
- **Infrastructure of Laboratories.**
- The institution has well equipped 08 laboratories for conducting the practical's as per the prescribed syllabus of affiliated university.
- All the 09 laboratories are equipped with basic infrastructure required to conduct the practical work of U.G courses in medical, non-medical, social science, psychology, geography, computer application and BCA.

The summary of the major equipments available in the laboratories is as under:

| S. No. | Name of the Laboratory | Name of Equipment/Description                           | Quantity |
|--------|------------------------|---|----------|
|        | /Department            |   | In No.   |
| 1      | Botany                 | · Trinocular, Binocular, Monocular compound microscopes | 49       |
|        |                        | · Digital seed germinator                               | 1        |
|        |                        | · Soil Water analysis kit                               | 1        |
|        |                        | · Double and single distillation plants                 | 01 each  |
|        |                        | · Dissection Microscopes                                | 11       |
|        |                        | · Autoclave   | 1        |

|   |           |   |         |  |
|---|-----------|---|---------|--|
|   |           | · Digital pH meters   | 2       |  |
|   |           | · Digital Hot Air Oven  | 1       |  |
|   |           | · Digital Balance   | 1       |  |
| 2 | Zoology   | · B.O.D Incubator(28 ltrs)                                    | 1       |  |
|   |           | · Centrifuge  | 1       |  |
|   |           | · Digital Hot Air Oven  | 1       |  |
|   |           | · Incubator (small)   | 1       |  |
|   |           | · Digital Balance   | 1       |  |
|   |           | · Fish Aquarium   | 1       |  |
|   |           | · LCD Projector (Sony)  | 1       |  |
|   |           | · Monocular, Binocular and Trinocular<br>Compound Microscopes | 27      |  |
|   |           | · Entomological collection kit                                | 1       |  |
|   |           | · Respirometer  | 1       |  |
|   |           | · Haemoglobinometer and haemocytometer                        | 03 each |  |
| 3 | Chemistry | · Refractometer   | 3       |  |
|   |           | · Conductivity Meter  | 4       |  |
|   |           | · Potentiometer   | 1       |  |
|   |           | · Digital weighing balance                                    | 3       |  |
|   |           | · Melting Point Apparatus                                     | 2       |  |
|   |           | · Spectrophotometer   | 2       |  |
|   |           | · Digital pH meter  | 3       |  |
|   |           | · Digital Oven  | 2       |  |
|   |           | · Incubator   | 1       |  |
|   |           | · Ultracentrifuge   | 1       |  |
|   |           | · Centrifuge  | 1       |  |
|   |           | · Double Distillation Plant                                   | 1       |  |
|   |           | · Digital Water Bath  | 1       |  |
|   |           | · Calorimeter   | 1       |  |
|   |           | · Refrigerator  | 1       |  |
|   |           | · Polarimeter   | 2       |  |
| 4 | Physics   | · Viscosity Measurement Setup                                 | 1       |  |
|   |           | · e/m Measurement   | 1       |  |
|   |           | · Newtons rings setup   | 1       |  |
|   |           | · Resistivity and Band gap measurement setup                  | 1       |  |

|   |                      |   |    |  |
|---|----------------------|---|----|--|
|   |                      | · Semiconductor Energy Band gap measurement setup | 1  |  |
|   |                      | · Sonometer                                       | 1  |  |
|   |                      | · Fresnel's Biprism                               | 1  |  |
|   |                      | · Resolving power of telescope                    | 1  |  |
|   |                      | · Plank's constant determination                  | 1  |  |
|   |                      | · Measurement of wavelength of laser              | 1  |  |
|   |                      | · Study of audio frequency oscillator             | 1  |  |
|   |                      | · Logic gates                                     | 6  |  |
| 5 | Computer Application | · Podium with PCI/ Inbuilt Mic System.            | 1  |  |
|   |                      | · A/C   | 1  |  |
|   |                      | · Interactive smart touch screen                  | 1  |  |
|   |                      | · U.P.S   | 1  |  |
| 6 | BCA                  | · All in One Computers                            | 40 |  |
|   |                      | · PC's (i3)                                       | 5  |  |
|   |                      | · PC's (Core2 duo)                                | 1  |  |
|   |                      | · PC's (Pentium IV)                               | 5  |  |
|   |                      | · AC  | 1  |  |
|   |                      | · U.P.S   | 2  |  |
|   |                      | · Interactive Board                               | 1  |  |
|   |                      | · LCD Projector                                   | 1  |  |
|   |                      | · Printers and scanners                           | 3  |  |
|   |                      | · Laptops   | 2  |  |
| 7 | Geography            | · Astronomical Telescope                          | 1  |  |
|   |                      | · Binocular Telescope                             | 1  |  |
|   |                      | · GPS   | 1  |  |
|   |                      | · LCD Projector                                   | 1  |  |
|   |                      | · Dumpy Level                                     | 1  |  |
|   |                      | · Mineral Models                                  | 2  |  |
|   |                      | · Surveying Tables set                            | 2  |  |
| 8 | Psychology           | · Depth Perception                                | 1  |  |
|   |                      | · Bhatia Battery                                  | 1  |  |

|  |                                     |   |  |
|--|-------------------------------------|---|--|
|  | · Memory Drum                       | 1 |  |
|  | · Normal Probability curve          | 2 |  |
|  | · Trachistroscope                   | 3 |  |
|  | · Standard Binnel Intelligence test | 1 |  |
|  | · Wechesler Adult Intelligence Test | 3 |  |
|  | · Muller Lyer Illusion              | 3 |  |
|  | · Mirror Drawing Apparatus          | 2 |  |
|  | · Human Maze Apparatus              | 1 |  |

In addition, all the labs are enriched with the basic infrastructure regarding charts, models, and other miscellaneous items required for conducting of practicals as per the prescribed syllabus.

#### **Computing equipment:**

The institution has 60 numbers of computers with Windows 10 operating system, 03 number ICT Laboratories. Different departments are also provided with all in One Computers.

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

##### **Response:**

Our college lays considerable emphasis on students participation in various games and field activities. For this the spacious grounds of the college are laid out into play fields for cricket, volleyball, lawn tennis and badminton, lawn for kho-kho and for playing these games and sports, the sports department of the college has maintained an ample stock of equipments / items required for the said games and sports. The details of which are given below:

| S.No. | Item         | Quantity (In N |
|-------|--------------|----------------|
| 01.   | Cricket bats | 4              |
| 02.   | Cosco balls  | 6              |
| 03.   | Caps         | 16             |
| 04.   | Hats         | 1              |
| 05.   | Arm pads     | 5              |

|     |                       |    |
|-----|-----------------------|----|
| 06  | Shoes                 | 25 |
| 07. | Cricket helmet        | 7  |
| 08. | Cricket uniform       | 12 |
| 09. | Batting gloves        | 10 |
| 10. | Cricket stumps        | 6  |
| 11. | Arm sleeves           | 1  |
| 12. | Wooden bails          | 6  |
| 13. | Thigh pads            | 3  |
| 14. | Keeping gloves        | 5  |
| 15. | Uniforms (volleyball) | 16 |
| 16. | Volleyball posts      | 1  |
| 17. | Volley ball net       | 1  |
| 18. | Measuring tape        | 16 |
| 19. | Kho Kho poles         | 1  |
| 20. | Racing cycles         | 6  |
| 21. | Cycle pump            | 1  |
| 22. | Hockey sticks         | 24 |
| 23. | Hockey post           | 2  |
| 24. | Hockey ball           | 10 |
| 25. | Basketball post       | 1  |
| 26. | Basketball            | 5  |
| 27. | Badminton net         | 2  |
| 28. | Badminton Rackets     | 17 |
| 29. | Wrist band            | 2  |
| 30. | Whistle               | 2  |
| 31. | Skipping rope         | 24 |
| 32. | Shuttlecock           | 1  |
| 33. | Tug of war rope       | 6  |
| 34. | Chess board           | 10 |
| 35. | Carrom board          | 10 |
| 36. | Throw ball            | 2  |
| 37. | Handball              | 2  |
| 38  | Rings                 | 4  |

### Infrastructure for cultural activities

Cultural activities are part and parcel of education. These activities facilitate the development of mind and personality and inculcate the spirit of leadership and discipline among the students. In this context our college organizes different cultural programs and debates throughout the academic year.

The details of the infrastructure / equipments used for these events are as under

1. One big hall with the seating capacity of 100

2. Audio system.
3. LCD mobile projector.
4. Harmonium.
5. Microphone System.
6. One sofa.
7. One mobile iron stage.

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

**Response:** 33.33

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

#### File Description

Number of classrooms and seminar halls with ICT enabled facilities

#### Document

[View Document](#)

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 16.43

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 150.33  | 16.28   | 7.0     | 7.5     | 20.0    |

#### File Description

Details of budget allocation, excluding salary during the last five years

#### Document

[View Document](#)

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

ILM Software

The college library is waiting the approval of the competent authorities for the grant of funds in order to carry out the automation of the library. The proposal in this regard submitted by the college librarian, has already been forwarded to the concerned administrative department, and is in active consideration form of the competent authorities.

**4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment****Response:**

**4.2.2:** Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Following knowledge resources have been purchased in last five years which enrich the library materials:

**Year 2017**

| Name of the Book                           | Name of the Publisher       | Author                         | No. of Available   |
|--|-----------------------------|--------------------------------|--------------------|
| Sociological theory :A book of reading     | Rawat Publications          | L.A Coser                      | 01                 |
| Encyclopedia of Medical Flora              | Satya Publications          | B.Rosenberg<br>Dr. A.K Zingara | 01 set<br>03 (Vol. |
| Journals of Romantic age                   | Shalabh Publications        | Sir Walter Scott               | 01 Set<br>(03 Vol. |
| Introduction to computer 7th Ed.           | Mc Graw Hill                | P. Norton                      | 01                 |
| The conclusive agreement from God          | Kitab Ghar Delhi            | Shah Wali-ullah Delhi          | 01                 |
| Sufism- The mysticism of Islam             | Gulshan Publications        | R.A Nicholson                  | 01                 |
| Plant Tissue culture : Theory and Practice | North Holland (Netherlands) | M.K Razdan                     | 01                 |
| Sociology                                  | Mc. Graw Hill               | P.B. Horton<br>C.L Hunt        | 01                 |

Self Study Report of GOVT DEGREE COLLEGE FOR WOMEN SOPORE

|   |   |                                  |           |
|---|---|----------------------------------|-----------|
| Women Violence and social stigma            | Rawat Publications                        | L. Lafur                         | 01        |
| War and Peace                               | Penguin Books                             | Leo Tolstoy                      | 01        |
| Classic Persian Literature                  | Gulshan Publications                      | A.J Arberry                      | 01        |
| <b>Year 2016</b>                            |   |                                  |           |
| Gene Cloning and DNA Analysis               | Wiley                                     | T.A Brown                        | 01        |
| Lehninger                                   | Mecmillan Publishers England              | Nelson and Cox                   | 02        |
| Principles of Biochemistry 6th Edition      |   |                                  |           |
| Fundamentals of Ecology                     | Cengage Learning                          | E.P Odum                         | 04        |
| Calculus                                    | Wiley                                     | H.Anton                          | 01        |
| Discrete and combination Mathematics        | Pearson                                   | R.P Grimaldi.                    | 01        |
|   |   | et. al                           |           |
| Calculus and analytic Geography             | Pearson                                   | G.B Thomas.                      | 01        |
|   |   | et al.,                          |           |
| Principles of Bio chemistry                 | John Wiley & Sons                         | D. Voet                          | 01        |
|   |   | et al.,                          |           |
| Imam Ghazali's Ihya Ulul-id-Din             | Kitab Bhavan                              | M.F Karim                        | 03 set    |
| Prescott's Microbiology                     | Mc Graw Hill                              | J.M Wiley                        | 01        |
|   |   | et al.,                          |           |
| Cell Biology                                | Wiley                                     | G. Karp                          | 01        |
| Waqat-i- Kashmir                            | J&K Islamic Research Centre<br>(Srinagar) | Khawaja Mohammad Azam<br>Didmari | 01        |
| Emperial Gazetteer of Kashmir               | Ali Mohammad & Sons                       | Sir Walter Lawrence              | 01        |
| <b>Year 2015</b>                            |   |                                  |           |
| Becker's World of the cell                  | Pearson                                   | J. Hardin,                       | 01        |
|   |   | et al.,                          |           |
| Sociology                                   | Wiley                                     | 1. Giddens<br>2. And P.W Sutton  | 02        |
| <b>Year 2014</b>                            |   |                                  |           |
| Environmental Chemistry                     | Springer                                  | E. Lichtfouse,                   | 01        |
|   |   | et al.,                          |           |
| Encyclopedia of Indian Literature           | Sahitya Akademi                           | I.N Chaudheri                    | 1 set     |
|   |   |                                  | (06 Vol.) |
| Encyclopedia of Indian Village<br>Community | Ritusk Publication                        | B.H Baden Powell                 | 01        |
| Muqaddama Tareekh Zaban Urdu                | Education Publishing House Delhi          | Masood Hussain Khan              | 03        |
| Tareekh Adab Urdu                           | Education Publishing House Delhi          | Dr. Jameel Hali                  | 01        |
|   |   |                                  |           |
|   |   |                                  |           |



| <b>Year 2013</b>   |                             |                   |    |
|--|-----------------------------|-------------------|----|
| How Proteins work  | Garlands Science            | M. Williamson     | 01 |
| Geographical World Atlas and Encyclopedia                                  | H.F Ullmann Publication     | P. Sandall        | 02 |
| The new International Webster Comprehensive Dictionary of English Language | Trident Press International | A.W Read          | 02 |
| Psychology and Your life   | Tata McGraw Hill            | R.S Feldman       | 01 |
| Understanding children and Adolescent                                      | Allyn and Bacon             | J.A Schikidanz    | 01 |
| Aqwaam-i- Kashmir  | Ali Mohammad and Sons       | Mohammad din Fauq | 02 |

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

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

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | <a href="#">View Document</a> |

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

**Response:** 4.27

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 7.6     | 2.25    | 1.81    | 2.20    | 7.50    |

| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** No

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 2.66

4.2.6.1 Average number of teachers and students using library per day over last one year

**Response:** 22

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The college IT infrastructure was upgraded when special financial assistance was accorded to the college in 2013. The interactive board, LCD Projector, Printers, high configuration PCs were installed in the college. In 2016 a smart classroom equipped with interactive board, LCD projector, Digital Podium with inbuilt system, microphone system and speakers were installed. The BCA department was equipped with 40 all-in-one PCs, smart interactive screen board, and digital podium with inbuilt microphone system in 2017, when state govt. granted Rs. 27 lakhs for its upgradation. The whole college has been made wi-fi enabled after JIO telecommunication installed wi-fi facility in the college in 2017. Prior to this the college was availing the internet facility from BSNL department. College also has Internet facility provided by the University of Kashmir for Admission and examination related IT services.

#### 4.3.2 Student - Computer ratio

**Response:** 13.08

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

20-35 MBPS

5-20 MBPS

**Response:** <5 MBPS

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**

**Response:** No

| File Description  | Document                      |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |

#### 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:** 4.93

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)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 10.863  | 7.65    | 5.05    | 7.44    | 7.96    |

| File Description   | Document                      |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |

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

**Response:**

**4.4.2:**

Institutional mechanisms for maintenance and up gradation of the physical infrastructure, academic and sport facilities, and equipments are as under:

### **Building Infrastructure:**

- Being the fully government institution, a constant effort is made to provide safe and secure space for equipments and tools. There is a college development and construction committee to look after the maintenance, repair and constructional work related to the building. Construction, repair and maintenance of the main building and physical infrastructure like water facility, power supply and maintenance of campus is looked after by this committee. All work is done through E-tender system by the government agencies as per norms.
- The maintenance and up gradation work related to construction and electricity, government agencies like R&B Division, JKPCC (Jammu & Kashmir Projects Construction Corporation), SICOP (small scale industries development corporation limited), JKPHB (J&K Police Housing Board) , PDD e.t.c supervise the work done by the contractors.
- The minor faults related to the electricity and repairing of building are attended and repaired by the college electrician, hired technician, carpenters etc.
- The college has an essential hotline power supply and one small power generator for providing uninterrupted electricity.
- For the maintenance of toilets and service areas two number local fund college sweepers have been engaged for cleaning the toilets , washrooms, and buildings.

### **Laboratory Equipments and machines:**

- Every department maintains stock registers for keeping the list of chemicals, glassware, equipments and other instruments used in laboratory.
- Maintains consumption register regularly to keep account of the used material and non-functional glassware, miscellaneous items etc.
- Physical verification of laboratory equipments and machines is carried out to record the functional and non functional equipments from time to time.
- The minor faults of laboratory equipments (if any) are attended and repaired by the concerned department staff or hired technician whenever necessary.

### **Computer and IT infrastructure:**

- Maintain stock register and dead stock register regularly to keep record of the functional and non-functional items.
- Maintenance and up gradation is looked after at departmental level (Computer Application and BCA) and concerned technicians are hired whenever necessary.

### **Furniture related items:**

- There is a college development and construction committee which looks after the maintenance and minor repair work of the furniture and fixtures and other physical infrastructure. The committee brings the requirements regarding minor repair work into the notice of the worthy principal and certifies after the work is completed. The funds for the same are utilized out of local fund.

### **Maintenance of Library/ Library Materials:**

- Accession and withdrawal/ dead stock registers are regularly maintained to keep the record of updated and dead stock accessions.

- The college has also engaged one orderly for dusting and cleaning the library materials.

**Sports Equipments:**

- The sports department regularly maintains the stock register for the equipments and materials related to the sports.
- The dead stock register is also maintained to keep record of functional/ working and non-functional items.

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 27.85

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 192     | 190     | 159     | 195     | 166     |

#### File Description

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

#### Document

[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:** 11.71

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 27      | 0       | 78      | 121     | 135     |

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

**A. 7 or more of the above**

**B. Any 6 of the above**

**C. Any 5 of the above**

**D. Any 4 of the above**

**Response:** E. 3 or less of the above

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description**

**Document**

Number of students benefited by guidance for competitive examinations and career counselling during the last five years

[View Document](#)

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**

**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description**

**Document**

Details of the students benefited by VET

[View Document](#)

**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Details of student grievances including sexual harassment and ragging cases | <a href="#">View Document</a> |

**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of student placement during the last five years | <a href="#">View Document</a> |

**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 1.59

## 5.2.2.1 Number of outgoing students progressing to higher education

Response: 5

| File Description                                   | Document                      |
|--|-------------------------------|
| Details of student progression to higher education | <a href="#">View Document</a> |

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)****Response:** 0

## 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the



last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 0       |

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

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

[View Document](#)

**5.3 Student Participation and Activities**

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

**Response: 0**

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0       | 0       | 0       |

**File Description****Document**

Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years

[View Document](#)

**5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**

**Response:**

The college encourages students to have student representative for every semester in arts , medical , non medical and BCA streams. These representatives act as bridge between principal and students. The student representatives put the greivences of students (if any) to the principal, who orders the convener of respective committee to handle that in a nice way. The percanatge of comepeletion of syllabus sought by the Kashmir University before comencement of examination is verified from these students representatives before passing to university authorities. Most of teachers try to convey their message to other students via these represntatives so that they learn leadership skills besides excelling in academics .

**5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year****Response:** 3.6

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8       | 4       | 1       | 3       | 2       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |

**5.4 Alumni Engagement**

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

**Response:**

The college has started Alumni Association from this academic year. The students are provided link to college web page where they can register in the Alumni. The Alumni Association registration with the Registrar Societies J&K is under process. The documnation in this regard is about completeion and after proper securitization will be forwarded to Registrar Societies J & K for registration under Act 1998.The college has also maintained a register wherein the names of students who have passed from the college are registered at the time of their certificates colletion after 6th semeter.

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

| <b>5.4.2 Alumni contribution during the last five years(INR in Lakhs)</b><br><b>? 5 Lakhs</b><br><br><b>4 Lakhs - 5 Lakhs</b><br><br><b>3 Lakhs - 4 Lakhs</b><br><br><b>1 Lakh - 3 Lakhs</b><br><br><b>Response: &lt;1 Lakh</b> |                               |
|---|-------------------------------|
| File Description  | Document                      |
| Alumni association audited statements   | <a href="#">View Document</a> |

| <b>5.4.3 Number of Alumni Association / Chapters meetings held during the last five years</b><br><br><b>Response: 0</b>   |                               |         |         |         |         |         |   |   |   |   |   |
|---|-------------------------------|---------|---------|---------|---------|---------|---|---|---|---|---|
| 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years   |                               |         |         |         |         |         |   |   |   |   |   |
| <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> |                               | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0 | 0 | 0 |
| 2017-18   | 2016-17                       | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |   |   |   |
| 0   | 0                             | 0       | 0       | 0       |         |         |   |   |   |   |   |
| File Description  | Document                      |         |         |         |         |         |   |   |   |   |   |
| Number of Alumni Association / Chapters meetings conducted during the last five years.  | <a href="#">View Document</a> |         |         |         |         |         |   |   |   |   |   |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

**Response:**

The vision of the institution is “*to strive to make it an Institution of academic excellence to meet the Global challenges and to make it a fortress for women emancipation and empowerment ensuring at the same time I'm the preservation of our ethical and cultural values*”. This is being translated through effective governance. The college management is headed by the Principal and is involved in coordinating the functions of the college to its logical end. Various committees comprising members of teaching and non teaching faculty are involved in curricular and co-curricular affairs and administrative functions of the institution.

The heads of the departments / subjects are authorised to monitor the routine functions at the departmental level. The administration encourages them and supports them at all levels. The decision taken by them are given due cognizance by the Principal. The leadership qualities and decision making ability are nurtured in heads of Departments. An environment of equity and democracy is setup to conduct affairs in smooth and satisfactory manner.

In formulation of the action plan, the conveners of various committees and HOD's of various departments are involved directly or indirectly for undertaking decisions pertaining to various departmental matters , confined within the domain of the college.

The Principal and the committees constituted for various operations in the college monitor and evaluate policies and plans of the institution from time to time. IQAC plays an important role in the same.

The students are encouraged to participate in co-curricular activities such as intra and Inter College competitions, workshops, seminar, debates, quiz Competitions, cultural programmes, sports activities. Some of the students have been selected to participate at Inter University levels.

The apex policy making decisions are framed by the Higher Education Department Jammu and Kashmir, and are executed by the principal at college level.

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

**Response:**

**Response:**

The institution practices decentralization and participative management by involving both teaching and non teaching staff members and their opinion are sought in making and implementing of different policies. Different committees are framed where care is taken to involve all the teaching members in various committees. The decisions, opinions made by the committees are thoroughly discussed with the principal.

In case head of the institution needs advise for a particular issue, the advisory committee, consisting of senior faculty members, is consulted and the decisions are taken accordingly.

The responsibilities are fixed either through face to face meeting or through notifications to both teaching and non teaching staff members.

**A case study showing decentralization and participation management:**

A Public Darbar was held by worthy Chief Minister of Jammu & Kashmir at Baramulla on 29.10.2017. In the said Darbar some civil society members of Sopore and some college stakeholders of GDC Women, Sopore were also present. The civil Society members and college stakeholders demanded a college bus and books for the college library. The worthy Chief Minister sanctioned an amount of rupees 5.00 Lac for the procurement of books for the college library.

An order was received by this college from District Development Commissioner Baramulla directing the college to purchase books worth Rs. 5.00 Lac. In the order it was specified that 50% of the amount should be spent for purchasing of books for competitive examinations.

Worthy Principal directed college library committee to involve all the faculty members for the said exercise. In this connection, a notice was issued on 16.11.2017 by worthy Principal directing the HODs/ subject teachers for the submission of requisitions of their respective subjects.

The said requisitions were collected and submitted to the worthy Principal on 17.11.2017.

After deliberations with the college Advisory committee and college Library Committee, supply orders were issued to 09 authorized Book sellers for the procurement of books.

A copy of the supply orders were forwarded to worthy District Development Commissioner (DDC) Baramulla, for reference.

Due to some technical error the amount of Rs. 5.00 Lac was released in favour of GDC Boys Sopore instead of GDC for Women, Sopore. The matter was put up with the higher authorities by the college administration (Principal and establishment office). The higher education authorities were requested to issue a corrigendum for the said released amount.

A corrigendum was received by this college for the release of Rs. 5.00 Lac on 16.03.2018.

Worthy Principal directed the establishment section to disburse the amount to the book sellers as per their liabilities.

In this way all the staff members, advisory committee, College Library Committee and Establishment section were involved in the accomplishment of the task.

## **6.2 Strategy Development and Deployment**

### **6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution**

**Response:**

The institution follows perspective plan of development and progress. The implementation of National social schemes such as Swachh Bharat illustrates institutional activity in consonance with Perspective Plan.

Soon After the announcement of Swachh Bharat Summer Internship 2018 by Honourable Prime Minister Shri Narendra Damodardas Modi on “Mann Ki Baat” NSS Unit I and II of Govt. Degree College for Women, Sopore started awareness about Swachh Bharat Summer Internship Programme among the students of the college. The students showed overwhelming interest and the volunteers were registered by NSS Units of the college on Swachh Bharat Summer Internship Portal to carry out Swachh Bharat activities in different villages of North Kashmir particularly in Sopore subdivision of Baramulla district. The Students were registered under 4 groups (10 students per group). After registration process, NSS Units devised the plan of action for the programme. The worthy Principal of the college Prof. (Dr.) Abdul Majid Dar instructed all the interns to participate in the programme as a social responsibility to contribute to the mission of Swachh Bharat and to focus more on local schools in the area involving students of these schools and to pass the healthy tradition of Swachh Bharat to next generation as well.

1. Date: 06-06-2018 orientation programme for registered students of swachh bharat summer internship 2018: 40 swachh bharat summer internee participated in the orientation programme. The internees were oriented with the types of swachhta activity like awareness campaigns, nukkadnataks/street plays/ swachhhata-related folk song/ dance performances, swachhhata melas, conducting village or school-level rallies, wall paintings on public walls and government buildings, organizing movie screenings (swachhh bharat mission).the plane of action for 100 hours swachh bharat internship was also discussed in the orientation programme.
2. Date: 07-06-2018 and 11-06-2018 massive campus cleanliness and waste collection drive.
3. Date 09-06-2018 street cleaning, drain cleaning drives and village level rally.
4. Date: 12-06-2018 swachhta message painting on wall, banner painting.
5. Date: 13-06-2018 school-level awareness campaigns, waste collection drive, swachhhata-related poetry performances at govt. Middle school Nowpora Kallan, Sopore.
6. Date: 14-06-2018 school-level awareness campaign, waste collection drive, swachhata-related poetry performances and distribution of sanitation and food items at govt. Middle school chak-rodhi khan, Sopore (adopted school by the college NSS Units).
7. Date 19-06-2018 waste collection drive at the bank of river Jehlum.
8. Date:25-06-2018 awareness lecture on sanitation, swachhhata related poetry performances at college campus
9. Date; 29-06-2018 school-level awareness campaigns, waste collection drive, Swachhata-related poetry performances at govt. Middle school Watlab, Sopore.
10. Date; 29-06-2018 street cleaning, drain cleaning and village level rally, awareness campaign, waste collection drive at the bank of wullar lake(location: watlab near wullar lake.
11. Date: 12-06-2018 – a series of special lectures on “Personal Hygiene” were conducted in collaboration with the J&K Health Services for the students, teaching and Non teaching faculty of the college.
12. Door to door swachhta campaign on 30/07/2018 at slum area of Nowpora Kalan, Sopore

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

#### Response:

The College Principal acts as the head of the institution and serves as a link between the higher education department having Commissioner / Secretary higher education at Higher ladder and the college staff.

The administration is carried within the institution through involvement of both teaching and non teaching staff.

For further action plans, various committees are framed that are mostly headed by the senior faculty members. The junior ones mostly act as co-conveners or members. The Conveners/HODs formulate various proposals, suggestion for their respective units and same is conveyed to the principal from time to time either through direct communication or through meetings and resolutions. The decisions in the meetings are translated accordingly. Whenever there is involvement of Finance, Section Officer / Head assistant is duly consulted for financial advice. The financial implication is discussed thread bear and is tailored to suite the need.

In order to govern the financial transaction in the institution two main compartments have been created, for government funds allotted through the Higher Education Department (under financial code 2022) through e-governance, BEAMS. The same is subjected to the business through govt treasury and audit through government auditors.

College organigram link available in more inforamtion.

The funds that are raised out of the fee collected from the students at the time of admission is grouped as local fund. The same is maintained under following 22 account heads.

|   |  |
|---|--|
| <b>College Main Account</b>   |  |
| <b>Pool Fund</b>  |  |
| <b>University Fund (admission, registration , UDF, IT, RR and Edu Set Fund)</b> |  |
| <b>Furniture Fund</b>   |  |
| <b>N.C.C</b>  |  |
| <b>N.S.S</b>  |  |
| <b>Subject Tour</b>   |  |
| <b>Social activities/ Excursion</b>   |  |
| <b>Medical aid</b>  |  |
| <b>Students Aid/ Relief</b>   |  |
| <b>Miscellaneous</b>  |  |
| <b>Motor Vehicle</b>  |  |
| <b>Games/ Sports</b>  |  |
| <b>RR/ Lib. Cards</b>   |  |
|   |  |

|                              |  |
|------------------------------|--|
| <b>Magazine Fund</b>         |  |
| <b>Stationary Fund</b>       |  |
| <b>Building Fund</b>         |  |
| <b>Laboratory Fund</b>       |  |
| <b>Students Service Fund</b> |  |
| <b>Red Cross</b>             |  |
| <b>Identity card fund</b>    |  |
| <b>Excursion Fund</b>        |  |
| <b>BCA Fund</b>              |  |

The college invests the local amount through proper cycle of checking at various levels till final payment and its delivery is ensured.

The main monthly based transactions made out of local funds are utilized as remuneration for local fund employees / need based employees and contractual lecturers who are engaged by the higher authorities without having sanctioned post. The funds are utilized for the benefit of students and developmental activities.

The principal executes academic and administrative plans and policies with the help of 24 following committees

1. College Advisory Committee
2. Internal Quality Assurance Cell (IQAC)

**Chairman: Principal of the college**

1. Admission cum Time Table Committee
2. Examination Committee
3. Purchase Committee
4. UGC Committee
5. College Construction and Development Committee
6. Grievance and Redressal Committee
7. Discipline Committee
8. Women Development Cell
9. Hospitality and Protocol
10. Financial Aid Committee
11. Debate & Cultural Activities Committee
12. Publication Committee
13. Sports Committee
14. Excursion, Subject and Educational Tours
15. Transport Committee
16. Canteen Committee
17. Health Care Committee
18. Library Committee



- 19. Beautification of College campus Committee
- 20. NSS
- 21. Career Counseling Cell
- 22. Academic Monitoring Cell

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

### 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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

**Response:** A. All 5 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Details of implementation of e-governance in areas of operation Planning and Development, Administration etc | <a href="#">View Document</a> |

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

**Response:**

A meeting was held on 04/04/2016 under the chairmanship of principal, regarding the application submitted by the HOD BCA Department and discussed in thread bare. As per the minutes of meeting one expert namely Haseeb Nabi was contacted and an amount of Rs 28 lacs approximately as cost for establishing BCA Lab was calculated by the expert. The same proposal was forwarded to Secretary to Government, Higher Education Department vide WCS/16/195-97 dated 15/06/2016 where from an amount of Rs 27.95 lacs was released by the Department (copy enclosed). After the follow of action carried by the principal tender to this effect was floated vide No. WCS/17/ Dated 06/02/2017 (copy enclosed) which was

published in the news paper on 9/2/2017. The college received the tenders from various vendors and on 17th February 2017 tenders were open and the lowest tender namely NorthCut Enterprises was selected (see documents). The supply order to the firm was issued vide no.WCS/17/580-82 dated 25/02/2017. The selection of high quality computers and other equipments with unique features got installed. The payment was made in three installments.

### 6.3 Faculty Empowerment Strategies

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

##### Response:

##### Faculty Empowerment Strategies

##### 6.3.1

Effective welfare measures

##### Response

The institution, being governed by the Jammu and Kashmir Government follows, the regulations of subscribing monthly General Provident Fund (GPF) and New pension Scheme (NPS). In addition Life Insurance schemes and Employee General Insurance is being fully implemented as devised by the laws and regulations of the government service rules.

It is mandatory that employee should contribute 8.33% of the basic pay for the General Provident Fund. The employee is given advance up to 75% , out of his monthly subscribed amount, whenever employee applies with the specific genuine reason/ need.

Those employees who are covered under NPS mode have to subscribe 10% of their basic pay and government contributes 10% as well.

##### ◦ Details of the amount sanctioned under General Provident Funds (GPF) during financial year 2017-18

| S.No  | Name of Employee   | Amount sanctioned | Date of Disbur |
|-------|--------------------|-------------------|----------------|
| 01    | Prof. Nusrat Aziz  | 7,00,000          | 07/2017        |
| 02    | Nasir Ahmad Badoo  | 2,46,000          | 9/2017         |
| 03    | Bashir Ahmad Telli | 1,93,000          | 10/2017        |
| 04    | Muneera Bano       | 1,50,000          | 04/17          |
| Total |                    | 12,89,000         |                |

◦ **Contribution towards National Pension Scheme (NPS) during financial year 2017-18**

|                    |                           |
|--------------------|---------------------------|
| Amount contributed | No of Employees benefited |
| 6,20,000           | 14                        |

◦ **Employees Benefited under GPF and NPS**

|                                       |                                    |                                    |
|---------------------------------------|------------------------------------|------------------------------------|
| Total number of employees (Permanent) | No. of employees covered under GPF | No. of employees covered under NPS |
| 25                                    | 11                                 | 14                                 |

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

**Response: 0**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

**File Description**

**Document**

Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years

[View Document](#)

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

**Response: 0**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 6.64

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7       | 2       | 1       | 3       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |

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

**Response:**

Response

#### 1. Performance Appraisal for teaching faculty

Following the UGC regulation 2010 and amendments thereof, the institution monitors performance appraisal system through submitting of APR (Annual Progress Report) of the teaching staff. The APR reflects the details of refresher / orientation course/ workshops etc that the teacher attended during a particular period as it is deemed mandatory for promoting in next grade.

The stock of teaching performance is computed by reflecting the involvement of the teacher in curricular, co-curricular and extra-curricular activities. The evaluation of courses taught and average number of clock works in a week are computed. Due consideration is given to the evaluation of innovation for special

contribution made by the teacher. The involvement in the welfare of students and community work is given due weightage for monitoring performance. During appraisal the teacher is given opportunity to pen down any special achievement made by him in the field of his subject, that can upgrade his overall performance.

Teacher is given opportunity to note down the difficulties that he is facing while discharging his assignment. Not only this, his valuable suggestion/ measures are also sought for evaluating his observation for the betterment of Institution.

The principal then grades the teachers on the overall report and recommends higher authorities for further necessary action.

The APR's are sought at every step of up gradation / next promotion.

### 1. Performance Appraisal for non teaching faculty

The appointment is made through the Government of Jammu and Kashmir and after joining the department as per service rules Departmental Promotion Committee (DPC) is being conducted after every 3 years. The principal concerned is being asked to give report (Annual Progress Report of last 3 years) where in the general performance, conduct, handwriting and character is being evaluated and appraised. The complaint of the involvement in any unpleasant activity, if any, is also being reflected.

A sample copy APRs of teaching and non teaching member each is attached for information

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

#### 6.4.1 Institution conducts internal and external financial audit regularly.

Accounts General (A. G) of Jammu and Kashmir Government serves as authority to conduct the external audits for the amount that is being utilized out of government funds. The audit is being carried at an interval that is deemed fit by A. G's office. The queries or doubts raised are sorted with discussions and documentary proofs etc with the audit party. If audit team requires clarification or documentary proof which is not available on spot, the audit party puts it in black and white. It is then duly signed by the audit

team and acknowledged by the principal under his signature. The audit points / queries are sorted and report is submitted accordingly. All the doubts and queries are cleared up to satisfaction of auditors.

Internal financial audit is being carried by the Department of Higher Education, Jammu and Kashmir Government. The Chief Accounts Officer / Financial Advisor depute teams to take stock of the local funds that are being generated out of the student fee. The queries, doubts are being sorted out on spot. However, if audit team feels more clarification, same is put down in writing and is communicated later on to the authorities through correspondence.

On the directions of Department of Higher Education Jammu and Kashmir Government Inter-college audits are conducted for physical verification of the general stock. This audit, meant for stock / physical verification is being carried by the professors from the other colleges.

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

**Response:** 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | <a href="#">View Document</a> |

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

**Response:**

The institution is run by the government so the funds to be utilized are primarily allotted through the Higher Education Department of Jammu and Kashmir. Funds to be allotted for the institution go through the exercise of forming annual budget as per requirement. The same is being discussed with chief Accounts Officer / Financial Advisor for allotment of funds under different heads. The allotments are made to institution throughout financial year through the application of Budget Evaluation and Management System (BEAMS).

Optimum end use of the funds is made as per the rules and regulations and is subjected to audit by the government.

Within the institution funds are mobilized out of a specific percentage of the fee collected from the students. These funds are grouped under heading “Local Funds” with 22 different heads. These funds are utilized for the benefit of students and for meeting other minor expenses of the college. To ensure the optimum end use of these funds college development and purchasing committees are framed.

The college received 26.00 lac from UGC in 2012 and the funds were utilized as per directions set by the funding agency.

## 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:

In order to enhance the quality of the institution in all spheres, various quality assurance strategies initiated by The IQAC of the institution are as under:

- All the faculty members are encouraged and supported to participate in Orientation, refresher courses, Workshops, Seminars and conferences related to the teacher-learning process and research.
- Teachers with Ph.D are also encouraged and motivated to act as research guides for the research scholars.
- Teachers are also supported and encouraged to participate in examination evaluation processes.
- The poor and needy students are provided with financial aid out of the college local fund and the affiliated university does not charge any examination fee to the orphan and disabled students.
- The college administration provides the transport facility to the needy students at lowest possible bus fare.
- The IQAC collects some donations from the faculty members and economically sound students and is distributed among the economically poor students for education.
- The IQAC also provides guidelines, internet access and verification processes for the students to get the post- Matric scholarships.
- The college also provides platform for the students to participate in Intra- College and Inter –College level debates, competitions, seminars etc.
- Several skill enhancement ability courses have been introduced in 2017 for various subjects and students are free to choose any one as per their will in the respective stream.
- Regular meetings of IQAC are conducted under the chairmanship of worthy Principal with the fixed agenda and suggestions are taken from all the members of IQAC for improvement and better implementation of curriculum.
- All the teachers are encouraged to use audio-visual teaching aids, charts, models etc. for effective teaching-learning processes. Almost all the laboratories are provided with charts, models etc for effective teaching- learning process.
- The IQAC of the institution requested to the J&K Bank under CSR (Cooperate Social Responsibility) for providing of LCD’s for different classes and laboratories.

### 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:**

The institution reviews its teaching learning process, structure and methodologies of operations and learning outcomes at periodic intervals.

The institutional reviews and implementation of teaching learning reforms facilitated by the IQAC are:

**1. Students feedback on faculty, teaching learning process and evaluation:**

Students feedback significantly shows the actual quality of teaching learning process. The students feedback is conducted as per the following norms:

- a. The regular and punctual students are only allowed to give feedback on faculty, teaching learning process and evaluation so that actual picture is ascertained.
- b. After evaluating the feedback from students, the teacher if evaluated with low performance is instructed accordingly.
- c. The whole process is being operated through IQAC and no other faculty member is involved at any stage.

**2. Academic monitoring:**

The academic monitoring committee conducts regular visit to the classes regarding the regularity and punctuality of class work. The Principal is informed on daily basis.

**3. Remedial Classes:**

The teachers conduct remedial classes and revision for the students wherever needed.

**4. Syllabus Monitoring:**

The worthy principal (chairman IQAC) keeps vigil on the completion of syllabus and ascertains information regarding the quantum syllabus completed, so that the prescribed syllabus is completed within stipulated time.

**6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**

**Response:** 4.4

**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6       | 1       | 6       | 5       | 4       |



|  |                               |
|--|-------------------------------|
| <b>File Description</b>  | <b>Document</b>               |
| Number of quality initiatives by IQAC per year for promoting quality culture | <a href="#">View Document</a> |

#### 6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** D. Any 1 of the above

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                                     | <b>Document</b>               |
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |

#### 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:**

| Year | Quality Enhancement Initiative   |
|------|--|
|      | <ul style="list-style-type: none"> <li>• Dr. Showkat Subhan Mir (Sr. Asstt. Professor) has been send to attend the national worksho remote sensing and GIS on 23 to 24 March 2018.</li> <li>• Two faculty members were sent to participate in general orientation programme namely Mr Iqbal Ahmad Rehmani and Dr. Konchok Dorjey.</li> <li>• Dr. Showkat Subhan Mir participated in One week workshop on sustainable design and</li> </ul> |

|             |   |  |
|-------------|---|--|
| <p>2018</p> | <p>manufacturing under faculty development programme.</p> <ul style="list-style-type: none"> <li>• Dr Showkat Subhan Mir (Sr. Asstt. Professor) sent for the training on Trainers Training Program on Climate change held in July 2018.</li> <li>• Two faculty members namely Dr. Showkat Subhan Mir (Sr. Asstt. Professor) and Mr. Nisar Kangoo (Asstt. Professor) were sent to participate in one day workshop on Marine Open Online Course (MOOC's) held on 25 September, 2018.</li> <li>• The IQAC coordinator participated in one day NAAC Bangalore sponsored national workshop conducted in University of Kashmir.</li> <li>• The college Librarian Participated and presented a research paper in 3rd International conference Asian Libraries, organized by Central University of Kashmir, and Asian Library Association Delhi in collaboration with International Federation of Library Association and Institutions (Netherlands), held at The central University of Kashmir Srinagar with effect from 06 - 08 August 2018.</li> </ul>   |  |
| <p>2017</p> | <ul style="list-style-type: none"> <li>• Complete Hi-Tech lab has been established for the students with interactive board ICT Faculty Rs. 27.95 Lacs.</li> <li>• 08 room two storied Lecture Hall Block under construction.</li> <li>• Competitive exam books worth Rs 2.5 Lacs procured.</li> <li>• The one day workshop on CBCS attended by Dr. Showkat Subhan on 30th of November, 2017.</li> <li>• An extension lecture has been arranged for the students on GST delivered by Economics Professor.</li> <li>• Dr. Nusrat Aziz (Sr. Asstt. Prof.) participated in UGC-sponsored National Seminar on Growth Points in Physics.</li> <li>• Dr. Aaliya Akhter (Asstt. Prof.) has been sent to participate in 03 day international conference on Psychological Science organized by Punjab University.</li> <li>• Tariq Ahmad Bhat (Asstt. Professor) has been sent to participate in one day Seminar on AISIR.</li> <li>• Two faculty members have been sent to participate in three week refresher course organized by Human Resource Development University of Kashmir.</li> <li>• The campus has been made WI-FI enabled for the staff and the students.</li> <li>• The power supply for the college has been developed in to essential Hot line in order to provide uninterrupted electricity to maintain the electronic gadgets of the institution.</li> </ul> |  |
| <p>2016</p> | <ul style="list-style-type: none"> <li>• Implementation of skill enhancement courses in various subjects on the directions of university.</li> </ul>  |  |

|      |   |  |
|------|---|--|
|      | <p>Kashmir</p> <ul style="list-style-type: none"> <li>• A smart Classroom worth Rs. 7.00 Lacs has been established in 2016.</li> </ul>  |  |
| 2015 | <ul style="list-style-type: none"> <li>• Dr. G.G Mohi-Ud-Din (Asstt. Prof. Botany) have been deputed to participate in NAAC, Ba sponsored national workshop on, “Accreditation Awareness and Institutional Ranking” under National Renaissance initiative (NQRI) of NAAC Jan. 2015 held at Central University of Ja</li> <li>• Dr. Showkat Subhan Mir &amp; Mr. Nisar Ahmad Kangoo have been deputed to participate in the week refresher course organized by UGC-HDR, University of Kashmir held in 2015.</li> <li>• An extension lecture has been arranged on carrier Orientation for the students dated 25.07.2</li> </ul> |  |
| 2014 | <ul style="list-style-type: none"> <li>• Introduction of four new courses viz, BCA, Home Science, Geography and Travel &amp; Tourism management.</li> <li>• Women Empowerment and Women Rights lecture on date 19.08.2014.</li> </ul>   |  |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Number of gender equity promotion programs organized by the institution during the last five years**

**Response:** 3

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 1       | 0       |

**File Description**

**Document**

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2

**1. Institution shows gender sensitivity in providing facilities such as:**

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

**Response:**

- Institution shows gender sensitivity in providing facilities such as:
  1. Safety and Security
  2. Counselling
  3. Common Room
- The Institute believes in gender equality and makes effort towards Gender sensitization. It believes that educated girls are an asset not only for the college and family but also for the whole society. The sensitivity towards the girl students at this institute is carried as follows:
  - 1. Safety and security**
- Women development cell is led by a senior, confident and caring female teaching member. It is a good and healthy sign of academic work place that no pronounced complaint has been lodged by any girl student. No complaint against any male faculty member, teaching/non-teaching came into the notice of Principal. Various moral and religious lectures from time to time, by scholars play a pivotal role in controlling any type of deviant behaviour.
- The college had also made requisition to higher authorities for installation of CCTV cameras.

#### **2. Counselling**

- The female teaching faculty in particular are advised to counsel girl students in class, parks, library, common room (wherever it suits) to educate about sexual harassment either collectively or individually, as suits the situation. The teachers are further instructed to counsel in cordial and cooperative manner so that senses of belonging and loving care prevail among the student community.
- For personal hygiene awareness, medical lady doctors, gynaecologist are often invited to interact with students in assembly, where only female faculty members remain present. A good result of one to one talk, questioning, discussing comes to surface, demystifying the doubts in mental horizon of girl students.
- There is no report of ragging in the campus as it seems that the concept of ragging is completely erased from the minds of students. The ragging now is deemed historical and archived practice.

### 3. Common Room

- The college has a common room where first aid facility is provided at hand. The college provides basic medical aid, necessary for girl students. Medical aid is provided free of cost. HOD Psychology is taking care of this facility.

#### 7.1.3 Alternate Energy initiatives such as:

##### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 23800

| File Description  | Document                      |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 14

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 504

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 3600

| File Description   | Document                      |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

#### 7.1.5 Waste Management steps including:

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

#### Response:

##### 1. Solid waste management

For collecting the solid waste from nook and corner of the campus substantial number of dustbins are installed. Most of the waste collected is biodegradable. The minimal amount of non biodegradable is mostly burnt in pits. The biodegradable portion too is dumped in pits for decomposition over time.

The solid biodegradable waste collected from the parks, play field after use of lawn mower and bush cutter is collected and dumped for decomposition to be used as a source of bio fertilizer. During the autumn season a large quantity of fallen dry leaves are collected and dumped to decompose for manure.

##### 1. Liquid waste

All the liquid waste from washroom, bathroom is collected into soakage pits through systematic drainage. Zero percent leakage of waste water is ensured.

##### 1. E- Waste management

The college has minimum e-waste. The waste if any is sold to vendors for recycling.

#### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

The college feels no need to harvest rain water as perennial water is available within the campus. The underground water is available even at shallow depth of 8 to 9 meters which is pumped easily for catering the need for irrigation and cleaning. An irrigation canal is flowing, where water is available at bay.

During heavy down pour the campus sometimes gets inundated and pedestrians feel difficulty to walk inside the campus. The college authorities have ditched drain to channelize flow of excess water towards the paddy fields where its use is profitable.

### 7.1.7 Green Practices

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

#### **Response:**

The college is situated 2 km away from the Main town Sopore and is spread across 13.25 acres of green and noise free campus suitable for the educational process. A

Number of green practices are followed in the institution such as:

- **Use of Public Transport and Bicycles by staff and Students:** Most of the students and staff members use public transport to reach the campus. Car pooling is being practiced by a sizable number of staff members.

Bicycles are also used by some staff members in fair weather. College is offering bicycle facility, for carrying official work around the town.

- **Plantation drives:** Massive Plantation drives are conducted from time to time in the college to make a greener and carbon neutralizing/ dipping campus.

Teaching, Non-teaching staff members and students have actively

participated in these drives. A plantation drive to plant 100 rear plants of

Kashmir was conducted in the college in collaboration with Sheri Kashmir

University of Agricultural Science and Technology Kashmir ( SKUAST) Wadura, Sopore.

A botanical garden has been marked by the Department of Botany and

detailed DPR worth 81.00 Lac has been submitted to the higher Education Department for its approval and establishment.

- **Use of Plastic bags are minimized:** Awareness and cleanliness drives are

conducted by NSS Units of the college to make the campus plastic free.

Staff members, NSS volunteers and students participated in these drives.

Dustbins are installed at different locations in the campus for proper dispose

of plastic bags. With the active involvement of the students, paintings and banners messaging for keeping green and clean campus, are also prepared and pasted on different walls of the college.

The college has committee for “Beautification of Campus”

- **An Irrigation Canal** flowing through the campus also contributes for beautification of green landscape of campus. It also acts as source of irrigation for the plants.
- **Minimum use of Paper:** Use of paper is minimized in the institution as for

as possible. To example a few

1. Online Admission and results.

2) Staff attendance management.

3) Centralized Personal Information system (CPIS)

4) Reuse of the used paper, having one side print. This paper is usually used for printing of notices, draft print or writing of rough draft.

- **Pedestrian Friendly Paths:** Pedestrian Friendly path are properly marked for convince of staff and students of the college.

#### **Traditional Coal Bukahris (Heaters) are replaced with fire-wood Bukharies (Heaters)**

In order to minimize the emissions like Carbon Dioxide, carbon monoxide, particulate matter and soot that get emitted by burning of the coal, the college has replaced the use of coal Heaters with Firewood heaters. The fire wood, besides emitting minimal hazardous emissions, is cheap as well as easily available.

#### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 1.61

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 0       | 0.5     | 7.44    | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |

### 7.1.9 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)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

| File Description                                      | Document                      |
|---|-------------------------------|
| Resources available in the institution for Divyangjan | <a href="#">View Document</a> |

### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 13

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 3       | 3       | 4       | 2       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 18

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 9       | 2       | 2       | 3       | 2       |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information   | <a href="#">View Document</a> |
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | <a href="#">View Document</a> |

### 7.1.13 Display of core values in the institution and on its website

**Response:** Yes

| File Description                                 | Document                      |
|--|-------------------------------|
| Provide URL of website that displays core values | <a href="#">View Document</a> |

**7.1.14 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**

**Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | <a href="#">View Document</a> |

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** No

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Any additional information  | <a href="#">View Document</a> |
| Provide URL of supporting documents to prove institution functions as per professional code | <a href="#">View Document</a> |

**7.1.17 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 during the last five years**

**Response:** 10

7.1.17.1 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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 0       | 2       | 5       |

| File Description   | Document                      |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | <a href="#">View Document</a> |

### 7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

#### Response:

1. The college organized one day seminar on great sufi saint, Sheikh-Ul-Alam, Sheikh Noor –Ud-Din Wali (RA) in 2014. The students and faculty members who participated in the seminar highlighted the life and teachings of great saint. The faculty members urged the participants to move beyond the commonly available interpretation of the work of the great saints in the light of the global crisis facing the people. The speakers stressed upon the global slogan of great sufi saint “*Ann poshe teli yeli wan poshe*” –Food is subservient to trees.
2. In 2015, college celebrated “Allama Iqbal Day”, in which the students and guest faculty from several colleges participated. The guests and the faculty members touched the life of Allama Iqbal as a philosopher, poet and politician in British India. The participants remembered his work and paid homage to great philosopher.
3. On 150th death anniversary of Mahatma Gandhi a lecture was organized in the college. The participants highlighted different aspects of Gandhiji’s life and put special focus on his political career and the role of Mahatma Gandhi in the Indian National Movement. Mr. Tariq Ahmad Bhat Asstt. Prof. History delivered a lecture in which he discussed the political role of Gandhi in Independence Movement. The speaker highlighted his selfless services and sacrifices for honour and dignity of the nation and people. He also threw light on the life of Mahatma Gandhi which was full of sacrifices.

### 7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

#### Response:

A.

The financial transactions are operated under two main headings.

1. Funds released by the government of Jammu and Kashmir.
2. The funds raised out of the admission fees collected from the students.

For release of funds, a thorough exercise is being done on the directives issued by financial advisor / chief Accounts Officer. After thread bare discussions the funds are released through BEAMS ( Budget Estimation and Allocation Monetary System).

The funds are routed through the treasury, after fulfilling all necessary formalities, for its drawal. Drawn

amount directly goes either into the account of vendor through treasury or is routed through CD account of the college for further disbursement through advice. There is no business through cash transactions.

The treasury send the drawal statement from their office and this office tallies the entries for reconciliation. The drawing authority certifies the drawal and same is counter signed / authenticated by the treasury.

One copy of the bills drawn is submitted to A.G office, through the treasury concerned and quarterly reconciliation is mandatory from A. G's office.

The monthly statements of account transaction is also submitted to higher education department. The salary of teaching and non teaching staff is routed through crediting with their respective bill accounts.

B.

For the maintenance of financial transaction for the admission fee and its subsequent draws is a manner where there is no involvement of cash transaction and via cross checks at very every step. The fee of the students is directly deposited by the student in the college main local fund account. The receipts in triplicate are generated as Bank copy, students copy and college copy so that reconciliation at three steps can be obtained in case of any discrepancy.

At the end of admissions, the total number of students admitted is reconciled with the forms and receipts obtained and same is checked through the bank statement of the account.

From the main account the local fund is dispersed to all subsidiary local fund accounts through advice system. The amount to be transferred by such exercise is completed at the rates already devised by the higher education department. The funds are utilised after proper requisition, need and same is paid through transparent check system. Bills are scrutinized by purchasing committee and office. Academic transparency is maintained by disseminating prospectus wherein the details of subjects, teachers, curricular and co-curricular activities are mentioned, offered at the time of admission. In addition the students are availing the services of online system of filling the forms for admissions and examinations.

After admission, the list is submitted to University through "Registered Return" (RR) document and same is displayed in anticipation at college notice board for rechecking of entries made by the college for admitted students. After admitting, the college time table committe displays the time table and if any genuine difficulty is observed by the students or teachers, same is given due consideration.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

**Response:**

## **Title practice dash “Charity for needy”**

### **Objective**

- 1.To imbibe sense of concern for economically downtrodden strata of the society.
- 2.To infuse and inculcate habit of helping the needy with a sense of belongingness.
- 3.To inculcate values to view economic status subordinate to human status.

### **The context**

The stakeholders of the institution especially the students and non teaching local fund employees belonging to lower socio-economically strata of society need encouragement. This should not impede their capacity and capability. The college has experienced a good number of cases where the students are badly in need of monetary help.

### **The practice**

Considering the fact that, the professors have initiated program of donation for the needy especially at the time of admission. The donations made are not made public so that the donor may not lose self esteem and that she may not feel emotionally hurt. Same is case with deserving non teaching staff members they are help to cope up problems like ill health, natural mishaps, children fee extra. The mode of operation is also kept hidden in most cases.

Recently the nationwide program Daan Utsav was launched in which this Institute took part with great zeal and zest. Need to give Charity was highlighted through the religious teachings mentioned in the Holy Quran and sayings of Prophet Muhammad (SAW). The management had decided to keep a donation box in the college premises for donations by the college staff and students so that the real stakeholders will get benefited.

The college also collects donation for the blind and orphans outside the college. NSS volunteers of the college also collects donation for the students of adopted school namely Govt. Middle School Chak Rodi khan, Sopore and help them with stationary and sanitation items. Most of these students are orphans and belong to poor families. College also helps the needy people from outside the college, after proper scrutiny of documents and genuine reasons and the NSS volunteers actively participate in this activity.

### **Evidence of success**

There is no report that any student had left the studies out of shortage of fee point

### **Resource required**

Teachers and students for donation and distribution of charity in honest and honourable manner.

### **Practice 2nd**

#### **Title “connected with the past”**

#### **Objectives of the practice**

1. To know about Culture Heritage of our birth.
2. To link present with past point

### **The context**

We are linked with our past as it is the foundation for modern socio-economic and technological progress. How our ancestors, to whom we belong, had strived and struggled in the past to build and reinforce the basic values and valuables for their next generation. It becomes our moral duty, to preserve and cherish our heritage, in addition to use it an object of study, Research and history.

### **Practice**

With the active involvement of HOD History a campaign was launched among the students of history department to contribute for collection of articles / artefacts belonging to our past. The response was positive and a good number of antique collection was made in the college. Though at its infancy, we hope that it will grow to a museum in future years.

The displaying of old, antique photographs highlighting various shades of past society is mark of attraction, attention and interaction among the students and staff.

### **Evidence of success**

Voluntary donation of artifacts and antique material by the stakeholders is encouraging. The management is considering developing a museum for display of this material point

### **Resource required**

Students and staff are required for donation and dissemination of the information.

## **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:**

“Services of Institute as fortress for women emancipation and empowerment”

The academic session of the college started in 2006 in a building provided by the Government Degree College Boys, Sopore. In the year 2010, the college was shifted to its present site after completion of basic infrastructure in five years after laying of its foundation stone in the year 2005. The college is in countryside of the town where most of the girl students hail from rural, socially and economically lean strata of society. We have firm faith in educating and empowering a girl student which can prove a highly effective instrument in transforming the whole scenario of the society towards progress. It is women whose

direct impact gets transmitted to future generations. Educated and uneducated women are virtually torchbearers in the dark and ignorant society.

The hassle free conducive environment in the campus blended with spectrum of 24 subjects offered to students for obtaining their BSc, BA, BCA degrees is paying its dividends for the upliftment of rural areas. This college is pioneer in being the sole institute offering BCA degree exclusively for the girl students in its own district and two adjoining districts. From last 5 years a good number of students have cracked the competitive examinations at University of Kashmir for taking admission in post graduate degrees and almost the same numbers of the students pursue their higher degree from other universities across the country.

In order to translate our mission of women emancipation and empowerment, effort of college for arranging different events and creating platform for students is pronounced. The college management and staff are always engaged in conceiving and translating the best practices for chiselling the personality and honing the talent of students whom they meet at their crucial stage of teenage.

The NSS unit, sports committee, cultural and debate committee are taking strenuous and concrete efforts to arrange multidimensional and multi faceted co-curricular activities to carve out hidden talent and best traits of students. The results are positive and encouraging. The NSS units (Over 200 volunteers registered ) arrange health awareness programme, Swachh Bharat programme ,cleanliness drives, seminars, discussions, deliberations, about social issues which are its hallmark.

The platform is being provided by the Debates, Cultural and Seminar committee to encourage, elevate and applaud the efforts of students. They are engaged in discussing different burning and important issues. This is to inculcate moral and social values as envisioned in the mission of the college. The students having skill of expressing their talent through writing are encouraged to contribute their articles in the college magazine “*Mehak*”. Although the standard of their writing doesn’t qualify to boast about, yet the concerned teachers help and support them for promoting their skills. This is to foster independent thinking as mentioned in the mission of the college.

The valley is in political turmoil and the students are under stress due to frequent strikes, crackdowns, encounters between forces and militants. In order to divert their attention from the prevailing situation and to ease the stress, the Department of Sports provides extensive support to the students. The students are motivated and encouraged to engage in sport activities. They are being felicitated in assemblies by trophies and certificates. This is to make society better place to live in as stated in the mission of the college. The results are self reflecting as three girl students from this college were selected for Inter University championships in different games in the current year. We are optimist that the continuous nurturing of sports will add feathers to the cap of the institution.

In view of the above, the institution carries out activities for encouraging the students to learn, make them comfortable in their studies and support them to become good citizens of tomorrow. They are taught to “act locally but thinking globally”.



## 5. CONCLUSION

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### Additional Information :

not applicable

### Concluding Remarks :

#### Conclusion:

Having started its first academic session in 2006, the college has strived hard to keep pace for the development of institution in multifaceted dimensions. Keeping in view the Vision and Mission of the institution, the effort was made to tap our strengths, to harness the opportunity, to ward off and /or plug the weakness and to strive for the challenges.

Besides ensuring quality education in class rooms, a due care was given to the development of overall personality of students by involving them in different co-curricular activities. Teaching learning process was elevated at both ends by giving opportunities to teachers and learners to explore and expound.

Infrastructure and learning resources were augmented by way of introducing electronic gadgets and by providing more physical space for different operations. Students are also supported with basic facilities as are needed for day to day business.

Institution ensures better management, leadership and accountability of teachers (Academic Audit) on yearly basis.

A good sense of institutional values and best practices are inculcated in the young minds so that sense of responsibility as good citizens will prevail.

We believe educating and exploring a girl student today will yield its valuable fruit tomorrow for over all benefits of humanity.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |    |    |   |   |    |         |         |         |         |         |   |   |   |   |   |
|-----------|---|---------|---------|---------|---------|---------|----|----|---|---|----|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.2.2     | <p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented.<br/>           Answer before DVV Verification : 24<br/>           Answer after DVV Verification: 24</p>  |         |         |         |         |         |    |    |   |   |    |         |         |         |         |         |   |   |   |   |   |
| 1.4.1     | <p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise<br/>           Answer before DVV Verification : B.Any 3 of the above<br/>           Answer After DVV Verification: C. Any 2 of the above</p>   |         |         |         |         |         |    |    |   |   |    |         |         |         |         |         |   |   |   |   |   |
| 1.4.2     | <p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : C. Feedback collected and analysed<br/>           Answer After DVV Verification: C. Feedback collected and analysed</p>  |         |         |         |         |         |    |    |   |   |    |         |         |         |         |         |   |   |   |   |   |
| 2.3.3     | <p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors<br/>           Answer before DVV Verification : 24<br/>           Answer after DVV Verification: 24</p> <p>Remark : Documents uploaded.</p>   |         |         |         |         |         |    |    |   |   |    |         |         |         |         |         |   |   |   |   |   |
| 2.4.2     | <p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years<br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>12</td> <td>8</td> <td>7</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>8</td> <td>8</td> <td>7</td> <td>6</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided documents.</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 16 | 12 | 8 | 7 | 10 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 8 | 8 | 8 | 7 | 6 |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |    |    |   |   |    |         |         |         |         |         |   |   |   |   |   |
| 16        | 12  | 8       | 7       | 10      |         |         |    |    |   |   |    |         |         |         |         |         |   |   |   |   |   |
| 2017-18   | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |    |    |   |   |    |         |         |         |         |         |   |   |   |   |   |
| 8         | 8   | 8       | 7       | 6       |         |         |    |    |   |   |    |         |         |         |         |         |   |   |   |   |   |
| 2.4.5     | <p>Average percentage of full time teachers from other States against sanctioned posts during the last five years</p>   |         |         |         |         |         |    |    |   |   |    |         |         |         |         |         |   |   |   |   |   |

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

## 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

## 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 150.33  | 16.28   | 7.0     | 7.5     | 29.0    |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 150.33  | 16.28   | 7.0     | 7.5     | 20.0    |

Remark : HEI input edited according to provided information.

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

Lakhs)

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7.6     | 2.25    | 0.77    | 2.19    | 3.61    |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7.6     | 2.25    | 1.81    | 2.20    | 7.50    |

Remark : HEI input edited according to provided information.

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 22

Answer after DVV Verification: 22

Remark : Documents uploaded.

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : 5-20 MBPS

Answer After DVV Verification: <5 MBPS

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

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)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 10.863  | 7.765   | 5.11    | 8.645   | 7.97    |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 10.863  | 7.65    | 5.05    | 7.44    | 7.96    |

Remark : HEI input edited according to provided information.

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 27      | 0       | 78      | 121     | 135     |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 27      | 0       | 78      | 121     | 135     |

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : D. Any 4 of the above

Answer After DVV Verification: E. 3 or less of the above

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

Remark : Documents uploaded.

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 100

Answer after DVV Verification: 5

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:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 0       | 0       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : HEI input edited according to provided information.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4       | 7       | 4       | 1       | 3       |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7       | 2       | 1       | 3       | 0       |

Remark : HEI input edited according to provided documents.

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification

|         | <p>5. NBA or any other quality audit</p> <p>Answer before DVV Verification : C. Any 2 of the above<br/>         Answer After DVV Verification: D. Any 1 of the above<br/>         Remark : HEI input edited according to provided documents.</p>  |         |         |         |         |         |   |   |      |     |   |         |         |         |         |         |   |   |     |      |   |
|---------|---|---------|---------|---------|---------|---------|---|---|------|-----|---|---------|---------|---------|---------|---------|---|---|-----|------|---|
| 7.1.3   | <p>Alternate Energy initiatives such as:</p> <p>1. Percentage of annual power requirement of the Institution met by the renewable energy sources</p> <p>7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH)<br/>         Answer before DVV Verification : 5800<br/>         Answer after DVV Verification: 0</p> <p>7.1.3.2. Total annual power requirement (in KWH)<br/>         Answer before DVV Verification : 23800</p>   |         |         |         |         |         |   |   |      |     |   |         |         |         |         |         |   |   |     |      |   |
| 7.1.8   | <p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)<br/>         Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0.49</td> <td>7.5</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0.5</td> <td>7.44</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided information.</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0.49 | 7.5 | 0 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0 | 0 | 0.5 | 7.44 | 0 |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |      |     |   |         |         |         |         |         |   |   |     |      |   |
| 0       | 0   | 0.49    | 7.5     | 0       |         |         |   |   |      |     |   |         |         |         |         |         |   |   |     |      |   |
| 2017-18 | 2016-17   | 2015-16 | 2014-15 | 2013-14 |         |         |   |   |      |     |   |         |         |         |         |         |   |   |     |      |   |
| 0       | 0   | 0.5     | 7.44    | 0       |         |         |   |   |      |     |   |         |         |         |         |         |   |   |     |      |   |

## 2.Extended Profile Deviations

| ID  | Extended Questions   |
|-----|--|
| 1.1 | <p>Number of courses offered by the institution across all programs during the last five years<br/>           Answer before DVV Verification : 24<br/>           Answer after DVV Verification : 276</p> |